



Succeeding at Work—The Facilitator's Guide

to accompany the video

Succeeding at Work—The Adventure Begins

Written and Directed by:

Robert Rosell

Produced by:

Patricia McDermott-Rosell and Robert Rosell

Facilitator's Guide written by:

Marilyn Turkovich

Editorial Assistance by:

Lynn de Vree



Succeeding at Work—Book
Succeeding at Work—Facilitator's Guide
Succeeding at Work—The Adventure Begins Video

Quality Media Resources, Inc.
PO Box 1706
Bellevue, WA 98009-1706
800/800-5129
FAX: 425/462-7087
e-m: Robert@qmr.com
web: www.qmr.com

In addition to the material in this guide, you may choose to purchase ***The Succeeding at Work-Book***, an optional 60 page employee workbook intended to extend and deepen the learning from this program. It can be previewed on-line at QMR's website at: **www.qmr.com**.

© Quality Media Resources, Inc.
All rights reserved.



Contents

Succeeding at Work—The Adventure Begins

Foreword.....	4
Preparation.....	5
Video copying and photocopying legalities.....	6

Training Integration

Introduction to the Program.....	7
Mission.....	8
Performance Objectives.....	9
Workplace Values.....	10
Professionalism.....	11
Communication.....	12
Being of Service.....	14
Responsibility.....	15

Facilitation Program Notes

Trainer Preparation.....	16
Introduction to the Program.....	17
Mission.....	19
Performance Objectives.....	20
Workplace Values.....	22
Professionalism.....	24
Communication.....	26
Being of Service.....	27
Responsibility.....	28

Adventure Exercises

The Big Picture.....	29
Step-by-Step.....	32
Ten Questions.....	35
Thinking Values.....	38
Reaching Consensus.....	42
Building and Communicating.....	47
Communication Barriers.....	49

Annotated Bibliography.....	52
------------------------------------	-----------

Overheads



Succeeding at Work— The Adventure Begins

Foreword

The success of new employees is often determined in their first few weeks at work. Once hired, it is essential that they clearly understand what is expected of them and what they must do to succeed.

In preparing them, organizations should go beyond explaining benefits and specific job skills. New employees need to understand the mission, values and culture of their organization and how they fit in.

Succeeding at Work—The Adventure Begins is a video-based training package designed to introduce the "soft skills" needed for success in the 21st Century workplace.

The materials in this guidebook are intended to help you prepare prospective or new employees to succeed at work. Together with the video program *Succeeding at Work - The Adventure Begins* and the optional *Succeeding at Work-Books*, the activities and information in this guide can be a powerful resource in your efforts to get employees off to a good start and to maximize the likelihood of their success.

If you would like assistance in your planning when incorporating this program into your learning curriculum, please feel free to call me directly at (800) 800-5129. You can also reach me via e-mail at: Robert@qmr.com, or through QMR's website at www.qmr.com.

Thank you for selecting *Succeeding at Work—The Adventure Begins*. We hope it will prove to be a powerful resource for you and your students.

Robert Rosell, President
Quality Media Resources, Inc.



Preparation

Training options

Succeeding at Work—The Adventure Begins is a video and training program that presents the world of work to three distinct audiences: new hires, individuals enrolled in job preparation programs and students getting ready to enter the workforce.

The *Succeeding at Work—The Adventure Begins* video explores seven main themes:

- Mission
- Performance Objectives
- Workplace Values
- Professionalism
- Communication
- Being of Service
- Responsibility

The entire training package consists of the video, this facilitation guide and the optional *Succeeding at Work-Book*. While each component can stand on its own, the most effective training will integrate all three elements.

The *Succeeding at Work—Facilitator's Guide* has been designed to meet the learning and training needs of various audiences in the following way:

Short introductory orientation program

This format requires that you show the video, *Succeeding at Work—The Adventure Begins* in its entirety and then incorporate the training program outlined in the *Facilitator's Guide*. This approach can be completed in approximately three hours and suggests that you include your organization's mission statement, samples of performance objectives, and pertinent policies into the training.

In order to facilitate this program you simply need to follow the preparation instructions and the training directions found on pages 16-28. Preparation for delivering the program should take approximately two to three hours.

Full-day orientation program

This format builds on the short introductory orientation program by having you customize the remainder of your training day with one or two of the Adventure Exercises offered in this book. Select exercises by determining what areas are most important for your organization. You might also decide to use only one Adventure Exercise in the training. The remainder of the time can be used completing activities in the *Succeeding at Work-Book*.

In order to extend your training program you need only to review the training integration pages that follow this section. Each of the seven *Succeeding at Work* themes are outlined categorically on the Training Integration pages and suggested corresponding Adventure Exercises and Work-Book activities are listed. You will note that cross-referencing to activities in *The Succeeding at Work-Book* are designated as “WB” and page number, and notes on facilitation and Adventure Exercises, both found in this facilitator’s guide, as “FG”. There is also a Training/Teaching tip section that provides you with ideas on how to address any of the exercises or activities you may want to incorporate into the training.

It should take approximately five hours to design and prepare a full-day training program using the material in the *Facilitator’s Guide* and/or *The Work-Book*.

Full-day training and follow-up program

Often organizations prefer to bring new hires together periodically to see how they are adjusting to their work experience. By reviewing the exercises and activities in the integration pages you can easily set up a follow-up workshop or a series of workshops. Sessions in diversity, communication, teambuilding, conflict resolution and customer service training can all be explored in greater depth with material presented in the Work-Book and the Adventure Exercises.

You should expect to spend a minimum of two hours preparation for each follow-up session.

Approach to augment an existing course of study

By utilizing the integration pages a facilitator/trainer/instructor can conceivably design a complete course of study using the *Succeeding at Work* package, or elect to use the material to augment an existing course of study. The video, corresponding facilitation notes, Adventure Exercises and *Work-Book* together have been written to take approximately forty-five contact hours (three Carnegie units). You can choose to follow the trainer-teaching tips outlined in each of the integration pages, or adjust the exercises and activities to augment an existing course.

Video copying and photocopying legalities

When you license training rights for *Succeeding at Work—The Adventure Begins*, Quality Media Resources, Inc. (QMR) grants you license to make as many copies of this guide as needed for your organization. However, copying all or part of the *Succeeding at Work – The Adventure Begins* video or *The Succeeding at Work-Book* is illegal.

Training Integration

Category	Introduction to the Program
Objectives	<ol style="list-style-type: none"> 1. Provide participants with an opportunity to introduce themselves to the group. 2. Explore questions that the group may have about the training, their new job, or the world of work. 3. Present an overview of themes that will be explored in the training or in this course of study. 4. View the video, <i>Succeeding at Work—The Adventure Begins</i>. 5. Discuss the seven themes presented in the video. 6. Answer any questions that may not have been answered at the beginning of the session.
Facilitation Activities/ Techniques (pages 17-18)	<ul style="list-style-type: none"> • Introduction of self and participants. • Exploration of questions and feelings. • Provide overview of <i>The Succeeding at Work-Book</i>. • Review the themes covered in <i>Succeeding at Work—The Adventure Begins</i>. • Collect questions that relate to themes.
Adventure Exercise Highlights	
Workbook	<ul style="list-style-type: none"> • Describing personal culture and values (WB, pp. 13-14)
Training/ Teaching Tip	<ol style="list-style-type: none"> 1. Complete personal introductions and present an overview of the themes to be explored in the orientation or course (FG, pp. 17-18 in Facilitation Notes). 2. Complete the “Describing personal culture and values” exercise from <i>The Work-Book</i> (pp. WB, pp.13-14). 3. If it is a small group, have individuals reintroduce themselves by talking about the characteristics they inserted in their diagram. If it is a large group, break participants into subgroups to share information with one another. 4. Subgroups can elect a spokesperson who can introduce members of his/her group by offering one or two characteristics per person.

Category	Mission
Objectives	<ol style="list-style-type: none"> 1. Determine why the organizations exists. 2. Explore how individuals fit within the organization. 3. Review a mission statement. 4. Interview others about their reactions to their work and see how their observations support the mission of the organization. 5. Realize that building a life mission requires forward thinking. 6. Work with some of the elements that make up a life mission. 7. Compare one’s own life mission to an organization’s mission.
Facilitation Activities/ Techniques (page 19)	<ul style="list-style-type: none"> • Have an individual from an organization talk about its mission. • Examine a mission statement. • Consider how what we think of an organization may be shaped by its mission. • Explore how you might fit in an organization.
Adventure Exercise Highlights (pages 29-31)	<p>The Big Picture</p> <ul style="list-style-type: none"> • Brainstorm the meaning of the word “mission.” • Consider how the concept of mission relates in one’s personal life. • Complete a mission processing survey. • Explore the questions we need to ask about our life mission. • Analyze an organization’s mission statement. • Consider how creating goals relate to a mission.
Workbook (pages 7-8)	<ul style="list-style-type: none"> • Exploring the mission of the organization (WB, p. 7). • Discovering the mission statement through the eyes of others (WB, p. 8).
Training/ Teaching Tip	<ol style="list-style-type: none"> 1. Begin this section by facilitating the <i>Adventure Exercise</i>, “The Big Picture” (FG, pp. 29-31). 2. View the video segment about an organization’s mission. 3. Have a guest speaker speak to the organization’s mission statement. If a guest is not available review an organization’s statement. 4. Compare the speaker’s comments or the group’s analysis to <i>The Work-Book</i> exercise, “Exploring the mission of the organization” (WB, p. 7). 5. Conduct interviews by using the exercise in <i>The Work-Book</i>, “Discovering the mission statement ...others,” (WB, p. 8). 6. Share results of the interviews with the group.

Category Performance Objectives

- Objectives**
1. List workplace performance objectives.
 2. Analyze a performance objective.
 3. Prepare an action plan for meeting a performance objective.
 4. Design a performance objective that relates to personal wishes and goals.
 5. Realize that personal and professional performance objectives are equally important.
 6. Understand the relationship between performance objectives and workplace success.
-

- Facilitation Activities/ Techniques**
(pages 20-21)
- Consider how change effects performance objectives.
 - Discuss new skills that are associated with change in today's workplace.
 - Reflect on how individual work has been evaluated in the past.
 - Present the organization's (or provide an example of a) method for providing performance feedback.
-

- Adventure Exercise Highlights**
(pages 32-34)
- Step-by-Step
- Define a performance objective.
 - Review performance objectives.
 - Brainstorm the reasons for using performance objectives.
 - Write personal performance objectives.
 - Discuss the importance of having an action plan to implement performance objectives.
-

- Workbook**
(pages 9-11)
- Performance objectives (WB, p. 9).
 - Change and growth (WB, p. 10).
 - The personal performance objective (WB, p. 11).
-

- Training/ Teaching Tip**
1. Begin this section by facilitating the *Adventure Exercise*, "Step-by-Step" (FG, pp. 4-6).
 2. At point #3 in the exercise, have participants work on the "Personal Performance Exercise" in the *Work-Book* (WB, p. 11).
 3. Complete the "Step-by-Step" exercise.
 4. Show the video after the *Adventure Exercise* and ask the questions suggested in the facilitation notes (FG, p. 20).

Category	Workplace Values
Objectives	<ol style="list-style-type: none"> 1. Explore the differences represented by the group. 2. Discuss how diversity is linked to values. 3. Explore how values can be a source of conflict between people. 4. Analyze the importance of acting on values in the workplace. 5. Reflect on one's own values. 6. Relate personal values to values held important by others.
Facilitation Activities/ Techniques (pages 22-23)	<ul style="list-style-type: none"> • Consider how each person we interact with is different. • Explore how one views him/herself compared to others. • Analyze how the Success crew views differences in others. • Consider how cooperation, respect and integrity are important in the workplace.
Adventure Exercise Highlights (pages 38-41)	<p>Thinking Values</p> <ul style="list-style-type: none"> • Complete Values worksheet. • Decide on what three values are most important. • Select values that are most important in the workplace. • Discuss how values can support the mission of the organization. • Determine which values are most needed for working in teams, communicating with others, or providing good customer service.
Workbook (pages 12-20)	<ul style="list-style-type: none"> • Describing personal culture and values (WB, pp. 13-14) • Words that describe who I am (WB, p. 15) • Describing organizational culture and values (WB, pp. 16-17) • Understanding respect (WB, p. 18) • Contributing to the organization's workplace values (WB, pp. 19-20).
Training/ Teaching Tip	<ol style="list-style-type: none"> 1. Begin this segment of the training by presenting the first three points covered in the facilitator's notes (FG, p.22). 2. Compare the group's ideas of diversity with those provided in <i>The Work-Book</i> (WB, p. 12) 3. If the exercise, "Describing personal culture and values," was not used in the Introductory section of the training, incorporate it at this point (WB, pp. 13-14). 4. Continue with the exercise, "Words that describe who I am," from <i>The Work-Book</i> (WB, p. 15). 5. Return to the Facilitator's Notes and follow the outline to the transition (FG, pp. 22-23). 6. Complete all of the remaining exercises in <i>The Work-Book</i> (WB, pp. 16-20).

Category	Professionalism
Objectives	<ol style="list-style-type: none"> 1. Compare your personal ideas about appearance with the style and standards set by the workplace. 2. Determine what is expected of you as it relates to workplace appearance. 3. Review basic guidelines for acting professionally within an organization. 4. Problem solve workplace situations that deal with time and attendance. 5. Reflect on questions that individuals have about their work. 6. Encourage honesty, trust and teambuilding skills. 7. Evaluate the individual and group growth of the participants.
Facilitation Activities/ Techniques (pages 24-25)	<ul style="list-style-type: none"> • Brainstorm characteristics that make an individual a professional. • Address the organization’s (or provide an example of a) dress code. • Discuss the importance of punctuality and attendance.
Adventure Exercise Highlights (pages 35-37)	<p>Ten Questions</p> <ul style="list-style-type: none"> • Asking and answering questions regarding work and performance. • Explore commonalties that exist between people in the workplace. • Review barriers faced at work. • Explore how the group can help one another build professional skills.
Workbook (pages 21-25)	<ul style="list-style-type: none"> • Reflecting what I see. • Are you reliable and punctual?
Training/ Teaching Tip	<ol style="list-style-type: none"> 1. The survey, “Reflecting what I see,” can be incorporated into the training immediately after completing the brainstorm (WB, p. 21). 2. The guidelines in the section “Are you reliable and punctual?” can be addressed following the showing of the video (WB, p. 23). 3. The five scenarios (WB, pp. 24-25) can be acted out as role plays following the review of the guidelines or immediately following the showing of the video. 4. <i>The Adventure Exercise</i> can best be used to introduce this topic (FG, pp. 35-37).

Category	Communication
Objectives	<ol style="list-style-type: none"> 1. Reflect on some common communication mistakes. 2. Evaluate one’s own communication style. 3. Listen to what others say about your listening skills. 4. Practice paraphrasing. 5. Practice active listening. 6. Analyze how people relate to conflict. 7. Reflect on the role gestures and postures play in communication. 8. Practice using “I” statements. 9. Practice building positive relationships. 10. Work to eliminate stereotypes, prejudices and other forms of disrespectful communication. 11. Discuss ways of eliminating harassment at the workplace.
Facilitation Activities/ Techniques (page 26)	<ul style="list-style-type: none"> • Explore the nature of communication difficulties. • Discuss good communication techniques. • Review the Rules of Basic Respectful Communications. • React to situations when rules aren’t followed.
Adventure Exercise Highlights (pages 47-48) (pages 49-51)	<p>Building and Communicating</p> <ul style="list-style-type: none"> • Break into working teams. • Work in silence. • Create a structure cooperatively communicating through gestures. • Compare and contrast the place of cooperation and competition as it relates to the workplace. <p>Communication Barriers</p> <ul style="list-style-type: none"> • Speak extemporaneously on a topic. • Reflect back what is heard. • Act as a communications coach. • Brainstorm and discuss barriers to effective communication.
Workbook (pages 26-43)	<ul style="list-style-type: none"> • The communication survey (WB, p. 26). • Basic rules of communication (WB, p. 29). • Repeat back what you heard (WB, p. 31). • Get to the heart of the matter (WB, p. 32). • Conflict— what does it look like (WB, p. 33). • Conflict can be an opportunity (WB, p. 35).

Category	Communication (continued)
Workbook (pages 26-43)	<ul style="list-style-type: none"> • Actions speak louder than words (WB, p. 36). • Putting your best foot forward (WB, p. 38). • Building constructive and positive relationships (WB, p. 40). • Communication and diversity (WB, p. 42). • Harassment is forbidden here (WB, p. 43).
Training/ Teaching Tips	<ol style="list-style-type: none"> 1. Begin this section of the training by having everyone take the communication survey (WB, p. 26). Analyze the results. 2. Follow the complete Facilitation outline, points 1-7 (FG, p. 11). 3. Have participants conduct interviews among themselves (WB, p. 29). 4. Set up a discussion on a controversial topic(s). Have the group practice active listening by following the guidelines <i>in The Work-Book</i> (WB, pp. 31). 5. Conduct the Adventure Exercise, “Communication Barriers” (FG, pp. 21-23). 6. Brainstorm specific ways of practicing attentive and active listening. Compare this list to <i>The Work-Book</i> (WB, p. 32). 7. Discuss the role of conflict as it pertains to communication (WB, pp. 33-35). 8. Conduct the Adventure Exercise, “Building and Communicating” (FG, pp. 19-20). 9. Act out “Actions can speak louder than words” (WB, pp. 36-37). 10. Have participants create several conflict scenarios. Scenarios can be acted out first without using “I” statement and then by using them. Consult “Putting your best foot forward” (WB, pp. 38-39). 11. Have the group work on “Building constructive and positive relationships” (WB, pp. 40-41) by brainstorming ways that each action can be practiced. 12. Discuss issues in communication that are linked to the topic of diversity (WB, pp. 42-43).

Category	Being of Service
Objectives	<ol style="list-style-type: none"> 1. Discuss the components of good customer service. 2. Analyze the service excellence equation. 3. Determine what you mean by customer satisfaction. 4. Practice good customer service skills. 5. Practice good customer service responses. 6. Consider the importance of continuous improvement as a part of customer service.
Facilitation Activities/ Techniques (page 27)	<ul style="list-style-type: none"> • Review the four basic rules of customer service. • Analyze what goes wrong when customers aren't listened to or their needs acknowledged. • Reflect on good customer service practices.
Adventure Exercise Highlights (pages 47-48)	<p>Building and Communicating</p> <ul style="list-style-type: none"> • Break into working teams. • Work in silence. • Create a structure cooperatively communicating through gestures. • Compare and contrast the place of cooperation and competition as it relates to the workplace.
Workbook (pages 44-50)	<ul style="list-style-type: none"> • Components of customer service (WB, p. 44). • Components of service excellence (WB, p. 45). • Customer service in and out of the organization (WB, p. 46). • Practicing customer service communication skills (WB, p. 47) • Good customer service language (WB, pp. 48-49). • Continuous improvement is a part of customer service (WB, p. 50)
Training/ Teaching Tips	<ol style="list-style-type: none"> 1. Review components of customer service (WB, p. 44). 2. Brainstorm examples of customer service in and out of the organization (WB, p. 46). 3. Have the group work in pairs to complete the "Practicing customer service communication skills" (WB, p. 47). 4. Review, discuss and practice "Good customer service language" (WB, p. 48). 5. Create a customer service action plan (WB, p. 50). 6. Complete all Being of Service points in the Facilitation Notes (FG, p. 12). 7. If the "Building and Communicating" Adventure Exercise was not done in the Communications section of the training, it can be acted out here. Link the summation points to good customer service as a cooperative partnership.

Category	Responsibility
Objectives	<ol style="list-style-type: none"> 1. Discuss who will make you successful? 2. Analyze difficulties that are confronted at the workplace. 3. Work with areas that cause difficulty and limit success. 4. Express one’s own values and present them to the group. 5. Work to agree on what the group collectively considers most important. 6. Experience the discipline it takes to make decisions.
Facilitation Activities/ Techniques (pages 28)	<ul style="list-style-type: none"> • Brainstorm ways to become successful. • Review the points covered in the training.
Adventure Exercise Highlights (pages 42-46)	<p>Reaching Consensus</p> <ul style="list-style-type: none"> • Work in teams as performers and observers. • Complete worksheets on “The Good Employee,” and “The Good Leader.” • Facilitate a discussion on consensus. • Relate consensus building to success.
Workbook (pages 51-52)	<ul style="list-style-type: none"> • Who will make you successful? (WB, p. 51).
Training/ Teaching Tips	<ol style="list-style-type: none"> 1. Conduct the Adventure Exercise, “Reaching Consensus” (FG, pp. 42-46). 2. Link participating in the consensus process as another aspect of good communication, respect and professionalism. 3. Work through the eight points in the Facilitation Notes (FG, p. 28).

Facilitation Program Notes

Materials needed for the training.

- *Succeeding at Work—The Adventure Begins* Video
- VCR and TV monitor
- White board, flip chart or large newsprint and markers
- Index cards
- Paper, pencils, pens for participants
- Prepared flipcharts or prepared overheads or computer generated slides
- If appropriate, informational material, charts, the organization's policies
- Optional *Succeeding at Work—Books*

Arrange seating so that all participants can see one another.

This Introduction section of the training should take approximately 40 minutes. This includes showing the video, Succeeding at Work—The Adventure Begins.

Trainer Preparation

1. Preview the video.
2. Read the *Succeeding at Work—Book*, especially the Mission and Performance Objectives sections. If you are not using the *Work-Book*, you can still read it on-line at QMR's website: www.qmr.com.
3. Prepare necessary handouts as used in the organization (informational materials, charts, graphs, reports, harassment policy, etc.), transparencies or computer generated slides. Examples are provided in this booklet.
4. Review suggested training times, and make appropriate changes to include additional material you will use in the session.
5. Decide how you will offer the training—full day or half day. Training material contained in the section *Adventure Exercises*, can be selected to build a full day training.
6. Review supplemental exercises to select those you want to include in your overall training design.
7. Select a contact person who can act as a coach or mentor for each of the participants if appropriate for your organization.

Have index cards available on each table.

Check out the Adventure Exercises to design a fuller training.

Follow-up training sessions can be designed by using the Adventure Exercises and by using exercises in the Succeeding at Work—Book

Have the questions typed up and distributed to the group as soon as possible. Whenever a question is answered in the training, make certain to point out this accomplishment. Maintain a question flipchart, so that new questions can be recorded throughout the training.

Introduction to the Program

1. Welcome participants to the training session, introduce yourself and the role you will be playing in the orientation program. Introduce any other members of the orientation team who might be present for the beginning of the training.
2. Have participants introduce themselves by name only. They should indicate how they wish to be called, especially if they respond more comfortably to a “nick” name.
3. Refer to the two stacks of index cards (one set white, the other a color) on the tables. Ask each individual to take a few cards and write down all of the questions they have about their new work on the white cards, and the emotions they are feeling on the colored cards.
4. Have the group pass the cards to you.
 - Separate by color.
 - Ask for a volunteer to help you read the cards.
 - Begin with the question cards.
 - Read all the questions out loud. Ask the group if they have any other questions to add.
 - Indicate that in the course of the training these questions will be answered.
5. Summarize the questions.
 - Ask the participants for ways to categorize them.
 - First refer to those questions that can be answered easily.
 - Then mention those that are best answered by reading the organization’s material or by completing work in the *Succeeding at Work-Book*.
 - Finally, identify the questions best answered through experience.
6. Return to the colored cards.
 - Indicate that you want to determine the group’s mood.
 - Read the cards and respond to people’s feelings.

*Display overhead/
slide #1
Succeeding at Work*

*Display overhead/
slide #2
Objectives for
Succeeding at Work*

*Show the video,
Succeeding at
Work—The
Adventure
Begins.*

*Address questions
that were generated
at the beginning of
the training.*

*Display overheads
/slides #3 and #4.*

7. Tell the group that this training is an orientation to what it takes to succeed at work. Display overhead/slide. Read each of the points. Tell the group these seven categories will be explained in more detail throughout the training.

8. Present objectives of the training session. Show the next overhead/slide. Read the objectives.

9. Introduce the video, *Succeeding at Work—The Adventure Begins*. Show the video in its entirety.

10. Collect the group's observations about the video.

- What concepts seemed to “jump off” the screen?
- Which characters did you identify with in the video? Why?
- What concepts were new?
- Did any of the concepts ask you to leave your comfort zone?

- Which were they?
- How will you go about making the adjustments?

- Which concepts raised new questions?

11. Were any of the questions that were written down at the beginning of the session answered, even indirectly. Explore these questions.

12. Return to the video. Show the beginning through the end

of *The Mission* (when the Captain says: “Fascinating what can happen when you aren’t clear on what the mission is.”) Do you know what your mission is and where you fit in?

Mission

1. If there is an administrator, supervisor or manager willing to participate in the orientation, this is a perfect place to introduce him/her/them to the group.
2. Pass out the organization's mission statement.
3. Read the mission statement.
4. Ask the guest(s) to respond to the mission statement.

If there are no guests continue by discussing the organization's mission statement. Ask the following questions:

- Before being hired by the organization what did you think our mission was?
 - Has this impression changed? and if so, how?
 - Where do you see yourself in the organization's mission?
 - What questions do you have about our future?
5. Ask the participants to locate the mission section in their *Succeeding at Work-Book*. Have them quickly review the pages. This is a good time to introduce *The Work-Book*, and explain how it will be used:
 - As a self-paced guide to accompany this training.
 - As a resource to help provide a more in-depth look at the themes introduced in the training.
 - As a guide to seeking additional reading materials on the themes and other related topics offered in this training.
 6. Let participants know how and when they will have an opportunity to share the work they have completed in *The Succeeding at Work-Book*.

Have copies of the organization's mission statement, or examples of mission statements.

The Mission segment of the training should take approximately 15-20 minutes.

Work with The Succeeding at Work-Book. If the Work-Book is not being used, continue on to the next section.

Show overhead/slide
#5 Performance
Objectives and
#6 What Performance
Objectives tell you.

The Performance
Objectives segment of
the training should
take approximately
15 minutes.

Performance Objectives

1. Display the two Performance Objective overheads/slides.

Performance objectives help us see why we are a part of the organization. They tell us what work we will be doing and how that work will be evaluated.

2. Show the Performance Objectives segment from the video.
3. *Performance objectives are assigned tasks that relate to our work. We all have a number of different tasks we need to perform.*
4. Following the video, ask the following questions:

- *Why did each individual from the crew state what work they did, and then insert, “for now?”*

Help participants explore the continuous change that is occurring in the workplace.

- *In what ways do you think change is occurring in most workplaces?*

Reiterate that new advances in technological and global economies are bringing about change.

- *What new skills do such changes require of us?*
 - Workers must stay open to learning
 - Workers must increase their computer literacy skills
 - Workers must improve their thinking skills as well as skills in communication, customer service and problem solving

5. Ask participants how their work has been evaluated in the past?

More than likely they will mention tests and written and oral reviews.

6. Take this opportunity to introduce your organization’s method of providing performance feedback and evaluation.

Transition

- Ask the group to comment on what is the real strength of any organization.
- Encourage the group to think about the talents and diversity of thinking and values they bring to their work.

Workplace Values

*Display the overhead/
slide #7
Workplace Values*

1. Display the overhead/slide of Workplace Values and tell the group that our values reflect how we interact and treat each other.

Prepared flipchart

2. Turn to a prepared flipchart which has the following header:

Each person with whom we interact is different.

Record responses

3. Ask the participants how they might think people in this room are different.

- Responses may include obvious answers about race, ethnicity and age.

Add to the list.

- If the group doesn't name differences of thinking, ways of doing things or the values that individuals hold, add them to the list.

4. Indicate that one of the most important things we can do is to begin to appreciate the diversity of values that we all bring to the workplace.

5. Ask the group to respond to this statement:

I am, and other people are:

Prepared flipchart.

I am...	Other people are...

- Fill in responses in a prepared grid.
- Point out that each of the words offered speaks to some of our differences—especially to our personal values, and that it is from this set of values that we evaluate ourselves and others.
- Ask what happens when the “I am” values conflict with the “other people are” values?

Record responses.

6. *Let's see how the Success crew do with working with people who are different and whose values and ways of doing things may be different from their own.*
7. Show video segment.
8. *How might the Success crew complete the statement "other people are?"*

Other people are
<ul style="list-style-type: none"> • different • cooperative • respectful • truthful • reliable • committed

Record responses.

9. End this section of the training by showing the overhead/ slide on Workplace Values. Read through and comment on each point.

*Display overhead/slide
#8 None of us will
succeed in our work.*

- Cooperate with each other
As Buzz said about Croc, if we just open our eyes we can see the unique and special talents that others bring to the job.
- Respect each other
We don't have to like each other, but we do need to respect each other.
- Uphold personal integrity
These are the kinds of values we expect from each other, especially being truthful, reliable and committed.

Transition

Another point that speaks generally to integrity but specifically to respect is professionalism.

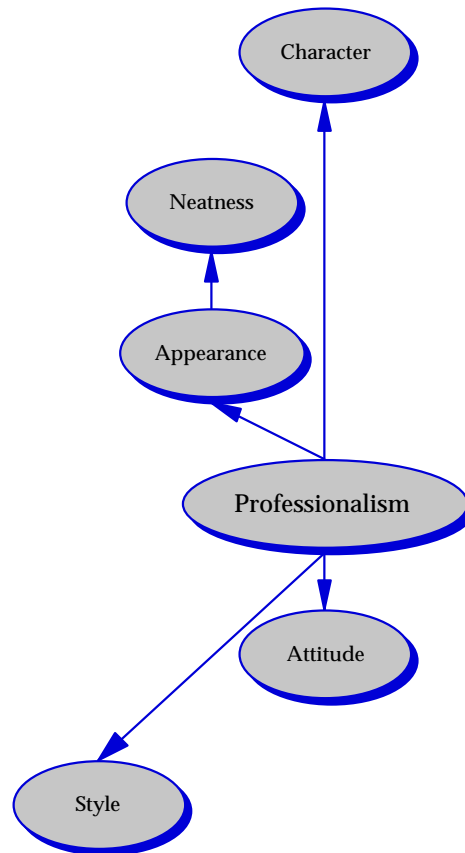
Show overhead/
slide #9
Professionalism
Workplace
Appearance

This segment of the
training should
take approximately
15 minutes.

Create a web to capture
participants' responses.

Professionalism

1. Display overhead/slide on Professionalism. Do not comment on it.
2. What makes a person a professional? Collect responses from the group.



- Encourage a brainstorm of ideas.
- When one idea is suggested, ask if when hearing that idea, you are reminded of another?
- Ask questions about individuals in different professions and occupations:
 - What is professional about a hotel clerk, mail service employee, a banker, an individual who works in a commercial fast food service?

- What speaks to professionalism when you deal with a hospital attendant, librarian, police officer, or an attorney.
3. Remind the group that when first seeing the video there were two aspects of professionalism covered:
 - Workplace Appearance
 - Punctuality and Attendance
 4. Show the portion of the video that deals with appearance.
 5. Stop the video.
 6. If appropriate, share the organization's dress (appearance) policy. If there is no dress code, ask participants what they've noticed about the style and standards of the organization.
 7. Comment on their observations.
 8. *Let's continue with the subject of professionalism and see what more we can learn about it. This time our teacher is Croc.*
 9. Run video.
 10. Show Professionalism: Punctuality and Attendance overheads/slides.
 11. Walk through the two points, commenting on the organization's policy.
 - Be on time for work
 - If you can't make it to work, or are going to be late, let the appropriate person (people) know.

*Display overhead/slide
#10 Professionalism
Punctuality and
Attendance.*

Show the video

*If available, share the
organization's
dress/appearance
policy.*

*Show overhead/slide
#11 Important points
to remember.*

Transition

- *Croc got in trouble for being late and he learned that he is responsible to many more people than himself.*
- *Another aspect of work that involves responsibility to others is communication.*

Display overhead/slide
#12 Communications

This section of the
training should take
approximately 20
minutes.

Show overhead/
slide #13
Basic Respectful
Communications.

Show the video.

Show overhead
slide #14

Communications

1. Display the Communications overhead/slide.
2. *I'll make the assumption that everyone in this room—at one time or another—has put their foot in their mouth.*
 - What are some of the common mistakes we make when we communicate?
 - Speak without thinking
 - Speak without having really listened
 - Speak when angry or frustrated, tired or confused
 - *What are some techniques you've learned about being a better communicator?*
3. *Let's see the rules the Success crew follows when it comes to good communication.*
4. Show the Basic Respectful Communication overhead/slide. Read through the points.
5. *Here is what happens when the rules aren't followed, and when they are.*
6. Show the video.
7. End this section of the training by showing the last Communications overhead/slide:

Communications must be done in an atmosphere of mutual respect.

Transition

- *When we introduced professionalism we talked about having respect for ourselves and others.*
- *In communications, we speak of respect going in both directions if the communications process is going to be successful.*
- *When we speak of being of service, we find that respect is the key ingredient of being able to deliver service.*

Being of Service

1. Show the Being of Service overheads/slides. Direct attention to each of the points listed.

No service, no organization

The reason you have your job, the reason I have mine, and the reason this organization exists is because of our customers. If we have inadequate or poor service, the organization suffers.

- Customers are internal and external
Customers are not only the people you greet in person or on the phone, they are your colleagues, and each and every one of them needs to be treated with the utmost respect.
- Always acknowledge and greet your customers
Think about how you respond to a positive helpful person when you are the customer.
- Be open to your customers' ideas, concerns and needs
Take your customers' comments to heart. Don't get defensive when you or your organization is criticized. Remember the Basic Rules of Communication.
- Thank your customers
Think about how you appreciate being thanked. Customers should be thanked for their questions, their business, and their suggestions.

2. Let's take a look at how customer service rules are broken and then repaired on the Success. Croc will be our narrator.
3. Show the video.
4. *What did you learn from the interaction that you just saw?* Here are some possible responses:
 - Customers should not be made to wait unnecessarily.
 - Customers have opinions, and good ideas.
 - Customers deserve to be listened to.
 - We are here to serve our customers.

Display overhead/slide #15 Being of Service

Show overhead/slide #16 No service, no organization and work through each of the points.

This segment of the training should take approximately 20 minutes to complete.

Show the video.

Display the overhead /slide #17 Responsibility.

This portion of the training should take approximately 20 minutes.

Record the group's ideas Display overhead/slide #18 and #19 Success means. Comment on each point.

Show the video.

Display overhead/slide #20.

Responsibility

1. Display the Responsibility overhead/slide. Ask the group to answer the question:

Who will make you successful?

2. Ask the group how they will be successful. Collect ideas on the flipchart.
3. Show the two Success means overheads/slides and compare the groups thoughts with the ideas presented.
4. Talk about each point and connect it to material covered in the training.
5. Show the video through the end.
6. When the video is complete have the last overhead/slide displayed.

We are each responsible for our own success

7. Ask the group if there are any questions they have about the material covered in the training. Answer the questions, or indicate that you will get answers to them.
8. Thank the participants for being a part of the training, welcome them again to the organization.



Adventure Exercises

The Big Picture

Goal	Consider how important it is to have a mission in life.
Objectives	<ul style="list-style-type: none">• Realize that building a life mission requires forward thinking.• Work with some of the elements that make up a life mission.• Compare one's own life mission to an organization's mission.
Materials	<ul style="list-style-type: none">• <i>The Mission Processing Survey</i> worksheets for all participants• Copy of the organization's mission (or a mission statement from the institution that sponsors this training)• White board or flip chart• Markers
Time	Approximately 45-60 minutes depending on the number of participants.

Procedure

1. Brainstorm with the group the meaning of the word "mission." Any of the following words would be appropriate:
 - the business with which a group is entrusted
 - a duty
 - a task
 - a purpose
2. Ask the group what these concepts mean in their own lives.
 - What do you think is your purpose in life?
 - How do you define duty in your personal life?
3. Pass out *The Mission Processing Survey* worksheets. Give participants 10 to 15 minutes to complete the worksheet.
4. Break participants into pairs, or subgroups of not more than 3 people each. Ask participants to share with their subgroup what they believe to be their purpose in life (question #5 from their worksheets).

5. Have the entire group reassemble. Ask the following questions:

- What did this exercise teach you about yourself?
- What have you learned from your subgroup partner(s)?

- After considering these two questions, do you think differently about your life mission? if so, how?

- What other questions might we be asking about our life mission?
 - Does our mission always link the past with the future?
 - Can a person's life mission change? How might this happen?

6. Pass out the mission statement of the organization/institution. Ask the group to read it.

- What makes this statement a mission statement? Talk about the business the organization is charged with, its purpose and its duty.
- How does this mission statement connect with your own mission?
- Do you believe there are times when an individual's purpose in life conflicts with the mission of the organization that employs them? How can someone handle this conflict?

7. Having completed this exercise which steps can you take to explore your life mission more thoroughly and relate it to the work you do (or will be doing)? Some answers may be:

- Read about setting goals.
- Talk with people with a definite focus in their life.
- Reflect on one's own beliefs and feelings.

The Mission Processing Survey

1. List some of the decisions (choices) you have made in your life that are very important to you.

-
-
-
-

2. Why did you make some of these choices?

3. What have you learned from these decisions?

4. Think of three things that you want out of life and list them below.

-
-
-

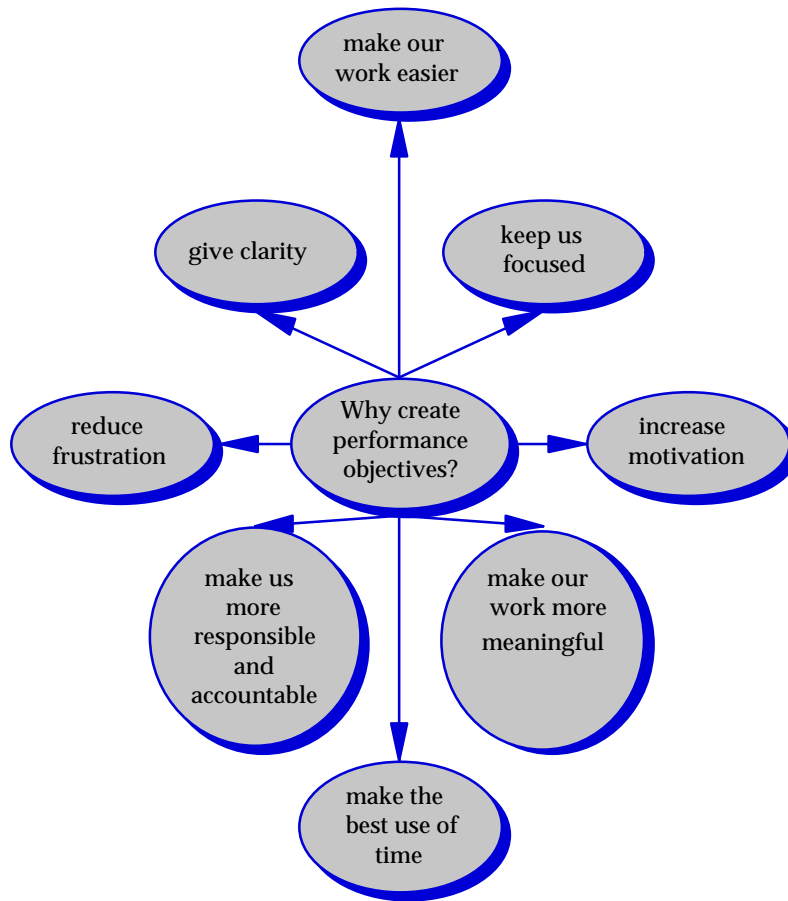
5. How do these three choices translate into your life mission (i.e., the business you are sent or entrusted to do, your duty, your purpose)?

Step-by-Step

Goal	Link personal performance objectives to work performance objectives.
Objectives	<ul style="list-style-type: none">• Explore various components that can be included in performance objectives.• Realize that personal and professional performance objectives are equally important .• Realize that the end goal of any performance objective is success.
Materials	<ul style="list-style-type: none">• <i>The Personal Performance Objective</i> worksheets for all participants• White board or flip chart• Markers
Time	Approximately 45-60 minutes depending on the number of participants.

Procedure

1. Make sure all participants know what a performance objective is:
 - Performance objectives are definite goals that are written as action statements.
 - Provide, or ask the group to provide a few examples of performance objectives.
 - conduct on-going customer satisfaction feedback surveys in order to continuously improve service to our customers.
 - represent the organization in the local community council.
 - monitor the functioning of all computer hardware in the department.
 - submit a yearly budget in January of each year.
 - work with the division to create a floor plan to accommodate the organization's new move.
 - Explain that performance objectives can be long and/or short-term.
2. Ask the group to brainstorm the reasons for establishing performance objectives. The completed list may look something like the illustration on the following page.



3. If you are using the *Succeeding at Work-Book*, have participants turn to *The Personal Performance Objectives* worksheet. Allow 3-5 minutes for individuals to complete the seven questions on the page.
4. Break the group into dyads. Ask each participant to share what they wrote in their *Work-Book*. Allow 5-10 minutes (monitor conversations' progress) for this portion of the exercise.
5. Ask the dyads to stay together, but to work with you for a few minutes. Tell everyone to develop three of the thoughts and ideas they expressed on their worksheet into personal performance objectives.
 - Remind the group that objectives are action statements. It might be helpful if participants used this statement:

I will (insert action verb: improve, build, create, design, complete, etc.) — state what it is that will be acted upon.
 - Explain that personal performance objectives are built on need, desire, vision and belief.

6. Have the dyads work together to create three performance objectives for each of them.
7. Bring the group together and ask for their reaction to the activity. Refer to the workplace performance objectives section in their *Succeeding at Work-Book* on page 10.
8. Ask the group what steps might help them realize their performance objectives. Answers might include:
 - Create a game plan to get to the end product.
 - Break the objective down into steps.
 - Create a schedule to support reaching your goal.
9. Ask why performance objectives are so important in our personal and professional lives.
 - How can the performance objectives you wrote contribute to your personal success and self-esteem in life?
 - What personal values would help you follow through and act on your performance objectives?
 - How does an organization measure your success in fulfilling your workplace performance objectives?
 - What can you do to help keep your performance objectives, personal and professional, foremost in your thinking and acting?
 - What are the positive end results of fulfilling your performance objectives?

Ten Questions

Goal	Each person has an opportunity to ask questions and share information with their co-workers.
Objectives	<ul style="list-style-type: none">• Reflect on questions that individuals have about their work.• Encourage honesty, trust and teambuilding skills.• Evaluate the individual and group growth of the participants.
Materials	<ul style="list-style-type: none">• <i>Ten Question</i> sheet for each participant• White board or flip chart with prepared instructions• Markers
Time	Approximately 30-45 minutes

Procedure

1. Arrange the seats in such a way that all participants can see each other.
2. Review the ground rules for this exercise, which should be displayed in full view of the group.

- **Individuals volunteer to ask each other questions.** *However, the person asking a question must be willing to respond to one, if question is asked by someone else.*
- **Review the list and select your favorite questions.**
- **Select a specific person to whom you will address your question.**
- **All questions should be answered honestly.**
- **You may decline to answer a question.**

3. Stop the interaction after 20 minutes and ask the following questions:
 - If this exercise ended right now, and would not be repeated, what question would you regret not having been able to ask?
 - Why is that question important to you?
4. Conclude the exercise by summarizing the participants' response to these questions:
 - What did you learn by asking these questions?
 - Which commonalities exist among the people in this group?

- What are our needs?
- What barriers do we face?
- What have been some of our accomplishments?
- How can we help one another?

Ten Questions Sheet

1. What do you feel was your best experience at your last workplace?
2. Which experience, if any, did you least enjoy at your last workplace?
3. How do you begin your workday?
4. What is most unclear to you about the work you are, or will be, doing here?
5. What questions would you like to have answered about this organization?
6. What is the biggest challenge you expect to face in getting your job done?
7. What do you consider your best work related qualities?
8. Describe a disrespectful interaction you have seen between people at work?
9. What work-related qualities do you like most about yourself?
10. What do you expect to enjoy most about your job?

Thinking Values

Goal	Each person identifies personal values and compares them to those of other participants.
Objectives	<ul style="list-style-type: none">• Reflect on one's own values.• Relate personal values to values held important by others.• Evaluate the role values play in the workplace.
Materials	<ul style="list-style-type: none">• <i>Thinking Values Worksheet</i> for each participant• White board or flip chart• Markers• 2 Prepared overheads/slides of the worksheet
Time	Approximately 1 to 1 1/2 hours depending on the size of the group

Procedure

1. Distribute the *Thinking Values Worksheet* to each participant.
2. Have each person complete the worksheet.
3. Ask each person to read his/her three most important values, and three least important values. Record the values on the appropriate overhead.
4. Ask the group to review the final results.
 - What are the similarities?
 - What are the differences seen in these values?
 - How might some of the differences affect how individuals relate to one another?
5. Break the group into subgroups of 2-4 participants. Have them review the list of values and select the most important values for their workplace. They should then proceed to select their three least important values for their workplace. The subgroups should have a rationale for their choices.
6. Bring the subgroups together to discuss their decisions. Compare the results.
 - How difficult was it for you to arrive at your most important values?
 - Which was more difficult, deciding on the most important, or the least important? Why do you think this was so?
 - Which of the values support the organization's mission?
 - Which of the values are most needed when working on projects or working in teams?
 - Which of the values relate most directly to customer service?
 - Which of the values support good communication and interaction?

7. Ask participants to think about the importance of the group having multiple values.
 - What happens if every person in a group shares the same values?
 - Why is it important that group members avoid being judgmental about other members' values?
 - How can we learn new values from others in our group?
 - What happens when you aren't open to others' values?
8. Ask each person to select a value that was not on his or her initial high priority list, but they now feel is essential to his/her new work. Ask them to write down three things they can do to begin to integrate that value.
9. Ask for two or three examples from the group.
10. Ask for the group's reactions to the exploring values exercise.

Thinking Values Worksheet

Place a **✓** next to those values you hold personally, and an **X** next to those that are not important to you. When you have finished, select three values that are the most important to you, and then select three that are least important to you.

	✓	X		✓	X
ambitious	_____	_____	open	_____	_____
aware	_____	_____	physically active	_____	_____
careful	_____	_____	productive	_____	_____
competitive	_____	_____	reflective	_____	_____
confident	_____	_____	religious	_____	_____
considerate	_____	_____	respectful	_____	_____
creative	_____	_____	responsible	_____	_____
critical	_____	_____	right	_____	_____
different	_____	_____	risk-taking	_____	_____
empathic	_____	_____	romantic	_____	_____
explorative	_____	_____	sensitive	_____	_____
family oriented	_____	_____	spontaneous	_____	_____
good	_____	_____	superior	_____	_____
helpful	_____	_____	supportive	_____	_____
honest	_____	_____	thoughtful	_____	_____
influential	_____	_____	tolerant	_____	_____
innovative	_____	_____	trusting	_____	_____
investigative	_____	_____	unique	_____	_____
kind	_____	_____	warm	_____	_____
loyal	_____	_____			

Values Most Important To Me:

1. _____

2. _____

3. _____

Values Least Important To Me:

1. _____

2. _____

3. _____

Reaching Consensus

Goal	Experience arriving at consensus through a teambuilding exercise.
Objectives	<ul style="list-style-type: none">• Express one's own values and present them to the group.• Work to agree on what the group collectively considers most important.• Experience the discipline it takes to make decisions.
Preparation	Arrange room into a <i>fishbowl</i> format—two circles, one inside the other.
Materials	<ul style="list-style-type: none">• The <i>Good Employee Worksheet</i> for half the participants and <i>The Good Leader Worksheet</i> for the other half• Copy of <i>Questions for Observers</i> for each participant• Whiteboard or flipchart• Markers• Paper, pencils or pens
Time	Approximately 45 minutes to 1 hour depending on group size.

Procedure

1. Divide participants into two groups. Have half the group sit in the inner circle, the other half in the outer circle.
2. Tell each group they will in turn act as observers. The outer group will perform this task first. Pass out the *Questions for Observers* and allow the group time to review them.
3. As the observers are reading their rules pass out *The Good Employee Worksheet* to each participant in the inner circle. Instruct the group that they need to rank the characteristics on their worksheet. Tell the group it has 10 minutes to complete its task.
4. After each group has read their instructions ask the inner circle to begin discussing their task.
5. After 10 minutes stop the negotiation and ask the observers to respond to the questions they have on their *Questions for Observers* sheets. Record important points as they are discussed.

6. Reverse the groups for the second discussion. Pass out *The Good Leader Worksheet* to the inner circle and the *Questions for Observers* worksheets to the outer circle. Repeat the process.

7. Summarize the exercise by exploring the following questions:

- What is important about the process leading to consensus?
- What makes building consensus initially difficult?
- What skills are necessary in building consensus?
- What values are needed when building consensus?
- What did you learn about yourself in using this process?
- What did you learn about others in the group through this exercise?

Questions for Observers

Worksheet

1. What did the group do to work together to achieve consensus?
2. What behaviors helped them achieve consensus?
3. Which behaviors posed barriers to reaching consensus?
4. How did the group members support one another?

The Good Employee Worksheet

Directions: Work as a **group** to rank the characteristics listed below.

Rank	Characteristics
------	-----------------

A good employee:

1. _____ is a self-starter, sees work that needs to be done and does it.
2. _____ is positive, has an “I can do it” attitude rather than an “I can’t do [it]” approach.
3. _____ asks questions about how things are done.
4. _____ does what (s)he is told to do.
5. _____ is punctual.
6. _____ acts respectfully towards his/her colleagues.
7. _____ appears to enjoy work.
8. _____ listens carefully to other people.
9. _____ is always willing to lend a helping hand.
10. _____ has definite opinions.

The Good Leader Worksheet

Directions: Work as a **group** to rank the characteristics listed below.

Rank	Characteristics
	A good leader:
	1. _____ asks for people's opinions.
	2. _____ listens to the people with whom (s)he works.
	3. _____ communicates honestly.
	4. _____ gives reasons for decisions.
	5. _____ gives frequent feedback.
	6. _____ is approachable.
	7. _____ takes an interest in people beyond work.
	8. _____ delegates work.
	9. _____ encourages feedback and questions.
	10. _____ is a good role model.

Building and Communicating

Goal	Show that cooperation and communication are essential teambuilding components.
Objectives	<ul style="list-style-type: none">• Experience <i>silent</i> communication.• Work cooperatively and creatively with others.• Experience cooperation.
Materials	<ul style="list-style-type: none">• <i>Building Instruction</i> sheet for each participant or prepared directions on a flip chart, overhead or white board• Flat working space• Set of blocks corresponding to the number of participants in the training (instructions for the blocks are included in preparation notes)• Box with flip-up top to hold blocks/pieces• A sheet of heavy paper, approximately 12" square
Time	Approximately 45-60 minutes
Preparation Notes	<p>Use small pieces of scrap wood. Pieces can be of any shape (block, rectangle, square, circle, triangle, cylinder [dowel], thread spindle, or any odd shape). Often these pieces can be obtained free in a lumber yard. It works best if pieces are approximately 2" to 3" in length or diameter. Select four colors and paint 5 pieces per color (i.e., 5 pieces of red, 5 of green, etc.).</p> <p>Place 20 playing pieces in a box, and insert the sheet of heavy paper into each boxed set.</p>

Procedure

1. Divide participants into groups of 4-6.
2. Pass out boxes of building blocks, 1 set per group.
3. Review the instructions for the activity.

Instructions for Building and Communicating

You will create a structure, piece by piece, according to the instructions below. Place the heavy paper on the table in front of you. This will be your construction surface.

1. Nobody will speak during the construction phase of this activity.
2. All pieces must remain in the box until one is selected and used.
3. One individual selects a piece by placing his/her hand in the box without looking at the color or shape of the piece.
4. Center the first selected piece on the construction surface.
5. Participants can build their structure by placing pieces next to, or on top of other pieces. It is a rule that pieces must touch, and that pieces of the same color **cannot** touch.
6. Continue construction until all pieces are used.
7. Pieces cannot be removed—only added to the structure.
8. The goal is to build a free standing structure.

4. When the construction(s) is complete, discuss the group's reactions by exploring the following questions:

- What surprised you the most about this exercise?
- What role did silence play in this activity?
- What does it take to be cooperative in this type of activity?
- Through this exercise, what observations can you make about being non-cooperative?
- What is the place of cooperation within the arena of competition?
- How are you expected to be cooperative in your present work?

Communication Barriers

Goal	Use active listening to identify and work with barriers to constructive listening.
Objectives	<ul style="list-style-type: none"> • Consider communication difficulties. • Allow individuals an opportunity to speak extemporaneously on familiar topics. • Use nonverbal clues creatively. • Explore the nature of communication problems.
Materials	<ul style="list-style-type: none"> • Prepared Topic Cards (see preparation section below), 5"x 7" index cards work well for this activity • White board or flip chart with prepared instructions
Time	Approximately 45-60 minutes.
Preparation	Write out one topic in the center of each index card. Depending on the size of your group, you may need to duplicate some topics.

Suggested topics include:

Workplace diversity	Acting respectfully
Conflict in the workplace	Lending a helping hand at work
Racial harassment	Cooperation in the workplace
Continuos learning	Importance of having a good attitude at work
Sexual harassment	My personal mission
Professional attire	The importance of releasing stress in one's life
Customer is always right	
Punctuality at work	

Procedure

1. Break the group into subgroups of 3. Tell the group that they have a task to perform, requiring them to act according to the role of X, Y and Z.
2. Ask participants to select a letter/role and identify themselves as X, Y or Z. Pass out the prepared topic cards to each participant.

3. Tell the group that each person will speak extemporaneously on the topic that appears on his/her card.

- Inform them that they have three minutes to think about the topic.
- Instruct them to think personally about the topic and if possible to include personal examples in their presentations.

4. Give the group the following instructions:

Round 1: X is the speaker. Y is the listener. Z is the referee.

Round 2: Y will speak. Z will listen. X will referee.

Round 3: Z speaks. X listens. Y referees.

Rules

1. Speaker is to speak for three minutes on the topic as it relates to work.
2. When time is called, the listener summarizes what the speaker said.
Listener may ask clarifying questions or debate on the topic. Listener watches for body language (non-verbal clues) as well as listens to what the speaker says.
3. The referee ensures that the rules of the exercise are followed by both speaker and listener

5. Ask the group if there are any questions about the format of the activity.

6. Begin the activity. Allow a total of ten minutes per each round. Complete all three rounds.

7. Reassemble the subgroups and ask the questions noted below. Record the group's responses and categorize responses by speaker, listener and referee.

- What difficulties did you experience as a speaker?
- How difficult was it to listen? What did you learn from watching the non-verbal clues?
- What did you learn as a referee? How did it improve your listening skills?
- What did you learn about the effectiveness of your own communication?

- What are some of the barriers to effective communication? Some of the responses may be:
 - not focusing on the subject
 - saying what you think others want to hear
 - trying to buy time
 - thinking ahead in order to have something to say
 - listening only to what applies to you
 - pretending that you are listening
 - trying to avoid disagreement or conflict
 - not being open minded
 - trying to find flaws
 - giving opinions before appropriate
 - ignoring non-verbal clues
 - agreeing when you don't
 - constantly taking over the conversation and personalizing it
 - asking insignificant questions that take away from the importance of what is being said



Annotated Bibliography

The books listed below are all unique. Several of the books offer

- step-by-step approaches to expand creativity,
- exercises for skill-building
- techniques for improving communication, and
- strategies for dealing with conflict

They have been selected to support the categories explored in *Succeeding at Work*. Some of them are classics in their field, and all have been included to challenge your thinking and explore your potential as a learner.

Change

Barker, Joel Arthur. *Paradigms: The Business of Discovering the Future* (New York: Harper Business, 1993).

Paradigms helps you begin to see that change is a constant in our lives. Giving a number of concrete examples, Barker helps you see that paradigm shifts, a change in our fundamental thinking and operations, can produce havoc in our lives if we don't know how to stay open to their existence. If you are interested in the future, trend watching, and seeing how business has responded to change, Barker's book will be of interest to you. *Paradigms* also gives ideas on how each of us needs to improve our skills and thinking in order to meet the demands of our work.

McWhinney, Will. *Paths of Change: Strategic Choices for Organizations and Society* (Newbury Park, CA: Sage Publications, 1992).

While Barker's book on change reads like a film (it was made into a training video), McWhinney's book is more of a theoretical work, but one that is very readable, challenging, and convincing. He offers us different ways of looking at our work, and the world. *In Paths of Change* you will begin to see not only how businesses have had difficulties in dealing with change, but how they are creating innovative and alternative approaches to interact with it.

Wonder, Jacquelyn and Priscilla Donovan. *The Flexibility Factor: Why People Who Thrive on Change are Successful, and How you can Become One of Them*. (New York: Doubleday, 1989).

One of the first things you encounter in reading Wonder and Donovan's book is the Change-Friendly Quotient Survey—a simple instrument that helps you discover the kind of change maker you are. Knowing if you can handle change easily and with confidence, or relate to it with sensitivity or intensity will help you decide what skills you need to develop in order to deal with shifts in your work.

Communication

Charvet, Shelle Rose. *Words That Change Minds: Mastering the Language of Influence* (Dubuque, IA: Kendall/Hunt Publishing Company, 1997).

Words that Change Minds is built around a tool known as the Language and Behavior Profile (LAB Profile) and based on specific tools whose origin is in Neuro-linguistic Programming. This work helps us see how each individual is unique. There are specific examples detailing how to customize your language in different situations. Charvet also helps you learn how to:

- increase self-knowledge and self-esteem
- guarantee customer satisfaction
- establish a deep level of rapport
- overcome writer's block
- build partnerships and alliances

Customer Service

Liswood, Laura. *Serving Them Right: Innovative and Powerful Customer Retention Strategies* (New York: Harper Business Publications, Inc., 1990).

Here is a practical book that helps you consider the customer as the organization's life line. As an examiner for the Malcolm Baldrige National Quality Awards, Liswood had an opportunity to view some of the country's finest organizations and their customer service practices. The result of her discoveries have been addressed in *Serving Them Right*. Liswood helps us uncover barriers to delivering quality service, and provides us with practical examples of how to offer day-to-day service to customers.

Learning

Hall, Doug. *Jump Start Your Brain* (New York: Warner Books, Inc., 1995).

According to *Jump Start Your Brain*, the book was written as a “blueprint for creativity, conquering fears, cultivating gumption, taking risks, and taking control.” *Jump Start* is a real adventure into training your brain. It is filled with endless exercises that demand you think in new and exciting ways. Hall has been doing his alternative thinking for Nike, Eveready Battery, Walt Disney, Pepsi-Cola and Folgers Coffee Company.

Michalko, Michael. *Thinkertoys: A Handbook of Business Creativity for the 90s* (Berkeley, CA: 1991).

The goal of *Thinkertoys* is to make every good idea an obvious idea. While Hall's book takes you on an imaginary journey, Michalko helps you see the creative in everyday challenges and day-to-day tasks. *Thinkertoys* uses an approach to removing FUDs from our thinking. FUDs are fears, uncertainties and doubts. Like *Jump Start*, *Thinkertoys* is filled with a number of practical exercises to help us solve everyday problems in not-so-ordinary ways.

Stine, Jean Marie. *Double Your Brain Power: Increase Your Memory by Using All of Your Brain All of the Time* (Paramus, NJ: Prentice Hall, 1997).

Stine has written an extraordinary book that provides a step-by-step program—based on easy-to-use, scientifically-based tools and techniques. The end goal of the program is to help you double your brain power. Stine also provides helpful approaches to understanding how to work your way through complicated reports, evaluate information more thoroughly, and solve business problems by using creative thinking.

Personal Performance

Bennis, Warren and Joan Goldsmith. *Learning to Lead* (Reading, MA: Addison-Wesley Publishing Company, 1994).

Learning to Lead is a primer that engages you in thinking about leading and leadership. In today's workplace each of us needs to be a leader, and Warren and Goldsmith offer us a structured approach to discovering the leader within. The authors assure us that leaders aren't born, but are made. Each chapter of the book presents an overview of a topic (e.g., integrity, empowerment, self-reflection and vision), skill-building exercises and self assessment.

Capacchione, Lucia. *The Creative Journal* (North Hollywood, CA: Newcastle Publishing, 1989).

The writer Norman Cousin wrote of *The Creative Journal* that it was a book that helped people bring out the best in themselves, but more importantly, realize there was the best to bring out. *The Creative Journal* is an activity book. There are over fifty exercises that lead you through writing, drawing, doodling, drawing and scribbling. The end result of each of these exercises is to have you reflect on yourself, work and your creativity.

Paulson, Pat A., Sharon C. Brown and Jo Ann Wolf. *Living on Purpose* (New York: Simon and Schuster, Inc., 1988).

Living on Purpose is all about helping you channel your energy. It helps us see that each of us have three types of natural energy, aliveness, truth and workability. Providing you with simple explanations, plenty of examples, and brief exercises, you journey through the three primary sections of the book: life energy, life purpose and life work. Just as *The Succeeding at Work-Book* is a guide, *Living on Purpose* is a guidebook for people who want to tap their personal power to make their living and working more meaningful.

Workplace Values

Blank, Renee and Sandra Slipp. *Voices of Diversity* (New York: American Management Association, 1994).

Although *Voices of Diversity* is written as a guide to managing diversity, its real strength is in listening to voices of the people presented throughout its pages. Through their own stories workers talk about countless problems they experienced. Each dilemma is outlined, and there is an opportunity to consider the possible solution. You can then check your own thoughts against those of the authors.

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In* (New York: Penguin Books, 1981).

Getting to Yes is a book that belongs in everyone's library. It offers clear and concise, step-by-step instructions on how to arrive at resolutions and agreements when we are faced with conflict. The authors, both instructors at the Harvard Negotiation Project, help us see how to deal with conflict by:

- separating people from the problem.
- focusing on interests, not positions.
- working together to create options that will satisfy all individuals involved in the conflict.
- negotiating with people who are more powerful or refuse to play by the rules.

Tannen, Deborah. *Talking from 9 to 5* (New York: William Morrow and Company, Inc., 1994).

Through the last decade Deborah Tannen has become the guru of helping us understand the nuances of communication. In her earlier work, *You Just Don't*, Tannen helped men and women see that although they spoke the same language, the words they used were interpreted differently. In *Talking from 9 to 5* she takes on the world of work by helping us look at issues of harassment in a new way. Tannen outlines different styles of communication, offers scenarios to back up her theories, and suggests ways to eliminate discrimination in the workplace.