

PREPARING COMMUNITY COLLEGE STUDENTS FOR THE 21ST CENTURY
WORKFORCE: A GUIDE IN ACQUIRING ESSENTIAL SKILLS

by

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ABSTRACT

Organizations such as Society for Human Resource Management, National Soft Skills Association, American Society for Quality, and even the U.S. Department of Labor have produced publications that indicate prospective employers agree that students need more than just “hard skills” related to academics. Instead of focusing on students meeting only the academic achievements and requirements needed to graduate with a certificate or diploma, students need to work toward mastering emotional and social skills such as “soft skills.”

This dissertation aims to explore the significance and potential of developing soft skills in community college students. Soft skills play a crucial role in the holistic development of individuals, contributing to their personal and professional success. This research investigated the current level of soft skills among community college students, identified the specific soft skills most relevant to their career goals, and proposed effective strategies for enhancing these skills. Foundational work provided valuable insights into the importance of soft skills and their impact on the academic, social, and professional lives of community college students. The final Guide presented here enables community college students to elevate their soft skills, which employers are seeking in the workforce. This work consists of four parts: (1) background and rationale for studying soft skills in community college students, (2) defining soft skills and their relevance in community college education, (3) the Guide produced for students to improve on their soft skills, and (4) assessment of the outcome in terms of student awareness and in increase of soft skills in their interactions.

KEY WORDS: soft skills, essential skills, emotional intelligence, communications

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CHAPTER 1: INTRODUCTION

INTRODUCTION

The shift in the business world is towards valuing worker knowledge as a source of competitive advantage. Soft skills are vital in today's workforce because they enhance an individual's ability to work effectively with others, adapt to changing circumstances, solve problems, and provide exceptional service. They not only contribute to an individual's career success but also benefit employers by improving teamwork, productivity, and customer satisfaction. According to a global survey, 50% of employers identified workers with a skills gap as lacking in soft skills (Association Talent Development, 2012). This presents a general business problem, with some workers not having adequate soft skills. The specific business problem mentioned is that some leaders in various industries lack strategies for training their employees in soft skills. This highlights the need for organizations to focus on developing and enhancing the soft skills of their workers to remain competitive and succeed in the changing business landscape.

Traditionally, employers have focused on hard skills, which are technical in nature and easier to assess, when filling job openings. However, as the business world evolves, the needs for different skills are also changing. In the modern workplace, technology is constantly improving and influencing change, which requires employees to have a different skill set than in the past. Interpersonal communication skills are becoming increasingly important as work groups become more diverse, and employees need to work with and understand team members from different

cultures, ethnicities, and ages (Rainie & Anderson, 2022). This changing workforce, especially after the global pandemic in 2020, has resulted in an increased demand for soft skills, such as communication and teamwork, which are necessary to be successful in the new world of work (Borghans et al., 2014).

ESSENTIAL GAPS IN THE WORKFORCE

The United States has been experiencing a shortage of skilled workers in various industries such as manufacturing, construction, and healthcare (Ferguson, 2023). There is a mismatch between the skills employers need and the skills possessed by available workers. Employers often find a lack of essential soft skills such as communication, teamwork, problem-solving, and adaptability in potential candidates (Gray, 2017).

The essential skills gap in the workforce refers to the differences between the skills that employers require and the skills that job seekers possess (Hirsch, 2015). This gap can result from a variety of factors, including changes in technology, shifts in the job market, and a lack of investment in workforce development. Some of the most common essential skills gaps in the workforce include digital, communication, critical-thinking, problem-solving, collaboration, adaptability, and flexibility (Kautz & Zanoni, 2014).

McKinsey and Company, a global management consulting firm, has emphasized the critical need for a concerted effort from employers, individuals, and educational institutions to close the essential skills gap. This issue is vital not only for the success and growth of individual businesses but also for the overall economic well-being of communities and nations (Avrane-Chopard et al., 2019). This can include offering training and development programs, creating work-based learning opportunities, and partnering with educational institutions to align curricula with workforce needs.

SOFT SKILLS VERSUS HARD SKILLS

The American Enterprise Institute (2018) states that hard skills are specific, tangible abilities that can be learned through education, training, or experience. These skills are usually job-specific and can be measured and assessed objectively. Examples of hard skills include proficiency in programming languages, data analysis, accounting, operating machinery, writing code, or using specific software tools. Hard skills are often quantifiable and can be listed on a resume or demonstrated through certifications (Burrus et al., 2017). These skills are often specific to a particular job of industry and may not be transferable to other roles and at times can become outdated as technology and industry practice evolve.

The importance of soft skills in education and the job market is widely recognized by educators, employers, and researchers (Davidson, 2016). Soft skills, also known as social and emotional skills or non-cognitive skills, play a crucial role in an individual's personal and professional development (Deming, 2017). Soft skills encompass a range of personal attributes and character traits that employers actively seek in the job market. These skills include effective communication, empathy, teamwork, problem-solving, adaptability, time management, leadership, and many others. Employers recognize that individuals with strong soft skills are more likely to collaborate effectively, communicate clearly, and adapt to changing work environments, ultimately contributing to a positive and productive work culture (Cobo, 2013).

Soft skills are interpersonal attributes that enable effective communication, collaboration, and problem-solving (Lyu & Liu, 2021). While technical skills and knowledge are undoubtedly valuable, they can often be taught or acquired on the job. On the other hand, soft skills are more challenging to teach and develop outside of educational settings. This is why it is crucial for educational institutions to prioritize the development of soft skills alongside academic requirements (Garcia, 2014).

PURPOSE OF THE STUDY

The purpose of this study was to explore the role of soft skills in the training and employability of community college graduates with the intent of increasing support of those skills. The intended outcome is to create a product that can be implemented in a community college setting. The research that took place involved current community college students and staff members (which includes college faculty) at Schoolcraft College (in Michigan) to facilitate the predetermined soft skills. Soft skills are increasingly recognized as essential for personal and professional success in today's world, especially after COVID-19 (Tulgan, 2022). While technical knowledge and academic qualifications are important, it is often the soft skills that differentiate individuals and contribute to their overall effectiveness (Eisner, 2010).

Soft skills are valuable in various contexts, including educational institutions and workplaces. They enhance relationships, improve job performance, and add value to the market. These skills govern how we interact with others and can significantly impact collaboration, communication, problem-solving, and leadership abilities (McEwan et al., 2017).

The significance of soft skills lies in their universal applicability. Regardless of the field or industry, soft skills play a crucial role in career advancement and overall success. Many of these skills are inherent behavioral traits that individuals possess, but they can also be developed and honed over time with practice and experience (University of Michigan, 2019).

While hard skills can be easily observed, measured, and quantified, soft skills are more challenging to assess. However, their importance cannot be underestimated. Soft skills contribute to effective teamwork, conflict resolution, time management, and project management, among other areas (Phillips et al., 2020).

Moreover, soft skills are not limited to the professional realm; they are equally essential in everyday life. Effective communication, empathy, cultural awareness, and integrity, for

example, positively impact personal relationships, community involvement, and overall well-being (Creutzmann, 2022). Recognizing the growing importance of soft skills, it is indeed beneficial for universities to provide opportunities for students to develop these skills alongside their academic studies. Integrating soft skills training into the curriculum or offering workshops, seminars, or extracurricular activities focused on developing these skills can help students succeed both academically and professionally.

BACKGROUND

The traditional core subjects like reading, writing, math, and science have always been fundamental in education and have provided students with important hard skills. However, the recognition of the significance of soft skills has grown in recent years. Soft skills are essential for individuals to excel not only in their careers but also in their personal life and they encompass a wide range of abilities and personal qualities that go beyond technical expertise. Communication skills, including effective verbal and written communication, are crucial for conveying ideas, collaborating with others, and building relationships. Leadership skills enable individuals to guide and motivate others, take initiative, and make informed decisions. Creativity is essential for problem-solving, innovation, and thinking outside the box. Working well in a team involves collaboration, cooperation, and the ability to contribute effectively within a group setting.

The demand for soft skills is not limited to specific career paths. In fact, soft skills are increasingly valued in diverse industries, including STEM (science, technology, engineering, and mathematics) fields such as engineering. While technical proficiency is vital in these professions, the ability to communicate ideas clearly, lead project teams, think creatively, and collaborate with colleagues is equally important (Robles, 2012).

The role of higher education is to provide individuals with the knowledge, skills, and credentials they need to succeed in their personal and professional lives, and to contribute to the advancement of society (Durbarle & Woyessa, 2016). To dissect further, community colleges play a vital role in providing access to higher education and academic rigor for a diverse range of students (Smith, 2018). This can be in the form of high expectations for student performance, demanding assignments, and assessments that measure mastery of complex concepts and skills. When academic rigor is integrated into the educational experience, students are better equipped to meet the demands of higher education and the workforce (Rosenshine, 1999). They develop the resilience and determination needed to tackle difficult academic challenges and grow as learners. Rigorous academic curriculum can provide individuals with the knowledge and skills necessary to succeed in academic programs, such as mathematics, science, and language, and can provide students with the opportunity to challenge themselves and develop as learners (Jones et al., 2005).

In today's fast-paced and constantly changing job market, soft skills are becoming increasingly valued by employers. These skills are essential for success in the workplace, as they allow individuals to collaborate with others, handle difficult situations, and communicate effectively with coworkers and customers (Moss & Tilly, 2001). In addition, soft skills are also important for success in life outside of work. For example, strong communication skills can enhance personal relationships, and adaptability and flexibility can help individuals navigate life's challenges with resilience and determination (Petrie, 2021). Academics and technical skills are necessary for success, but they are not enough on their own. Soft skills are just as important and complement academic knowledge to help individuals succeed in their personal and professional lives.

Having a college diploma or a technical degree does not guarantee an individual the competencies to be successful in the work environment, nor does it guarantee a job. In today's climate, defined by round-the-clock challenges, multicultural workplaces and team members who might be located off-site or even around the world, those qualities are just the start, the bare minimum (Strathdee & Khanal, 2018). In addition to the academic rigor and hands-on training, which are the hallmark of higher education institutes, companies today are hungry for entry-level employees who possess the critical skills to work effectively in a fast-paced, high-pressure global business environment (Coplin, 2012). A degree is important to employers as it demonstrates a professional's academic achievement; however, it does not guarantee a person is fully equipped with the skills to meet the needs of the job market (Association for Talent Development, 2012; Eisner, 2010; Jackson, 2009). Employers believe high school graduates are inadequately prepared to join the workforce and they are looking for people who can offer soft skills as well as hard skills (Pitman, 2010).

A positive attitude and common sense are often seen as crucial attributes that cannot be easily taught or trained. These qualities contribute to an individual's overall work ethic, problem-solving abilities, and interpersonal skills. A positive attitude can influence teamwork, motivation, and resilience in the face of challenges. Common sense, on the other hand, helps individuals make logical decisions, think critically, and navigate various situations effectively (Sullivan, 2016).

While technical skills and experience are important, employers recognize that a candidate's attitude and common sense can greatly impact their ability to adapt, learn, and contribute positively to the workplace (Suskie, 2004). These qualities can influence how well an

individual integrates into the company's culture, interacts with colleagues and clients, and handles unexpected situations.

However, finding candidates who possess both the necessary skills and the desired attitude can be challenging. The job market may not always provide a perfect match, and employers may have to prioritize certain qualities over others. In such cases, employers may opt to hire candidates with the right attitude and a willingness to learn, even if they lack certain technical skills, and provide them with training and development opportunities to bridge any skill gaps (Vasanthakumari, 2019).

Employers may also focus on creating a positive work environment and fostering a culture that promotes learning, collaboration, and open communication. By providing ongoing support, mentorship, and opportunities for personal and professional growth, employers can help nurture and develop the skills, attitudes, and common sense of their employees (Schuman, 2011).

Employers ideally seek candidates who possess a combination of talent, skills, a positive attitude, and common sense; finding individuals who meet all these criteria can be challenging. Employers may need to prioritize certain qualities and provide training and support to develop the desired skills and attitudes in their new hires. Creating a positive work environment and fostering a culture of continuous learning can also contribute to the overall development of employees (Herrenkohl, 2010).

RESEARCH QUESTIONS

The following research questions guided the foundational research for this study as well as the development of the training program and Guide:

Research Question 1: What top four soft skills are sought by the employers associated with the target college in their new hires?

Research Question 2: What evidence is there that the soft skills guide created was successful at developing core soft skills?

LIMITATIONS

There were three limitations in this research. The first is the sample size of local businesses who chose to participate in the background research to identify the importance of soft skills in their talent pool. Second, the study's timeframe was constrained due to the global pandemic, COVID-19, thus shrinking the time allotted to conduct the study. Lastly, longitudinal studies such as the evaluation of soft skills require a longer period of observation to allow researchers to assess the progression of soft skills and identify potential developmental patterns or trends.

SUMMARY

Chapter 1 included an overview of reasons employers look for soft skills in their current workforce and prospective talent pool. The four soft skills that were selected to incorporate into a soft skills guide were the most requested after conducting informal background research. These highly sought after attributes were oftentimes more difficult to find in prospective employees and are a key indicator of employers' and hiring professionals' frustration in locating and retaining qualified talent.

Chapter 2 is a literature review of social and emotional learning, the purpose of four different soft skills traits that were selected. Chapter 3 speaks to the process of creating the dissertation product guide to facilitate soft skills training. The guide is presented in Chapter 4 and is a stand-alone resource for facilitators and participants. Chapter 5 includes considerations for implementing the guide and future research recommendations.

CHAPTER 2: LITERATURE REVIEW

INTRODUCTION

The literature review for this study plays a crucial role in providing background information and context for understanding the topic of enabling learners to develop soft skills and the importance of such skills. It helps establish the significance of soft skills and their relevance in giving learners an advantage.

Furthermore, this literature review highlights the reasons why soft skills are considered essential for learners. It may emphasize that, in addition to technical knowledge, employers increasingly value candidates who possess strong interpersonal skills (Wright, 2007). Soft skills are often regarded as equally important, if not more, than technical skills in determining an individual's employability and career progression (Horton, 2016).

By examining existing literature, the review establishes a warrant for conducting this research study within the available body of knowledge. It recognizes the gap in interventions or strategies to address the factors that affect learners' acquisition of soft skills. The review highlights the limited existing research on effective interventions or programs specifically designed to enhance soft skills among community college students.

Undoubtedly, hard skills are required for being employed in any workforce since they are the most basic requirements to function at a job, but soft skills are critical to success, according to recent reports from LinkedIn (2022) and Society for Human Resource Management (2021). This shift in emphasis is primarily due to a series of fundamental changes in organizations over the past decades. Human resources look for soft skills in addition to hard skills due to the

changing nature of the workplace (Kamin, 2013). As technology advances, the focus on hard skills is becoming less important and the focus is shifting to soft skills. Soft skills, such as communication, problem-solving, collaboration, and creativity, are becoming more valuable in the workplace and are becoming more important for employers to look for (Ellis et al., 2014).

HISTORY

Incorporating soft skills into K-12 education was a growing trend, but the extent to which it was implemented varied from one school district or region to another. However, there are some key points on what has been conducted and what might still be happening in K-12 education with regard to soft skills (DeJaeghere & Murphy-Graham, 2021). Educators and policymakers recognized the importance of soft skills such as communication, teamwork, problem-solving, and adaptability. They acknowledged that these skills are essential for success in both academic and real-world settings (Pellegrino, 2012).

Some schools and districts were integrating soft skills into the curriculum by including them in lesson plans and learning objectives. For example, teachers might design projects or activities that require students to work in teams or present their findings to the class (Donoghue, 2009). Many schools encouraged students to participate in extracurricular activities like clubs, sports, and community service, which helped them develop soft skills outside of the traditional classroom setting (Feraco & Meneghetti, 2022).

Soft skills are essential for personal and professional development and its application in workplace (Vasanthakumari, 2019). They are the foundation for success, as they help individuals interact with others, build relationships, and work as part of a team (Deshpande & Munshi, 2018). Soft skills also help people to better understand and respond to their environment, understand and manage emotions, and develop decision-making and problem-solving skills. In

addition, soft skills are important for leadership development and can help individuals create an environment in which team members feel valued and respected (Deming, 2017). Viewed as essential for students to get a job in an increasingly knowledge-based economy (Kyllonen, 2013; Tomlinson & Holmes, 2017) and even for avoiding social outcomes (Heckman & Kautz, 2012), competencies such as communication, teamwork, and critical thinking are playing an increasingly prominent role in shaping educational policy and practice. The National Soft Skills Association (2019) states that almost 75% of an employee's success comes from soft skills, while only 25% of their success comes from technical skills.

Human resource professionals seek a range of soft skills in job candidates that indicate the ability to work effectively with others, communicate well, and adapt to changing circumstances (Rockwood, 2021). In a 2017 report by the American Psychological Association Center for Organization Excellence, some of the soft skills that are most sought after by HR include collaboration, communication, emotional intelligence, conflict resolution, empathy, problem-solving, leadership, and time management. Students who focus on their personal soft skills will have an edge during the hiring process (Gray, 2017).

There has been a progressively heightened concern with soft skills among education stakeholders such as policymakers, educational psychologists, and researchers (Ayres & Malouff, 2007). Soft skill curricula have been considered and developed not only for graduates and as on-the-job training programs but also for students across all levels of education (Eraut, 2004). Soft skills are essential in the higher education industry as they enable students to develop the skills they need to succeed in the workplace (Orefice et al., 2018). Soft skills such as communication, problem-solving, critical thinking, and collaboration are essential for students to gain the knowledge and skills they need to be successful in their chosen field. Soft skills also

help students adapt to the ever-changing demands of the workplace and help them develop the interpersonal skills needed for effective collaboration and networking (Nizah et al., 2011).

A recent federal report showed the unemployment rate for workers aged 25 and older who graduated high school and had some college was 3.1% in June 2023, which remained the same as one year prior (U.S. Department of Labor, 2023). While generations born after 1997 can be categorized as a group of people who are versed in technology, a recent survey of over 2,400 Gen Z students reported that this demographic is secure in “stepping outside your comfort zone,” whereas they have identified that empathy and relationship building was underdeveloped (Petrie, 2021).

As early as 2016, U.S. companies were finding it increasingly difficult to find applicants who could take initiative, problem-solve, align with their co-workers, and communicate effectively (Davidson, 2016). A recent study revealed that 4 out of 10 corporations and almost half of academic institutions deemed there was a lack of soft skills such as emotional intelligence, complex reasoning, negotiation, and persuasion in the talent pool and workforce. These skills have tangible impact on the organization’s bottom line (Vance, 2006).

NON-COGNITIVE SKILLS

In today's rapidly evolving job market, adaptability and resilience are highly valued. Non-cognitive skills like adaptability, flexibility, and resilience help individuals navigate change, embrace new technologies and processes, and thrive in dynamic work environments. Being able to quickly learn and adapt to new situations is an asset in an ever-changing job landscape.

Nurturing non-cognitive skills, also known as soft skills or social-emotional skills, is important for personal development and success in various aspects of life. It encompasses a person’s emotional maturity, empathy, interpersonal skills, and verbal and non-verbal

communication. It is an ongoing process that requires consistent effort and practice in their daily lives and creates opportunities for feedback and reflection.

According to the National Bureau of Economic Research, non-cognitive skills that were essentially valued by employers were skills that applicants could demonstrate and master, such as negotiation, communication, and interpersonal skills (Deming, 2017). An increase in participation in non-academic and social events can be highly beneficial in developing students' non-cognitive skills. Activities such as internships, social clubs and organizations, volunteer work, networking events, and other extracurricular activities provide students opportunities to develop and master their non-cognitive skills (Harms, 2004).

While academic achievement and cognitive skills have traditionally been the main focus of education systems, recognizing the importance of non-cognitive skills is crucial for holistic development and preparing students for success in their personal and professional lives (Garcia, 2014). Non-cognitive skills have often been overlooked in education analysis and policy. While there has been growing recognition of their importance in recent years, the integration of strategies to nurture these skills within the school context and through education policies is still limited. However, there are some initiatives and approaches that can be implemented to address this gap (Levin, 1970).

INTERPERSONAL SKILLS

According to Harvard Graduate School of Education, interpersonal skills are needed for various reasons in personal, professional, and social contexts (Collins, 2005). Interpersonal skills are basic life skills that allow people to navigate their way through different experiences that confront them. They are the essence of the human being's ability to relate to others and they transcend across ethnicity, culture, and language differences (McKay et al., 1987). Oftentimes,

the term *communication skills* is interchanged for *interpersonal skills*, with the latter defined as having the ability to communicate and interact with people personally and professionally. Additionally, interpersonal skills focus on how individuals interact with others during social interactions or in a team environment. They involve the ability to understand and navigate relationships with others, fostering positive and productive connections (Shafer, 2017). There are many tangents that comprise interpersonal skills and not just communication. Adaptability, creativity, patience, negotiation, leadership, and problem-solving are handful of interpersonal skill examples (Spitzberg & Cupach, 1988). This differs from communication skills, which is defined as different types of platforms in which people communicate, such as listening, writing, speaking, and non-verbal cues (Hargie & Hargie, 2006).

REVIEW OF THEORIES

Fred Fiedler popularized the concept of Contingency Theory, which suggests that the notion of universal principles or “one-size-fits-all” approaches to management should be challenged. The focus should emphasize the importance of considering various factors, such as the external environment, technology, organizational size, and employee characteristics, when making decisions about organizational design, leadership style, and management practices (Donaldson, 2014). This can be applied to students when faced with a personal, academic, or professional challenge, as the environment is not predictable. One must be able to decipher how to negotiate, respond, or react to the situation to resolve the problem. Contingency Theory highlights the importance of adapting to change and increasing their chances of achieving optimal performance and effectiveness.

Howard Gardner’s (1993) Multiple Intelligences Theory speaks to individual competence and refers to a person’s ability, knowledge, skills, and qualities that enable them to perform

tasks, solve problems, and achieve desired outcomes in a particular domain or area of expertise. It encompasses a range of capabilities and attributes that contribute to an individual's effectiveness and success in their work or personal pursuits. Gardner goes on to synthesize eight different types of intelligences—linguistic, mathematical, spatial, bodily, musical, interpersonal, intrapersonal, and naturalist—and notes that linguistic and mathematical are most valued in school and society.

Another theory that supports students' development is Chickering's Identity Development Theory. It refers to the Seven Vectors of Student Development, a model proposed by Arthur W. Chickering and Linda Reisser in 1993. This theory provides a framework for understanding the holistic development of college students and their experiences throughout their academic journey. The model suggests that students undergo a series of predictable stages of development, each characterized by specific challenges and tasks that contribute to their personal growth and learning (Chickering & Reisser, 1993). The seven vectors speak of developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. Chickering's Identity Development Theory emphasizes that these vectors of development are interconnected and that progress in one area can influence and facilitate growth in other areas. The theory has been widely used in higher education to guide student affairs professionals, educators, and administrators in supporting students' holistic development and creating effective educational environments.

THE OPPORTUNITY FOR STUDENT SOFT SKILLS IMPROVEMENT

Soft skills development is a worthy goal if an individual wants to improve their overall effectiveness in life and business. The job market is constantly changing, and employer

expectations are also shifting. While a resume that catalogued relevant work experience may have done the job previously, employers are now looking for more on a resume. As such, it is critical that colleges integrate soft skills for students into the curriculum (Wilkie, 2020). When community colleges prioritize developing soft skills in students, it helps foster their ability to adapt and change far into the future. These transferable skills are essential for success in the workplace and in life. A recent college graduate can increase their employability with stellar soft skills such as communication, teamwork, leadership, and problem-solving, as these skills are highly valued by employers. These skills can help college students stand out in a competitive job market and increase their chances of getting hired (Zaharim, 2009).

Once an individual is hired, soft skills can assist with career advancement. As individuals progress in their careers, they may need to take on leadership roles, manage teams, and communicate effectively with clients and colleagues. From a personal development perspective, soft skills can help individuals build better relationships, communicate more effectively, and navigate difficult situations, which, in effect, increase resiliency (New Horizons, 2019).

CONCLUSION

Opportunities for improving soft skills are available in various aspects of a student's life, both within and outside of formal education settings. Developing soft skills is a continuous process that requires practice and effort. Students should actively seek opportunities to apply and improve their essential skills, as these skills are highly valuable in both academic and professional settings. These skills not only contribute to personal growth and well-being but also play a crucial role in future career success and overall life satisfaction. In short, improving soft skills can benefit community college students in many ways, both professionally and personally.

By investing in their soft skill development, college students can set themselves up for success both in college and beyond.

CHAPTER 3: METHODOLOGY

INTRODUCTION

The previous two chapters demonstrated the need for essential skills such as communication and emotional intelligence within the workforce with concentration for studying soft skills within community college students. This chapter describes the methodology of the study and its results as well as the structure of the facilitator guide for community college administrators and a guide for community college students as they improve their soft skills.

This is a quantitative study that aims to answer the research question: “What top four soft skills are sought by the employers associated with the target college in their new hires?” It is inferred that there is a positive correlation between the level of performance among community college graduates and the top four in-demand skills employers seek. This chapter will describe the need for improvement of non-cognitive skills for students to prepare them for academia and beyond. The purpose of the dissertation and the research questions reflect the findings of local business community needs and aim to better equip community college students to improve their chances of being successful in their personal and professional life in Southeast Michigan.

PROCEDURE

For this project, an evaluation approach was designed for Schoolcraft College, a suburban community college in Southeast Michigan. According to the college’s 2020-21 annual report (Schoolcraft College, 2022), current demographics within the last full academic year garnered

8,100 credit students with 76% labeled as part-time (11 credit hours or less) and 70% of those being 24 years of age or younger. There was a median age of 25 for graduates.

In the fall of 2019, the author, then employed by the college, informally contacted over 40 local companies that work with Schoolcraft College's career service department to identify and prioritize which soft skills they seek most in their candidates in terms of hiring. The companies that responded identified essential skills such as professionalism, problem-solving, adaptability, time management, digital literacy, creativity, innovation, and data analysis as essential for new company hires. In fact, the four most requested skills employers prefer to have in their employees are problem-solving, communication, emotional quotient, and the ability to work with various demographics.

In January 2021, 10 full-time faculty members at Schoolcraft were asked to recruit students who would have an interest in contributing to their personal development with an added benefit of improving their employability and preparing them for success in various aspects of their professional journey. Due to the global COVID-19 pandemic, the amount of student interest drastically decreased from the original research date of 2020.

Beginning in February 2021, the first cohort of 14 students attended the 6-hour curriculum program where they completed each of the draft versions of the four pillars in the Guide. This process was replicated five more times for a total of six cohorts. By the end of October 2021, a total of 57 students participated in the pilot program of essential skills at Schoolcraft.

As seen in Table 1, 89% of student participants recommended the 6-hour training with the most popular essential skill module being conflict management, followed by emotional intelligence. Of the participants, 22% listed that all of the modules benefited them.

Table 1: Essential Skills Symposium Results, March–October 2021

COHORT	FROM WHICH MODULE DID YOU LEARN THE MOST?	WHAT DID YOU MOST ENJOY ABOUT THE SEMINAR?	WOULD YOU RECOMMEND THE TRAINING?
1	All of them	The interaction	Yes
	Communication	The workbook	Yes
	Communication	The workbook	Yes
	Conflict Management	The engagement from everyone	Yes
	Conflict Management	Learning how to work with different people	No
	Conflict Management	Real life examples	Yes
	Conflict Management	All of them	Yes
	Conflict Management	Learning ways to deal with conflict	Yes
	Emotional Intelligence	Learning about my EI	Yes
	Emotional Intelligence	All of them	Yes
	Emotional Intelligence	The speakers	Yes
	Emotional Intelligence	Interaction with others	Yes
	Networking	I learned how to network	No
	Networking	All of them	Yes
2	All of them	The content	Yes
	All of them	All of it	Yes
	All of them	The interaction	No
	Conflict Management	All of them	Yes
	Conflict Management	It was interactive	Yes
	Emotional Intelligence	The amount of group participation	Yes
	Emotional Intelligence	It was engaging	Yes
3	All of them	The energy from the speakers	Yes
	Conflict Management	The self-reflection activities	Yes
	Conflict Management	You were very personable and enjoyable	Yes
	Conflict Management	Van teaching	Yes
	Emotional Intelligence	All of it	Yes
	Emotional Intelligence	The conversations about the different topics	Yes
4	Communication	Interpersonal communication	No
	Conflict Management	The speaker was a lot of fun. Kept me interested	Yes
	Conflict Management	Conflict management	Yes
	Conflict Management	All of them	Yes
	Conflict Management	All of them	Yes
	Conflict Management	Conflict management	Unsure
	Emotional Intelligence	Learning about EI	No
	Emotional Intelligence	All of them	Yes
	Networking	All of them	Yes
5	Communication	The discussions that were applicable to real life	Yes
	Communication	Learning about different types of communication	Yes
	Conflict Management	The examples and the book to fill in as we went	Yes

COHORT	FROM WHICH MODULE DID YOU LEARN THE MOST?	WHAT DID YOU MOST ENJOY ABOUT THE SEMINAR?	WOULD YOU RECOMMEND THE TRAINING?
	Conflict Management	The engagement from everyone	Yes
	Conflict Management	It felt like therapy; how to improve and certain techniques to use	Yes
	Emotional Intelligence	The speaker was very engaging	Yes
6	All of them	The content	Yes
	All of them	The interactions and the personalization	Yes
	All of them	The interactivity	Yes
	All of them	How interactive and non-judgmental it was	Yes
	All of them	Everything. I like the energy and the games	Yes
	All of them	The friendliness and interactivity between the facilitators and the teams —really, everything!	Yes
	All of them	The presenters	Yes
	Communication	It made me realize how important little things like self-reflection can be, simply asking myself	Maybe
	Conflict Management	I enjoyed the content. I also liked the engagement; it kept me interested and involved	Yes
	Conflict Management	Talking through the topics in our small groups	Yes
	Emotional Intelligence	The positive energy	Yes
	Networking	I enjoyed the networking module the most	Yes
	Networking	How interactive it was. Felt like a two-way conversation rather than a lecture	Yes
Networking	Interactive portions	Yes	

CREATING THE GUIDE

The intent of creating this Guide is to assist community colleges in building a strong infrastructure to implement a soft skills co-curricular program and organize the understanding of soft skills that can be replicated across all community colleges. The infrastructure can help college administrators identify the most important soft skills to focus on and the best practices for teaching them. Furthermore, the Guide can provide a clear and accessible framework for learning and practicing soft skills, making it easier for others to develop these important skills. While there are many variations of soft skills curriculum at all levels of education, there has not been a strong model that creates interactive and experiential methods that increase engagement from the facilitator and the student perspective. This Guide can help facilitate this type of

learning by providing activities and exercises that promote engagement and participation. Lastly, this Guide can ensure that soft skills are taught consistently across different contexts and by different instructors or facilitators. This consistency can help ensure that all learners have access to the same high-quality instruction and can develop the same essential skills.

Lastly, the Guide can provide a way to measure progress and assess the effectiveness of soft skills training. As the business landscape is dynamic, with the inclusion of assessments and evaluations in the Guide, facilitators and instructors can track learners' progress and identify areas for improvement to stay current with human resource best practices and trends.

COMPONENTS OF THE GUIDE

The Guide may serve as a tool for any instructor, administrator, or facilitator to assist with currently enrolled credit students to gain and/or improve soft skills. There are four modules in the facilitator's guide and in the participant workbook, containing instructions for (a) Emotional Intelligence, (b) Interpersonal Communication, (c) Conflict Management, and (d) Networking. Chapter 4 contains the Guide in full detail. Below is a brief description of the guide and participant workbook and its deliverables.

1. Facilitator Guide
 - a. Preparation
 - b. Agenda
 - c. Icon Glossary
 - d. Script for facilitator for each module
 - e. Conclusion
 - f. Appendix
2. Participant Workbook

- a. Agenda
- b. Objective
- c. Section for each module
- d. Appendix

The structure and design of the Guide provides a systematic and congruent approach between facilitator and a community college student participant. It also includes the critical elements local human resource professionals deem as a priority as they seek candidates in the talent pool and offer candidates a job. The practical suggestions are not intended to be comprehensive but should be tailored to the specific soft skills being taught, as well as to the needs and preferences of the target audience. They should be grounded in the latest research on effective teaching methods for soft skills and should be designed to promote engagement, participation, and meaningful learning.

CONCLUSION

Fostering essential skills requires a deliberate and proactive approach. College administrators should be privy to the current needs of employers in terms of talent and should determine which essential skills are most relevant to the current class of students, designing activities that explicitly target the development of essential skills and providing opportunities for experiential learning (Jayaram & Musau, 2017). Furthermore, college administrators and facilitators need to foster an environment where students feel safe in taking risks and making mistakes; they also need to encourage a growth mindset where failure is seen as an opportunity of learning and improvement (Gonzalez & Vodicka, 2021). For employers, career readiness plays an important role in sourcing talent, providing a means of identifying key skills and

abilities across all job functions. When students are prepared across a broad range of knowledge, skills, and abilities, they not only get better jobs, but they also engage more actively as citizens.

CHAPTER 4: THE GUIDE AND WORKBOOK

INTRODUCTION

While academic skills such as reading, writing, and math are essential, employers also look for “soft skills” in their employees. These skills include communication, teamwork, problem-solving, critical thinking, adaptability, leadership, and emotional intelligence. Unfortunately, many students who are not developing these skills in traditional education systems have focused on academic skills and often neglect soft skills (Rosenbaum et al., 2009). As a result, many students graduate without the necessary soft skills needed for success in the workplace. This is why there is an increasing recognition that schools need to place a greater emphasis on developing soft skills alongside academic skills.

To address this gap, this Guide is designed to assist community college administrators to implement a co-curricular program with a facilitator guide and participant workbook. After tabulating the information from local employers, the researcher found that some essential skills topped the list of priorities of companies when seeking out talent. The desired soft skills for employees include communication, problem-solving, and teamwork. Based on this foundational work, the Guide focuses on four pillars: Emotional Intelligence, Conflict Resolution, Communications, and Networking. The curriculum is designed to be interactive and engaging to keep participants motivated and interested during the symposium and also apply the essential skill concepts thereafter in real time.

GUIDE DESIGN

This guide is not an all-inclusive tool but can serve as a starting point and resource for college administrators to build upon and adapt to their specific needs and context. The needs of corporate partners may vary depending on the industry, region, and job market. Therefore, it is essential for college administrators to work closely with their corporate partners to identify their specific needs and tailor their programs accordingly.

Community college administrators can use this guide as a template to design a soft skills co-curriculum that meets the needs of their students and aligns with the expectations of their corporate partners. They can use the tips provided to develop a comprehensive program that includes needs assessment, learning outcomes, curriculum design, experiential learning, assessment and feedback, professional development, and program evaluation.

SOFT SKILLS

— FACILITATOR GUIDE —



CLASS PREPARATION

PREPARATION

ASSEMBLE the following materials prior to the beginning of the class:

- Reality Ready Facilitator Guide
- Reality Ready PowerPoint deck
- Reality Ready Participant Workbook
- Wall Charts (#1 - #3)

AUDIO VISUAL EQUIPMENT must be provided/ordered in advance:

FACILITATOR

- Laptop with power cord and AV cord
- Wireless mouse presenter
- Audio speakers
- Overhead projector and screen
- Facilitator worktable – placed near the front of the room
- Masking tape or other device to hang wall charts
- Flipchart stands (1)
- Flipcharts (3M Post-It Super Stick preferred)
- Flipchart markers

PRINTED MATERIALS participant handouts:

1 set per Participant

- Participant Workbooks
- Name Tents
- Handout – Emotional Intelligence Assessment
- Handout – Elevator Pitch

PREPARE facilitator materials:

- Clipboard with sign-in sheets
- Music for start of class and breaks (Ensuring not to break copyright laws)
- Prepare flipcharts 1 – 5 (see page 7)

SET UP for a maximum of 24 participants, place the following items at each seat:

- Participant Workbook
- Pen
- Highlighter
- Name Tent

AGENDA

Agenda Topic	Minutes	Timing
WELCOME/INTRODUCTIONS <ul style="list-style-type: none"> • Welcome Message (8 min) <ul style="list-style-type: none"> ○ Why we're here – Purpose (<i>SC Representative</i>) ○ Agenda Review • Share Vision/Objectives (2 min) <ul style="list-style-type: none"> ○ What you will learn • Introductions (15 min) <ul style="list-style-type: none"> ○ Facilitator (1 min) Front ○ Table Coaches (4 min) Stand ○ Participants (10 min) Sitting at tables 	25 MINUTES	8:00 am - 8:25 am
EMOTIONAL INTELLIGENCE <ul style="list-style-type: none"> • Introduction of topic – Front (20 MIN) • Discussion/activity – Table (55 MIN) <ul style="list-style-type: none"> ○ Introduce the EI Model/Assess Knowledge (15 min) ○ Identifying and Managing/Regulating Emotions (25 min) ○ Social Awareness – Assessing others' emotional needs (8 min) ○ Create one personal Goal (7 min) • Debrief – Front (15 MIN) <ul style="list-style-type: none"> ○ Review/Reinforce concepts (12 min) ○ Share learnings/Take-aways (3 min) 	90 MINUTES	8:25 am - 9:55 am
BREAK	15 MINUTES	9:55 am - 10:10 am
INTERPERSONAL COMMUNICATION <ul style="list-style-type: none"> • Introduction of topic – Front (20 MIN) • Discussion/activity – Table (55 MIN) <ul style="list-style-type: none"> ○ Different Communication Styles (15 min) ○ Using Empathy to connect (15 min) ○ Body Language (15 min) ○ Create one personal Goal (10 min) • Debrief – Front (15 MIN) <ul style="list-style-type: none"> ○ Review/Reinforce concepts (12 min) ○ Share learnings/Take-aways (3 min) 	90 MINUTES	10:10 am - 11:40 am
LUNCH	50 MINUTES	11:40 AM - 12: 30 PM
CONFLICT MANAGEMENT <ul style="list-style-type: none"> • Introduction of topic – Front (20 MIN) • Discussion/activity – Table (55 MIN) <ul style="list-style-type: none"> ○ Recognizing Conflict (15 min) ○ Conflict Resolution Styles (15 min) ○ Preventing Destructive Conflict/Anger Management (15 min) ○ Create one personal Goal (10 min) • Debrief – Front (15 MIN) <ul style="list-style-type: none"> ○ Review/Reinforce concepts (12 min) ○ Share learnings/Take-aways (3 min) 	90 MINUTES	12:30 PM - 2:00 PM

Continued on next page...

...continued from previous page

Agenda Topic	Minutes	Timing
BREAK	15 MINUTES	2:00 PM - 2:15 PM
NETWORKING <ul style="list-style-type: none"> • Introduction of topic – Front (10 MIN) • Discussion/activity – Table (65 MIN) <<Table Coaches support>> <ul style="list-style-type: none"> ○ Professionalism (10 min) ○ Networking (50 min) ○ LinkedIn (5 min) ○ Create one personal Goal (10 min) • Debrief – Front (15 MIN) <ul style="list-style-type: none"> ○ Review/Reinforce concepts (12 min) ○ Share learnings/Take-aways (3 min) 	90 MINUTES	2:15 PM - 3:45 PM
BREAK	10 MINUTES	3:45 PM - 3:55 PM
WHAT'S NEXT? <ul style="list-style-type: none"> • Practical steps for implementation (5 min) - FRONT • Review/Finalize Individual Goals; Accountability Partner (13 min) -TABLE • Gather Key Take-aways (1 min) - FRONT • Review Key Objectives (1 min) FRONT • Evaluations (5 min) 	25 MINUTES	3:55 PM - 4:20 PM
CONCLUSION/WRAP UP <ul style="list-style-type: none"> • Closing comments - <i>(SC Representative)</i> 	10 MINUTES	4:20 PM - 4:30 PM
TOTAL INSTRUCTIONAL/FACILITATION TIME	7 Hours	



FLIPCHARTS

WELCOME

REALITY READY[®]

Facilitator Name(s)

Flipchart #1

GROUND RULES

-
-
-
-
-
-

Flipchart #2

<u>Behaviors</u>	<u>Benefits</u>

Flipchart #3

One Key Take-away

Flipchart #4

<u>Situations</u>	<u>What you do</u>

Flipchart #5

COVID Networking
Concerns

-
-
-
-
-
-

Flipchart #6

PROFESSIONALISM
ATTRIBUTES

-
-
-
-
-
-

Flipchart #7

Flipchart #8

Flipchart #9



WALL CHARTS

Emotional Intelligence
Factors

ADD VISUALS

Wall Chart #1

Communication Styles

ADD VISUALS











Wall Chart #2

STAR/AR Feedback

ADD VISUALS

Wall Chart #3

ICON GLOSSARY

	<p>TIME: Estimate of time required to complete a portion of the training</p>
	<p>POWERPOINT: Indicates a new PowerPoint slide</p>
	<p>FLIPCHARTS: Reference or use a flipchart <i>See a full listing of flipcharts on page 7</i></p>
	<p>PARTICIPANT WORKBOOKS: Indicates that participants should reference corresponding workbook pages</p>
	<p>FACILITATOR NOTES: Information for facilitator reference/use only</p>
	<p>HANDOUTS: Indicates time to distribute handout materials; <i>see a full listing of handouts on page 7 of this workbook</i></p>
	<p>WALL CHARTS: Reference or use a wall chart during this portion of training; <i>see a full listing of wall charts on page 8 of this workbook</i></p>
	<p>QUESTION: Indicates when the facilitator should ask a question to the room</p>
	<p>ACTIVITY: Indicates a group activity</p>
	<p>VIDEO: Indicates that the facilitator should show a video</p>

WELCOME

WELCOME


TOTAL Section time – 25 minutes

- Welcome Message (8 min)
 - Why we're here – Purpose (*SC Representative*)
 - Agenda/Objectives Review
- Share Vision/Objectives (2 min)
 - What you will learn
- Introductions (15 min)
 - Facilitator (1 min) Front
 - Table Coaches (4 min) Stand
 - Participants (10 min) Sitting at tables


Show PowerPoint – Slide 1
WELCOME TO REALITY READY®

Flip Chart #1
WELCOME FLIPCHART


 Kick off the session with a _____ *Leader*:

SAY: Welcome to **Reality Ready®**! We are so excited that you've chosen to join us, I know it was a rigorous process, so CONGRATULATIONS on being here!

SAY: Today will be filled with a lot of great information. It will be up to you to decide how to use it as you leave _____ and embark on your career. We believe the things we are going to discuss today will give you that extra edge to not only be ready for your next step, but to accelerate your success in the coming years.

SAY: We developed this course because we want to ensure each and every student is prepared not only with the excellent education you've received here at _____, but also to prepare you for the transition from academia to "*the real world.*" But what does that mean?

SAY: As many of you know, and have possibly even studied, you each have a *personal brand*. How you present yourself to the world is important. You may have the best technical skills and knowledge, but without the ability to connect with people as part of your brand, you will ultimately limit yourself. The key is to **COMPEL PEOPLE TO WANT TO WORK WITH YOU!** When you master the “soft skills,” which are actually the most difficult, you will catapult your career and your earning potential and overall job satisfaction!

SAY: Sound good?! Then let's get started! I'd like to welcome your facilitator for the day. <<Insert Name>>, he/she is here representing Parkyn Group, whom we have partnered with to design and deliver this training for you.

SAY: As leadership and training professionals, the team at Parkyn Group have worked with companies and organizations across multiple industries and in many countries to coach and train their leaders to achieve lasting results. We are very excited to have them here with us today! Let's give them a warm welcome!



Parkyn Group Facilitator:
Introduce yourself by stating:

- Name
- Brief background

SAY: Before we get started, I'd like to point out a few things in the room. First is the Participant Workbook at your seat; it has been placed there specifically for you to write in and keep as a take-away resource from today's session. It's filled with great information that you can add to throughout the day.

SAY: Next you will find a Name Tent. Please take one of the markers and write your first name on both sides if you haven't already. We recognize that many of you know each other, but this will help those of us that do not know each other.



Show PowerPoint – Slide 2

AGENDA



PARTICIPANT WORKBOOK - Agenda

Page 2

SAY: Here is our Agenda for the day which can also be found in your Workbook on page 2.



ASK: Would someone like to read the Agenda? [thank the volunteer]



Show PowerPoint – Slide 3

OBJECTIVES

SAY: As we work through this Agenda, we will be accomplishing the following Objectives.



PARTICIPANT WORKBOOK – Objectives

Page 2



ASK: Who would like to read those also on page 2? [thank volunteer]

SAY: By the end of today's session, you will have received the information and insight related to these Objectives that will prepare you as you leave _____ and head out into the job market.



Flip Chart #2

GROUND RULES

SAY: Next, I want us to take a moment and discuss how we plan on conducting ourselves today. I'm going to capture your thoughts on this flipchart.



ASK: Who would like to start us out? How would you like to see us conduct ourselves today? [thank all volunteers]



Create a *GROUND RULES* flip chart by asking participants to share ways that we want to conduct ourselves throughout the day. Ideas include but are not limited to:

- Turn off all electronic devices
- Be present / Participate / Ask questions
- Respect the opinions and shared thoughts of other
- Return from Breaks & Lunch on time
- HAVE FUN!

You may provide one of these ideas to get people to start sharing.



Show PowerPoint – Slide 4
LOGISTICS

SAY: Last but not least, let's cover a few logistics for the day.



Briefly explain the day's logistics:

- Explain where restrooms are located.
- Breaks will be given approximately every 1 ½ - 2 hours including 50 minutes for lunch.
- Class is scheduled to run the full day; you can expect to be here until 4:30pm.
- Cell phones should be on silent/vibrate and should only be checked during breaks or in case of emergency.



ASK: What other logistical questions can I answer for you?

SAY: As you may have noticed, there is a Facilitator seated at your table. This is a unique set up and we're very excited to conduct our class in this fashion today! The idea is that we share ideas and information as a large group, but then work in small groups at your tables with your Facilitator, also called a "Table Coach."

SAY: Table Coaches, please take a moment and introduce yourselves.



Stand at your seat and share the following information, keeping it to 1 minute or less:

- Name
- Where you're from
- 2-3 Companies you have been proud to work with/for (try and include companies that the students would have heard of.)



Show PowerPoint – Slide 5
INTRODUCTIONS

SAY: Thank you Coaches. Let's take the next 10 minutes at the tables to get to know each other a little better. Participants, please share the following with your table.



TIME: 10 MIN at the tables.



Table Coaches: Facilitate the introductions, ensuring each participant has an opportunity to introduce themselves.



Front of Room Facilitator

SAY: Thank you everyone! As we wrap up our Introductions, I want to share with you my personal goal for today which to do my part to ensure you get the most out of today's experience. You can support me in my goal by participating, taking notes throughout your workbook, asking questions, and HAVING FUN!

Say: Before we get started with our first topic, let's take an anonymous poll. Everyone take out your phone and go to the site www.menti.com. You will see the first of two polls we will be taking today. The first question is as follows:



Switch over to the www.Mentimeter.com poll site for the first question. After you see the number of participants in the lower right of the screen, you can close the poll. Take one minute to debrief. This is meant as a fun exercise.



ASK: What questions do you have for me before we move to our first topic?

EMOTIONAL INTELLIGENCE



TOTAL Segment approximate time – 90 minutes

Intro: 20 minutes



Delivered by the Front of Room Facilitator.



**Show PowerPoint – Slide 6
EMOTIONAL INTELLIGENCE**



ASK: Who can define Emotional Intelligence for us?

[Solicit several responses]

SAY: Yes...Emotional Intelligence, often referred to as EI for short, is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.



**Show PowerPoint – Slide 7
EMOTIONAL INTELLIGENCE - Drone**

SAY: It's a bit like rising above to gain a better vantage point. If you think about a drone, they're used for a lot of different reasons. The military, farmers, coaches and many others use them to get a bird's eye view of what's happening across a wide area. When we are standing on the ground, we can only see things from that one narrow perspective. Gaining EI skills gives you the ability to rise above and get a better view.



**Show PowerPoint – Slide 8
EMOTIONAL INTELLIGENCE – Myth Vs. Reality**

SAY: You may have heard about Emotional Intelligence, and it's sometimes misunderstood, or even misrepresented. So, let's uncover several of the myths about Emotional Intelligence such as:



Each Myth and Reality statement will populate with each click.

MYTH 1:

- *Emotional intelligence is just common sense.*
- The REALITY is that it takes great effort and deep thinking to understand emotional behavior—both our own and others’—and the reasons behind it. Additionally, even the simplest skills of EI, such as pausing to think before we speak, are much easier in theory than they are in practice.

MYTH 2:

- You can completely control your feelings.
- The REALITY is that emotions involve our natural, instinctive feelings. Sometimes these are in response to a specific situation or event; other times they’re influenced by our own brain chemistry. In other words, we can’t always control how we feel; however if we learn to “think” differently about a situation, we can learn to control our reaction to our feelings.

MYTH 3:

- More emotional people are naturally more emotionally intelligent.
- The REALITY is, that the ability to “feel” the emotions of others is a valuable skill, and one we will talk more about, but it’s only one piece of EI and can be over-used thereby becoming a weakness.

SAY: Developing Emotional Intelligence skills requires understanding how your emotions, or feelings work, and then effectively managing those emotions to achieve your personal goals.

SAY: Let’s watch a short video to introduce you to the 4 key areas of Emotional Intelligence which are:

- Self-Awareness
- Self-Management
- Social Awareness
- Social (or Relationship) Management



**PARTICIPANT WORKBOOK – Emotional Intelligence Factors
Pages 4-5**

SAY: You will find these on page 4 of your workbook.



Show PowerPoint - Slide 9
EMOTIONAL INTELLIGENCE VIDEO
 3 min, 42 sec



ASK: What stood out for you in the video?
 <Solicit several responses.>

ASK: What role does EMPATHY play in Emotional Intelligence?
 <Empathy is a key skill related to Social Awareness.>

SAY: Yes, people who demonstrate empathy are able to pick up cues from others and use that information to gain a better understanding of what that person might be **THINKING** and **FEELING**. They can then adjust their own thoughts and behaviors to move toward a common goal. We will discuss Empathy in greater detail later this morning.



ASK: Who can tell me what an 'Open-Ended Question' is?
 <Questions that start with WHO, WHAT, WHERE, WHEN, WHY, HOW>

ASK: Why do we use open-ended questions?
 <To gain insight into the other person's thoughts, feelings, and rationale>

ASK: How can they be useful in improving your EI?
 <Taking the time to understand where someone else is coming from helps me to determine what I should think, feel and how to behave in order to achieve the goal.>

SAY: Open-ended questions give you, the listener, an opportunity to find out more information. Knowing what another person thinks and feels gives you greater understanding and allows you to adjust your approach, which is highly emotionally intelligent!



ASK: How could it benefit you personally to improve your overall EI?
 <Greater success in relationships, specifically those at work>



Show PowerPoint – Slide 10
EMOTIONAL INTELLIGENCE MODEL

SAY: This is all very interesting, but how does it apply to you?! In order to understand that, you will first need to understand your own personal emotional intelligence rating. We can determine that by doing a short assessment.



ACTIVITY – EI Assessment



HANDOUT 1

SAY: Coaches, please pass out the EI Assessment tool to each Participant. This Assessment Tool consists of 15 short questions.



ASK: Who will read the instructions at the top of the page for us?

SAY: Don't overthink or over-analyze your responses. The assessment should take approximately 5 minutes or less to answer the questions. After you have answered all 15 questions, follow the instructions to calculate your score. Your Table Coaches are there to assist you, as well as take you through several activities to better understand Emotional Intelligence.



ASK: What questions do you have before I turn it over to the Table Coaches?

SAY: Coaches, let's reconvene at: *<provide the appropriate time, approximately 9:40am.>*



Leave the EI Model on the PowerPoint so that it may be referred to as necessary by the Table Coaches.



Delivered by each Table Coach.



GROUP DISCUSSION AT TABLES – 55 minutes

- Introduce the EI Model/Assess Knowledge (15 min)
- Identifying and Managing/Regulating Emotions (25 min)
- Social Awareness – Assessing others' emotional needs (8 min)
- Create one personal Goal (7 min)



Table Coaches: Assist the students with the Assessment as needed. When they have finished answering the questions and calculating their score, direct them to the 'Score Interpretation' section so they can see what their score means.

SAY: As you read through your Interpretations, highlight or underline those things that apply to you. Not everything in the list will be applicable.



ASK: Who would like to share one thing they discovered about themselves through their Score Interpretation?

<Solicit several responses and thank the participants.>

SAY: Now that you know where you stand, let's break down the 4 areas of Emotional Intelligence that we saw in the video earlier. This will give you some insight into how you can improve your score.



**PARTICIPANT WORKBOOK – Emotional Intelligence Factors
Pages 4-5**

SAY: Please turn to page 4 in your workbook. You'll see the Emotional Intelligence Diagram on page 4 and the definitions on page 5. Let's start with **Self-Awareness**.



ASK: Who will read that definition for us?

[Self-awareness involves being aware of different aspects of the self, including **feelings** and **behaviors**. It is a psychological state in which oneself becomes the focus of attention.]

SAY: So, the 2 primary factors of Self-Awareness are FEELINGS and BEHAVIORS. Let's take a look at each of these.



ASK: Does anyone know the 4 primary emotions or FEELINGS?

SAY: According to Hendricks and Hendricks, they are:

- Sadness
- Anger
- Fear
- Joy

SAY: There are also many secondary emotions such as:

- Guilt
- Shame
- Jealousy
- Surprise

SAY: Secondary emotions are a combination of primary emotions. There is some debate as to whether Anger is a primary or secondary emotion. This classification is not important for our purposes today. What is important, is understanding our feelings. We can do that by being aware of how our body is reacting to the emotion we are experiencing.



PARTICIPANT WORKBOOK – EI Body Atlas
Page 6

SAY: Please turn to page 6 in your workbook. You'll see the Emotional Intelligence Body Atlas. Take a moment to review it on your own.



ASK: Who will read the statement below the diagram?

ASK: What is the benefit of becoming more in-tune with how our body reacts to our emotions?

<Solicit several responses and thank the participants.>

SAY: The second component of Self-Awareness is BEHAVIOR.



ASK: Who can give me an example of an observable behavior that demonstrates self-awareness?

- *Doing things consciously rather than just reacting*
- *Expressing emotions in healthy ways, positive or not*
- *Actively working on healing past hurts*
- *Deeply comfortable with self*
- *Flexible and open to change*
- *Continuously seeking personal growth*

ASK: What are some behaviors you've done that have helped you regulate your behavior? What's the benefit?

<Solicit several responses and thank the participants.>



**Flip Chart #3
Behaviors/Benefits**



Make a T chart of Behaviors/Benefits

SAY: Great examples. Let's look at a few more from an article in FORBES online. They are in your workbook on page 7.



**PARTICIPANT WORKBOOK – Behavior Regulation Techniques
Page 7**



ASK: Who will read the first item 'Be Mindful of Your Own Reaction?'

ASK: Who can give me an example of how you've seen this work in the real world?

<As the Table Coach, you will need to have an example ready for each item in case the participants need assistance; however, do not give them a pass and do all of the talking.>



Repeat the above 2 questions for each of the 7 Behavior Regulation Techniques on page 7 of the workbook.

SAY: Great discussion! As you can see, by first recognizing our **feelings** or **emotions** and then managing the **behaviors**, we can become highly self-aware.



ASK: What is the benefit of improving your overall self-awareness?

- Ability to learn from mistakes
- Ability to manage and regulate emotions
- Ability to grow as a person
- Become more Emotionally Intelligent



ACTIVITY – Self-Awareness



PARTICIPANT WORKBOOK – Self-Awareness Activity
Page 8

SAY: Turn to page 8 in your workbook and also get out your Emotional Intelligence Assessment Handout. Based on your Assessment Score Interpretation and what you've learned so far, choose 3 strengths for yourself, and 3 areas you would like to improve. If you don't see a trait listed here, feel free to write your own!



Give participants a couple of minutes to review the list and make their selections. Once you see that everyone is ready to move on, ask them to complete the bottom half of the page using information from page 7 as a guide. Encourage them to be specific and apply the information to something in their life.

SAY: Great job everyone! Your first step in improving your overall EI is to improve your Self-Awareness. We are now ready to move to the next quadrant of our EI Model. *Self-Management.*



PARTICIPANT WORKBOOK – Emotional Intelligence Factors
Page 5

SAY: Next we will look more deeply at **Self-Management**. Please briefly turn back to page 5 in your workbook so we can review that definition.



ASK: Who will read that definition for us?

*[Self-Management is about acting on the knowledge of one's **emotions** and **behaviors** to improve or create the desired outcome.]*

SAY: Self-management builds on the basis of self-awareness and is the ability to control your emotions so that they don't control you. Self-management means you're able to control impulsive feelings and behaviors, manage your emotions in healthy ways such as taking initiative, following through on commitments, and adapting to changing circumstances.



ACTIVITY – Self-Awareness

PARTICIPANT WORKBOOK – Self-Management Skills
Page 9

SAY: You can now turn back where we left on page 9. We are going to build on what we learned in the last section using the Behavioral Management Techniques by applying them to the 4 areas of Self-Management which are:

- Emotional Self-Control
- Adaptability
- Achievement Orientation
- Positive Outlook

SAY: We'll start with *Emotional Self-Control*.



ASK: Who will read that definition for us?

[The ability to keep disruptive emotions and impulses in check. People who demonstrate this competency are able to maintain their effectiveness under stressful or hostile conditions.]



PARTICIPANT WORKBOOK – Self-Management Skills
Pages 7 & 9

SAY: Let's toggle back and forth in your book between pages 7 and 9. As a group, let's look at the Behavioral Regulation Techniques on page 7 and decide which ones would best support our efforts to maintain *Emotional Self-Control*. Let's limit ourselves to the top 3 best techniques.



Allow the group to discuss and debate which Behavioral Regulation Techniques would work best. An argument might be made for multiple but press the group to land on the 'best' techniques. There are no wrong answers but try to ensure all 7 are used at least once. Once the group agrees, they can write them in the box provided and move on to the next skill.



Repeat the process with the remaining 3 Self-Management Skills.

- Ask someone to read the Definition:
 - ✓ [Adaptability: Flexibility in handling change. People who demonstrate this competency willingly change their own ideas or approaches based on new information or changing needs. They are able to juggle multiple demands.]
 - ✓ [Achievement Orientation: Striving to meet or exceed a standard of excellence. People who demonstrate this competency look for ways to do things better, set challenging goals, and take calculated risks.]
 - ✓ [Positive Outlook: Persistence in pursuing goals despite obstacles and setbacks. People who demonstrate this competency see the positive in people, situations, and events more often than the negative.]
- Allow a brief debate for the top 3 Behavioral Regulation Techniques
- Ask them to write the agreed Techniques in the appropriate box

SAY: Great job team! Understanding these skills is critical to improving your Self-Management and your overall Emotional Intelligence!

SAY: We will wrap up this section with an individual activity. Please turn to page 10.



ACTIVITY – Self-Management

PARTICIPANT WORKBOOK – Self-Management Activity **Page 10**

SAY: For this activity, we are going to focus on a singular negative emotion. You could use this process to work through any of the emotions listed; however we will only be practicing ANGER today.



ASK: Who will read the instructions for us please?

Allow the individuals several minutes to think of an example and write it down on their own. When everyone is done,

SAY: Now we can start to think about how we would want to handle that type of situation differently in the future. Let's read the Healthy Behaviors in the yellow box together.



ASK: Who will read the bulleted list for us please?

- Breathe deeply
- Take a break
- Go for a walk
- Take a shower
- Distract yourself
- Lie down
- Think before speaking
- Write/Journal about it

SAY: Take a moment to consider what might be helpful to you in the future and write down at least one item. Feel free to add something that is not on the list.



Allow the individuals 1-2 minutes to complete this section.



ASK: Would anyone like to share what they have decided to do as an alternative Healthy Behavior?

<Solicit several responses and thank the participants.>

SAY: Excellent...you are all well on your way to Emotional Intelligence mastery! At least the part about "Self" which is half the battle!



PARTICIPANT WORKBOOK – Social Awareness
Page 11

SAY: Next we will look more deeply at Social Awareness.



ASK: Who will read that definition for us?

[Your ability to accurately sense others' emotions and understand what is really going on. Being empathetic, acknowledging the emotions of others, being thoughtful and considerate, and making decisions that take others' feelings into consideration can help build your social awareness.]

SAY: Like Self-Management, Social Awareness builds off of Self-Awareness and is the ability to recognize emotion in others. Of course, you must have the ability to recognize emotion in yourself before you can even begin to think about recognizing it in others.

<It might be helpful to link back to page 4 of the Workbook – Emotional Intelligence Factors Diagram and point out that it falls directly below Self-Awareness.>



SAY: The 2 primary skills in Social Awareness are EMPATHY and ORGANIZATIONAL AWARENESS.

<Ask someone to read the Definitions:>

- ✓ [Empathy: Sensing others' feelings and perspectives. The ability to pick up on cues thereby understanding what is being FELT and THOUGHT. You do not have to agree with someone's thought or feeling in order to understand them.]
- ✓ [Organizational Awareness: A level of understanding of different aspects of the organization including workings, structure, and culture including power relationships. The ability to accurately identify influencers, networks and dynamics within the group or organization.]



ASK: In your own words, what does Empathy mean?

- To put yourself in someone else's shoes
- Responding in a way that communicates your understanding of their perspective.

ASK: Why is it important to Empathize with your co-workers?

- It helps build rapport
- It makes people feel comfortable and understood

SAY: When showing Empathy, it's important to acknowledge both the **situation** and **emotion** the person is expressing. The fact or situation is usually pretty straightforward. The emotion can be more difficult to determine. However, when you can accurately identify the emotion or feeling, the person will feel understood.

For example, you might say, "It sounds like you're excited to try out these new skills back on the job."

Let's practice these skills for a moment. Say I'm a co-worker and I say, "I just don't understand the new boss; she always seems too busy to talk about this project."



ASK: What can you say to Empathize with me?

<Get a volunteer to skill practice a response. Possibly something like: "It seems like you're frustrated that the new boss is always busy.">



ASK: What happens if you don't Empathize with someone who is sharing their thoughts and feelings?

- They might not feel as comfortable with you
- They may decide not to share in the future which could directly impact you

SAY: The ability to be accurate when being empathetic is a critical component to the other person truly feeling heard; your words could otherwise fall flat or worse yet, be counterproductive. The key lies in true empathetic compassion. Acknowledging someone's experience with compassion gives you the ability to communicate in a genuinely empathetic manner.

SAY: You don't, however, want to confuse that with agreeing with the person. You don't have to agree with what the person is feeling about a situation in order to understand where he/she is coming from.



ACTIVITY – Empathy

**PARTICIPANT WORKBOOK – Empathy
Page 12**

SAY: Being truly empathetic is easier said than done, and it starts with identifying the feeling, so let's practice that piece. Please turn to page 12 in your workbook.



Ask for a volunteer to read the instructions.
Allow participants to work in pairs or a group of 3.
When both groups are done, ask each group to share their answers, ping-ponging back and forth between each group.

SAY: Great job! As you can see, it can get a little tricky. It's not always obvious what a person might be feeling. It's helpful to ask Open-Ended Questions to find out more about what they are thinking and feeling.



ASK: Who can remind us from earlier this morning what makes a question open-ended?

- It starts with Who, What, Where, Why, When or How

ASK: And why do we ask Open-Ended Questions?

- To get more than a YES or NO response.
- To find out more about what a person is thinking and feeling

SAY: Yes! When you find that your genuine attempts at empathy are falling flat, asking open-ended questions gives the information you need to truly connect with the other person.

Empathy is an invaluable skill that will serve you well throughout your career as well as in your personal life. Keep practicing this important skill to keep it sharp!

SAY: The second skill in Social Awareness is Organizational Awareness. To be effective, we need to be able to maneuver the complex human networks and patterns of influence, values, emotions, corporate culture and power that make up our organization's operating system.



PARTICIPANT WORKBOOK – Organizational Awareness
Page 13

SAY: Turn to page 13 in your workbook and we'll look at some of the skills that people with high Organizational Awareness possess.



Ask for a volunteer to read the characteristics of someone with high Organizational Awareness.

SAY: This person obviously has a lot of personal power within the organization, even if they don't necessarily have positional power.

SAY: Let's review a few of the skills it takes to gain this level of awareness. These might sound familiar! You can write them in the spaces provided at the bottom of page 13.

- Use **Listening** as a strategy to better understand and be more empathetic!
- Use **Empathy** to build rapport
- Build **Self-Awareness** of your emotions and behaviors
- Exert **Self-Management** of your emotions and behaviors

SAY: As you can see, these Emotional Intelligence skills overlap and support each other.



ASK: What questions do you have about Social Awareness?

SAY: The final Factor related to Emotional Intelligence is **Social Management**.



PARTICIPANT WORKBOOK – Social Management
Page 14



ASK: Who will read that for us?

[Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. The basis of relationship management is developing and maintaining good relationships. Clear communication, inspiring and influencing others, working well in a team, and managing conflict all contribute to relationship management.]

SAY: The final skill you need to develop as part of your Emotional Intelligence is that of Social Management. Although it can be used in all relationships, even personal ones, when we say social you can think of it synonymously with any relationship.

SAY: Let's review the competencies associated with Social Management.



ASK: Who will read the 5 competencies at the bottom of page 14 for us?

SAY: In order to understand your skill level in these areas, I'd like you to turn to page 15 where you will find a brief assessment for each of the 5 Social Management Competencies.



**PARTICIPANT WORKBOOK – Social Management Assessment
Page 15**



Give participants up to 5 minutes to individually read and answer the questions on page 15.

When everyone has completed the assessment, move to the next section.

SAY: We've discussed a lot this morning about Emotional Intelligence! It starts with our own Self-Awareness which allows us to Self-Manage. Once we are able to do that, we can better understand others as we become more Socially Aware which then provides us the opportunity to Socially Manage our working relationships.

SAY: I'd like you to take a couple of minutes and look back through pages 4-15 in your workbook and identify one key item that you feel you could improve on.



Give participants up to 1-2 minutes to look back through their notes.



**PARTICIPANT WORKBOOK – Emotional Intelligence Goals
Page 16**

SAY: Next it's time to put some of that information to use. Please turn to page 16 in your workbook. Each of you are going to write at least one, but possibly two goals based on what you learned today.

Your goals should be specific to your situation and how you will apply the skills and competencies we discussed this morning. They should also be observable. Someone should be able to 'see' you doing,

33

saying, behaving differently than you have in the past. Lastly, your goal should be significant, go big or go home!

For each of your goals, you will select which of the 4 EI Factors it pertains to. Then you will complete each of the stem sentences starting with 'I will...'. When you get to the sentence that starts with 'The outcome I expect is...', think about WHY you chose this goal. Why is it important for you make the change?

I'm here to help or answer questions if you need me. You've got about 5 minutes to complete your goal(s).

SAY: Great job everyone! We are about to join the rest of the tables in a full room debrief. Please be prepared to share what you've learned so far this morning.



DEBRIEF: 15 minutes

Delivered by the Front of Room Facilitator.

SAY: Welcome back everyone! That was a lot of great information! Who is feeling loaded with some great new skills and knowledge?!



Show PowerPoint – Slide 11
EI REVIEW – SKILLS OVERVIEW

SAY: Let's look back and share with each other some of our "aha" moments and take-aways from this morning's session. Although each table learned the same content, you shared different stories and insights.



ACTIVITY – ONE KEY TAKE-AWAY

SAY: To bring all of this together, I'm going to assign one of the EI Factors and associated skills to each table. You'll have 3 minutes to decide as a team what was the one Key Take-away that was most impactful or important from that section. I know there was a lot of

great information, but you are challenged to choose just one thing! You'll also choose a spokesperson for your table who will have 2 minutes to share your table's one Key Take-away with the room.



**FLIP CHART #4
KEY TAKE-AWAYS**



Write down Key Take-aways from each table.

SAY: Before we go to break, I know that each of you wrote at least one goal based on what was discussed.



ASK: Who would be willing to share their goal with the room?
<Gather a response from each table.>

SAY: Great job team, thank you for sharing and thank you for a great morning so far. Please enjoy a break over the next 15 minutes.



**Show PowerPoint – Slide 12
BREAK**

INTERPERSONAL COMMUNICATION



TOTAL Segment approximate time – 90 minutes

Intro: 20 minutes



Delivered by the Front of Room Facilitator



**Show PowerPoint – Slide 13
INTERPERSONAL COMMUNICATION**



ASK: Who can define INTERPERSONAL COMMUNICATION for us?
[Solicit several responses]

SAY: Yes, let's take a look at the definition. It's also on page 19 in your workbook.



**PARTICIPANT WORKBOOK – Interpersonal Communication
Page 19**



**Show PowerPoint – Slide 14
INTERPERSONAL COMMUNICATION – Definition**



ASK: Can I get a volunteer to read that please?
[The process of imparting or exchanging information through a face-to-face message transaction between people to create and sustain shared meaning.]

SAY: Communicating is something we all do, and because we know how to TALK, we feel we are good communicators. But the truth is, we humans are TERRIBLE communicators! Communication is a fine art, but it is also a skill that can be learned.

SAY: It's said that communication is the key to success in relationships, both personal and professional. In the workplace, how you communicate has a major impact on how others see you, how effectively you're able to manage projects and direct reports, and often, the speed and height of your overall career trajectory.

SAY: There is no magic bullet to becoming a great communicator, it can get complicated. And just to prove my point, just look at the multiple Majors and Courses of Study offered right here at _____ focused on the topic of Communication!



Show PowerPoint - Slide 15
COMMUNICATION AT _____

SAY: We are not going to tackle it all today. Instead we will focus on Interpersonal Communication specifically. Let's start by breaking down some of the myths about communication.



Show PowerPoint - Slide 16
INTERPERSONAL COMMUNICATION – Myth Vs. Reality



Each Myth and Reality statement will populate with each click.

MYTH 1:

- *If I say the words, they should understand.*
- The REALITY is that communication is not as simple as stringing words together. It takes preparation, a dedication to learning your audience, and finding the right words to connect with them and move them to action. What you say is equally as important as how you say it. When you are delivering information, it is your responsibility to bring your words to life and give them meaning.

MYTH 2:

- I can improvise, no need to prepare my communication.
- The REALITY is that preparation is essential to delivering your message. You may be put in impromptu situations that allow you very little time to prepare; however, even in these instances, there are several steps you can take. This begins with practicing the skills of how to communicate with others.

MYTH 3:

- Some people aren't born to be great communicators.
- The REALITY is that great and effective communicators are made, not born. We all have the potential to be effective communicators, with the right guidance and dedication to improving. As with any workplace proficiency, time and effort must be committed in order to truly reap the benefits.

SAY: The rewards of effective communication in the workplace are measurable and can translate into lasting and productive business relationships as well as promotions and great success.

SAY: We will focus on 3 primary components of Communication today. They are:

- Communication Styles
- Using Empathy
- Recognizing Body Language

As Empathy was such an important component in Emotional Intelligence, we've already covered it; however, it's worth reviewing.



Show PowerPoint- Slide 17
COMMUNICATION STYLES

SAY: What's your communication style? We each have a particular, natural style, but do you know what it is including its strengths, weaknesses, and how it compares to others? Let's find out!



PARTICIPANT WORKBOOK – Communication Styles
Page 19

SAY: At the bottom of page 19, there is a diagram labeled Communication Styles. You will self-identify your style by evaluating yourself on 2 separate axes.

Across the bottom there is a horizontal continuum line that is labeled 'Linear' on the left and 'Freeform' on the right. Consider how you like to communicate, are you more methodical, succinct, and prepared in your communication, or are you more spontaneous, open, and easy-going?

For example, do you like to start with A then B then C then D, all the way to Z which would be more linear, or do you like to skip over most of the details and jump right to Z which is more freeform?

Make a mark with your pen somewhere along that continuum line.

SAY: Consider that your style may change depending on your audience, so stay focused on how you communicate at school or at work.

SAY: Next, on the left side, you will see 'Emotional' at the bottom and 'Unemotional' at the top along a vertical continuum line. Where would you plot yourself along this continuum?

For example, would you say something like 'I feel like we're off to a good start this quarter' (emotional). Or would you say, 'this quarter sales are up by 7.2%' (unemotional).

Make a mark with your pen somewhere along that continuum line.

Now track where those two points intersect. This is your self-identified Communication Style.



**PARTICIPANT WORKBOOK – Communication Styles - Definitions
Pages 20-21**

SAY: Next you will turn to pages 20-21 and read about your Communication Style. Underline or highlight those things that you feel are accurate. If you plotted yourself on the cusp between 2 different styles, read both as you probably possess traits from both styles.

Remember, we are each unique and these styles are generalizations; you might find 1-2 traits in each of the 4 styles that fit you well.



*Give Participants 4-5 minutes to review pages 20-21.
Table Coaches: Be available to answer questions and clarify the instructions.*



**Show PowerPoint - Slide 18
STYLE ATTRIBUTES OVERVIEW**

SAY: I have here on the screen an overview of the 4 styles.



ASK: Who will read these for us?

<Ask a different volunteer for each style.>

SAY: No one communication style is inherently better than another. There are strengths and potential weaknesses to each.



Show PowerPoint - Slide 19
STYLE STRENGTHS/WEAKNESSES



ASK: Who will read these for us?

<Ask a different volunteer for each style.>

SAY: With practice, you can learn to adjust your style for a particular audience based on their needs. Learning to build flexibility around your preferred style allows others to more successfully hear the important things you need to communicate. It also builds your Emotional Intelligence around Social Management!

SAY: I am now going to turn it over to your Table Coach to go into more detail about your Communication Style and how to use Empathy and Body Language to be an even better communicator.



ASK: What questions do you have before I turn it over to the Table Coaches?

SAY: Coaches, let's reconvene at: <provide the appropriate time, approximately 11:20am.>



Black out the screen.



TOTAL Segment approximate time – 55 minutes

- Different Communication Styles (15 min)
- Using Empathy to connect (15 min)
- Body Language (15 min)
- Create one personal Goal (10 min.)



Delivered by the Table Coach

SAY: Let's make sure we all know each other's preferred Communication Styles. I'd like to ask each of you to share your style as well as one specific reason why you believe that style best suits you.



Work your way around the table, assisting and clarifying where needed.

SAY: Great job, thank you everyone for doing that. Now that we better understand the 4 styles, let's see if we can identify them, as well as determine how a style might be adjusted to make the communication more effective.



ACTIVITY – COMMUNICATION STYLES

PARTICIPANT WORKBOOK – Communication Styles Activity
Pages 22-23

SAY: Please turn to page 22 in your workbook.



ASK: Who will read the instructions for us?



You can do this as a group exercise or pair up your participants and assign specific scenarios. If you divide the group, monitor your time so that they can share their work with each other.

SAY: Great job team! As you can see, our styles can serve us well, but there are times when they will not. It's important to consider our audience and adjust our style to have the greatest impact with our audience.

SAY: We can have further impact by taking into consideration the idea of EMPATHY when communicating. We've been talking about our own personal communication styles and how we deliver information, but the other half of communication is LISTENING. As we practiced earlier today, we have to *hear* what people are telling us about their FACTS and FEELINGS so we can appropriately respond back with empathy.



PARTICIPANT WORKBOOK – Empathy
Page 24

SAY: Open your workbook to page 24 and let's look at Empathy as it relates to communication.



ASK: Who will read the top paragraph for us?



Ask volunteers to take turns reading the checklist at the bottom of the page. Model the behavior being discussed.



ASK: Who has an example of when this has been done for them?
<Have an example ready if the students can't come up with one.>

ASK: How did it make you feel when the person in your story gave you their full and undivided attention?
<Thank them for sharing.>

SAY: For those of you with either Functional or Personal Communication Styles, these steps will probably come more naturally, while those of you with either Analytical or Intuitive styles may have to work harder at becoming proficient in this skill.

SAY: The final piece of Interpersonal Communication that we are going to cover today is BODY LANGUAGE. Body language is the use of physical behavior, expressions, and mannerisms to communicate non-verbally, often done instinctively rather than consciously.



PARTICIPANT WORKBOOK – Body Language
Page 25



ASK: Who will read the definition at the top of page 25?

<Have an example ready if the students can't come up with one.>

SAY: We've spent a lot of time talking about how we verbally communicate, but it's not the words that you use but your non-verbal cues or "body language" that speak the loudest.

According to a study completed at UCLA by Albert Mehrabian, Body Language accounts for 55% of the message we send! You can fill this in on page 26 of your workbook.



PARTICIPANT WORKBOOK – Body Language
Page 26

SAY: 38% comes from our Tone of Voice and only 7% from the Words we use.

SAY: Let's test this theory out with an activity.



ACTIVITY – A NON-VERBAL INTRODUCTION



You can do this as a group exercise or pair up your participants and have them introduce themselves to each other.

SAY: I'm going to ask a volunteer to introduce yourself to the rest of the group, but for this entire activity, you cannot use words. In other words, it must be completely non-verbal. You may use visuals, pictures, signs, gestures, signals, or anything else that is non-verbal. For example, if you were married, you could point to your wedding ring.

You will have 2 minutes to tell us as much about yourself as possible. When time is up, I will ask the rest of the group to share what they learned about you.



Allow the teams to start, or the 1st person to go for 2 minutes. When the round is complete ask the following questions:



ASK: If you were to rate yourself on a scale of 1-10, how accurate were you in describing yourself?

ASK: How accurate were you in “reading” the presenter's body language on a scale of 1-10?

ASK: What were some of the better clues given?

ASK: What barriers or problems seemed to be in the way?

ASK: How might you reduce or eliminate barriers in the future?



Repeat with another participant if time allows.

SAY: Great job! As you can see, our Body Language really does communicate a huge portion of what we want to say. Let's try this out with the other large piece of the pie, TONE OF VOICE.



ACTIVITY – TONE OF VOICE



You can do this as a group exercise or pair up your participants and have them try this with each other.

SAY: I'm going to say a word 3 times using 3 different tones. I want you to infer my mood or emotion based on my tone.



Say the word LEMON 3 times using the following tone:

- Happy
- Angry
- Scared



ASK: What was my first mood?
<Happy>

ASK: How did you know?

ASK: What about the second time I said Lemon?
<Angry>

ASK: And what about the third time?
<Scared>

SAY: Now I'd like you to try. Turn to a partner and choose a word. Use your tone of voice to convey an emotion, see if your partner can guess accurately.



Give Participants 1-2 minutes to try this activity. You may need to partner with someone if you have an odd number at your table.

SAY: That was fun! Thank you for trying that out. As you can easily see, your tone really does communicate a lot more information than you might initially think. Have you ever thought, or ever had anyone say to you, *"It's not what you said, it's how you said it?"* Now you know what they meant!

As we wrap up this section in Interpersonal Communication, I'd like you again to take a couple of minutes and look back through pages 18-26 in your workbook. Identify one key item that you feel you could improve on.



Give participants up to 1-2 minutes to look back through their notes.



**PARTICIPANT WORKBOOK – Interpersonal Communication Goals
Page 27**

SAY: Please turn to page 27 in your workbook. We are going to write our goals for this section. Just like earlier, you can write at least one, but no more than two goals for this section. We will follow the same format as before.

I'm here to help or answer questions if you need me. You've got about 5 minutes to complete your goal(s).

SAY: Great job everyone! We are about to join the rest of the tables in a full room debrief. Please be prepared to share what you've learned in this section.

DEBRIEF: 15 minutes



Delivered by the Front of Room Facilitator.

SAY: Welcome back everyone! Let's spend a few minutes reviewing what you just discussed at your tables and then it's off to lunch!



**Show PowerPoint – Slide 20
INTERPERSONAL COMMUNICATION – REVIEW**

SAY: Just like earlier, let's look back and share with each other some of our "aha" moments and take-aways from this session on Interpersonal Communication.



ACTIVITY – ONE THING

SAY: I'm going to assign each table an Interpersonal Communication topic. You'll have 3 minutes to decide as a team what was the one thing that was most impactful or important from that section. Once again, you'll also choose a spokesperson for your table who will have 2 minutes to share your table's one thing with the room. Choose someone different this time!



Assign the following to each table.

- **Table 1: Communication Styles - Types**
 - Workbook pages 19-21
- **Table 2: Communication Styles – Benefits/Weaknesses**
 - Workbook pages 19-21
- **Table 3: Empathy/Body Language**
 - Workbook page 24-26
- **All: Workbook pages 4-5 and 16-17**

SAY: You will have 3 minutes to come up with your table's One Take-away.



ASK: What questions do you have before we begin?

SAY: Ok...time starts now!



*Create an atmosphere of fun and competition.
After 3 minutes, ask each Table in turn to present their one thing.
Allow just 2 minutes per table to briefly review their one thing.
Keep the energy high and move at a brisk pace.*

SAY: Great job team! Thank you for sharing your insights and thank you for your energy!

SAY: Before we go to lunch, I have a brief video to share with you. As you approach graduation and start to look for a great position within a great company, there may be occasions for you to attend recruiting or business dinners. Part of being 'Reality Ready' is to provide you with a few helpful tips and tricks to ensure you are set up for success.

Enjoy the video!



Show PowerPoint -Slide 21
DINING ETIQUETTE
6 min, 06 sec

SAY: Thank you everyone for a fantastic morning! We will reconvene back here at 12:30pm. I will put a timer up on the screen, but please keep an eye on the time.



Provide directions to the dining room.



Show PowerPoint – Slide 22
LUNCH

CONFLICT MANAGEMENT



TOTAL Segment approximate time – 90 minutes

Intro: 20 minutes



Delivered by the Front of Room Facilitator.



**Show PowerPoint – Slide 23
CONFLICT MANAGEMENT**

SAY: Welcome back everyone, I hope you had a great lunch. Did everyone use the correct fork?! I'm sure you did! Let's dive right into our next subject. I'm really excited about this one because we will be incorporating a lot of the things we've already learned today.



ASK: Why do you think we might have a topic called 'CONFLICT MANAGEMENT' in a class called 'REALITY READY?'

[Solicit several responses]

SAY: It is true, the world has conflict. Not everyone has had the opportunity as you have had to learn skills related to Emotional Intelligence and how best to Communicate. But even when we are skilled in these areas, there will still be plenty of opportunity for conflict.



**Show PowerPoint – Slide 24
CONFLICT MANAGEMENT – Myth Vs. Reality**

SAY: Let's look at some of the Myths about Conflict Management.



Each Myth and Reality statement will populate with each click.

MYTH 1:

- *Harmony is normal, conflict is abnormal.*
- The REALITY is that conflict is an inevitable and normal part of the cycle of enduring relationships. Without conflict, we cannot grow, learn, or evolve.

MYTH 2:

- Conflict is the same as disagreement.
- The REALITY is that conflict is more serious than disagreements. They require more investment. You can disagree over the best flavor of ice cream without thinking much about it.

MYTH 3:

- Anger is the primary emotion of conflict.
- The REALITY is that many emotions become entangled in Conflict: fear, jealousy, inadequacy, the list goes on.

MYTH 4:

- Conflict should never be escalated.
- The REALITY is that things may need to be opened wider to be fully addressed. Often the initial conflict is just a symptom of an underlying, more detrimental emotion.



ASK: What are some ways that people generally deal with conflict?

- *Avoid – Flight Response*
- *Blow Up – Fight Response*
- *Clam Up – Freeze Response*



Show PowerPoint - Slide 25
RESPONSES TO CONFLICT – 3 F's

SAY: We are wired to protect ourselves in conflict. The amygdala in the brain takes over, and it's no longer a conscious choice, it's more like a reflex. We jump into Fight, Flight or Freeze.



PARTICIPANT WORKBOOK – Fight / Flight / Freeze
Page 30

SAY: You'll find this information on page 30 of your workbook.

When our brain senses danger, it cannot distinguish between physical danger or emotional danger, the response is the same. Our heart rate increases, breathing quickens, muscles tighten, blood pressure rises, and our bodies experience a surge of adrenaline to prepare us to either engage or seek safety.

Your body has prepared itself to act. You might describe that feeling as anxiety.



ASK: What are some situations that might cause you to be anxious and what do you do?

- A big test coming up
- Finances
- A meeting with your boss
- Conflict with friends, family, or co-workers



**FLIP CHART #5
SITUATIONS/WHAT YOU DO**



Make a "T" Chart, scribe their answers with Situations on Left side and What You Do on the Right

SAY: Yes, and a thousand other examples. Would you be surprised if I told you that the anxiety you feel could be helpful?! The truth is that moderate levels of anxiety can be GOOD for us!



ASK: How could anxiety be helpful?

- It prepares us to protect us from harm
- It can improve our focus
- It helps us perform & prioritize

SAY: We may no longer face life-or-death experiences on a regular, even daily basis like our caveman ancestors did, but feelings of anxiety have the power to redirect our behavior to avoid harm, whether big or small. Even a minor disagreement or conflict with a co-worker could cause enough anxiety to be helpful, as long as we don't run away or become unresponsive to the situation.



ASK: Thinking about a work scenario, how could looking at anxiety or conflict as a positive, be helpful?

- Forces us to take action



**Show PowerPoint - Slide 26
PHYSICAL RESPONSE TO CONFLICT**



PARTICIPANT WORKBOOK – Physical Response to Conflict
Page 31

SAY: You will find a picture of a human brain on page 31. When we recognize the sensations of fight, flight, or freeze, we can make a conscious choice, we can choose to deal with the situation. Our Prefrontal Cortex is taking over, that's our rational brain! The key is to deal with the conflict in a healthy way, and that's where our Conflict Management Skills come into play.

SAY: Before I turn it over to the Table Coaches, I would be remiss if I didn't address that there are times when our anxiety seems out of control or crosses the line from beneficial to detrimental. When this happens, don't hesitate to reach out for help. Talk to a trusted friend or family member, use some of the healthy behaviors we discussed on pages 7 and 10 in your workbook, and never discount the benefits of professional help from a licensed therapist.

SAY: I am now going to turn it over to your Table Coach to go into more detail about Recognizing Conflict, Conflict Resolution Styles and Preventing Destructive Conflict.



ASK: What questions do you have before I turn it over?

SAY: Coaches, let's reconvene at: *<provide the appropriate time, approximately 2:00 pm.>*



Black out the screen.



GROUP DISCUSSION AT TABLES – 55 minutes

- *Recognizing Conflict (15 min)*
- *Conflict Resolution Styles (15 min)*
- *Preventing Destructive Conflict/Anger Management (15 min)*



Create one personal Goal (10 min) move to prior page to keep bulleted list together
Delivered by each Table Coach.

SAY: We are going to start by first learning how to recognize that a conflict might be brewing. If we can learn to “see the writing on the wall,” we will have better luck staying out of the limbic, or instinctual part of the brain, and instead operating in the Prefrontal Cortex, or logical part of the brain.



ASK: What are some of the signs of looming conflict you have recognized, either in advance or in hindsight?

- Dysfunctional meetings – people are annoyed or distracted, not participating
- Anger that seems like an overreaction
- Inappropriate communication such as blatant rudeness or disregarding the input of others
- Cliques or teams forming with opposing views
- Repetitive disagreements that are not getting resolved
- Loss of trust

SAY: These are all serious issues in and of themselves, but they can become even more detrimental if left unchecked.

ASK: Who can give me an example of a conflict situation that you were a part of? (We of course want to maintain anonymity for the absent.)

<Gather 2-3 examples, thank the participants.>



ASK: What are some techniques you’ve tried to de-escalate your negative emotions...i.e. ‘cool off?’

- Walk away
- Take a deep breath
- Think before speaking

SAY: Excellent, let’s take a look at why you might have chosen those responses and decide if they were helpful or not. Please turn to page 32 in your Workbook.



PARTICIPANT WORKBOOK – Conflict Resolution Styles
Page 32

SAY: Let's take a look at a model which helps us to better understand our different potential responses. When you look at the Conflict Resolution Styles Model on page 32, you'll see there are 2 factors to consider for both you and the other party; they are Cooperativeness and Assertiveness.



ASK: Which style are you using if one or both of you are being uncooperative and unassertive?

- *Avoiding*

ASK: In your current understanding, is that an effective way to resolve conflict?

- *No*

SAY: That's right, nothing will get fixed if it's avoided, but the problem will not go away; in fact, it often gets worse.



ASK: Which style are you using if one or both of you are being uncooperative but assertive?

- *Competing*

ASK: What typically happens when two people are Competing during conflict?

- *Escalation*

SAY: Yes, once again, we're not working toward resolution, only digging in deeper which creates a deeper divide.



ASK: Which style are you using if one person is being both cooperative and unassertive?

- *Accommodating*



ASK: What typically happens when one person is being completely accommodating?

- They don't feel heard or appreciated
- They start to resent the other person

SAY: This strategy might work in the short term but can create even more problems in the future because of escalating resentment on the part of the person doing the accommodating. And to make it worse, the person being accommodated probably has no idea and may feel blind-sided down the road when the resentment inevitably comes out.



ASK: Which style are you using if one or both of you are being moderately cooperative and moderately assertive?

- *Compromising*

ASK: How effective is this strategy?

- *Moderately so*

SAY: You might be surprised to find out that compromising is not the ideal outcome to conflict. With this approach, each party gets a piece of what they want, but may still feel not fully heard, appreciated or understood. This is how most conflict gets resolved and can definitely be the best-case scenario; however, there is one more style that is even better.



ASK: Which style are you using if one or both of you are being cooperative and assertive?

- *Collaborating*

ASK: What typically happens when two people are Collaborating?

- *A win-win resolution*

SAY: Yes! Collaboration means that each party can fully buy into the resolution. Both feel heard, appreciated, and understood. Full collaboration isn't always possible, but it is always the goal when working to resolve conflict.

SAY: Let's take a look at the behaviors that will help us be more collaborative. Some of them will be personal to you, others will help you to engage the other person. Please turn to page 33 in your workbook.



PARTICIPANT WORKBOOK – Preventing Conflict Techniques
Page 33



ASK: Who will read the paragraph at the top of the page for us?

SAY: Take a minute or two and read through these strategies on your own. While you're reading, identify 2-3 items in each list that you think would be helpful for you personally. Possibly something you're not already doing.



Give participants no more than 5 minutes. When you see that everyone is finished, bring the group back together.



ASK: Which of the techniques did you find most helpful?
 <Ask 2-3 participants to share; thank them.>

SAY: Another tool we can use is STAR and STAR/AR



PARTICIPANT WORKBOOK – Feedback Model STAR/AR
Page 34

SAY: On workbook page 34, this second tool can help you minimize conflict by providing **Positive** or **Developmental** feedback to people in a way that will be clear and concise even when you may rather avoid it altogether. The tool is the **STAR/AR FEEDBACK MODEL**. It's a simple acronym that once you commit it to memory you will use it in many situations, not just in preventing or working through conflict.



Review the STAR/AR components.

SAY: Let's see how it works. Turn to page 35 and let's look at a couple of examples.



PARTICIPANT WORKBOOK – Feedback Model STAR/AR
Page 35

When giving someone **Positive Feedback**, you want to make sure it is clear so that the person knows exactly what behaviors worked well. This way they can repeat those behaviors in the future. The STAR Model consists of these components:

- S/T = Situation or Task
- A = Action (what they did well)
- R = Result (why that action was effective)

SAY: If you have someone who is upset and you want to remind them of a behavior or action that they did well, you might say:

*“Ali, I noticed **(S/T)** the last time you thought that the team rejected your ideas and before you became upset, **(A)** you were willing to ask some clarifying questions which **(R)** resulted in the group better understanding and adopting your ideas.”*



As you review each component, clarify any confusion.

PARTICIPANT WORKBOOK – Feedback Model STAR/AR
Page 35

SAY: Let's identify together the STAR components. Underline the text in your workbook and label it as S, T, A, or R.

SAY: Sometimes you will need to give **Developmental Feedback** in which case we will use the STAR/AR model.

- S/T = Situation or Task
- A = Action (you don't want to see again)
- R = Result (you don't want to see again)
- AA = Alternative Action (better choice)
- AR = Alternative Result (better outcome)

SAY: Let's look at another example; in this situation, the individual did not handle a situation well. Please underline each component and we will review it together.

"Casey, **(ST)** when Raj missed his deadline, **(A)** you came at him and did not ask any questions, just accused him of not being attentive to the deadline. **(R)** He and the team were upset for the rest of the day because they knew the real reason, the deadline was missed because of equipment failure, not Raj. **(AA)** The next time it would be helpful to find out what caused the delay and address the real reason for the missed deadline. So, in the future **(AR)** Raj and the team will know that we trust them to make good decisions and do their jobs with excellence every day."



As you review each component, clarify any confusion.



ACTIVITY – Recognizing & Preventing Conflict

SAY: We are going to use everything we just learned about recognizing conflict before it escalates, using effective conflict resolution styles and preventing destructive conflict techniques to work through several situations. Please turn to pages 36-38 in your workbook.



**PARTICIPANT WORKBOOK – Recognizing & Preventing Conflict
Pages 36-38**

SAY: You will do this activity in pairs. I will assign you and your partner 1-2 of the Conflict pictures. Together you will answer the questions below each picture. You will have a total of 10 minutes. When everyone is finished, you and your partner will walk the rest of us through your assignment.



Based on time available, you may assign more than one picture. You may also assign the same picture to more than one group, that way you can compare and discuss similarities or differences in their responses.



ASK: What questions do you have before we begin?

SAY: I'm here if you have questions or need clarification. Go ahead and get started!



Monitor time. Make yourself available for questions. Guide anyone who might be struggling. When time is up, bring the group back together. Give each group an opportunity to report on their assignment.

SAY: It looks like everyone is finished; let's go ahead and share what we've worked on. Each group will have 2 minutes to share.



ASK: Who would like to go first?

Monitor time. Ensure each picture is presented at least one time.

SAY: Great job! Thank you everyone for playing full out!

Once a conflict is resolved, it's important to reflect and figure out how to avoid anything similar in the future. Conflict often impedes productivity, so the more you can prevent it, the better off everyone will be.

It might be a good idea to write things down, even if it's just for your own records. When doing so, try to be as objective as possible, continuing to consider all sides.

- What led to the issue?
- What was the central issue?
- How was it resolved?

Each conflict can be a learning experience for you and your co-workers.

SAY: Even for those who are highly skilled in Emotional Intelligence, Interpersonal Communication and Conflict Management will have good days and bad days. The key to your success is to understand

what you're already doing well and what you can improve upon, and to never stop learning or working on improving yourself. With that in mind, we will write our final goals for the day.

SAY: As we wrap up this section in Conflict Management, I'd like you again to take a couple of minutes and look back through pages 29-38 in your workbook. Identify one key item that you feel you could improve on.



Give participants up to 1-2 minutes to look back through their notes.



PARTICIPANT WORKBOOK – Conflict Management Goals
Page 39

SAY: Please turn to page 39 in your workbook. We are going to write our goals for this section. Just like earlier, you can write at least one, but no more than two goals for this section. We will follow the same format as before.

I'm here to help or answer questions if you need me. You've got about 5 minutes to complete your goal(s).

SAY: Great job everyone! We are about to join the rest of the tables in a full room debrief. Please be prepared to share what you've learned in this section.

DEBRIEF: 15 minutes



Delivered by the Front of Room Facilitator.

SAY: Welcome back everyone! That was another great session!



Show PowerPoint – Slide 27
CONFLICT MANAGEMENT REVIEW



SAY: Just like earlier, let's look back and share with each other some of our "aha" moments and take-aways from this session on Conflict Management.

ACTIVITY – ONE THING

SAY: I'm going to assign each table a Conflict Management topic. You'll have 3 minutes to decide as a team what was the one thing that was most impactful or important from that section. Once again, you'll also choose a spokesperson for your table who will have 2 minutes to share your table's One Take-away with the room. Choose someone different this time!



Assign the following to each table:

- **Table 1: Responses to Conflict**
 - 3 F's / Physical Response to Conflict
 - Workbook pages 30-31
- **Table 2: Conflict Resolution Styles**
 - Avoiding, Competing, Accommodating, Compromising, Collaborating
 - Workbook page 32
- **Table 3: Preventing Conflict Techniques**
 - Workbook page 33

SAY: You will have 3 minutes to come up with your table's One Take-away.



ASK: What questions do you have before we begin?

SAY: Ok...time starts now!



Create an atmosphere of fun and competition. After 3 minutes, ask each Table in turn to present their one thing. Allow just 2 minutes per table to briefly review their one thing. Keep the energy high and move at a brisk pace.

SAY: Great job team! Thank you for sharing your insights and thank you for your energy! I think you have all earned your afternoon

BREAK! I will put a timer up on the screen, but please keep an eye on the time. See you back in 15 minutes!



Show PowerPoint – Slide 28
BREAK



After break, present Mentimeter question number 2, debrief and turn it over to Facilitator 4.

PROFESSIONALISM & NETWORKING



TOTAL Segment approximate time – 90 minutes

Delivered by the Front of Room Facilitator.



Show PowerPoint - Slide 29

PROFESSIONALISM & NETWORKING

SAY: You guys are doing great today, and I'm so proud of each and every one of you. Hasn't this been some really good information that you are getting? You're sure to be successful using all the techniques you've heard so far today.

SAY: Our final module of the day is Professionalism and Networking. These topics can get a little tricky in the era of COVID-19 and social distancing, so let's tackle that first.



ASK: What worries you about job searching and Networking in “the new normal?”



Flip Chart #6

NETWORKING DURING COVID-19



Capture the team's thoughts on a flipchart.

SAY: I get it. It's real. The good news is that as a society, we've had some practice over the previous (+/-) year and we're constantly figuring out new ways to deal with this and other issues related to COVID and social-distancing.

SAY: As we work through this section, let's keep an eye on this flipchart and address these specific items as we go. By the end of this section, my goal is to have addressed all of your concerns.

SAY: Let's kick it off by talking a little about what it means to be “professional.” It's a subjective word, so I want to make sure we are all on the same page.

SAY: I would like you to picture someone who you believe exhibits “professionalism.” It could be someone who you’ve actually met and spent time with, somebody you see on TV being reported on in the news, or even a fictional character. Get that person in your mind and think about what they say and do, what are the behaviors or characteristics that they exhibit that make you think...they are “professional.”



ASK: Describe for me, what do you “see” in your mind? What characteristics can you describe based on that mental image?



Flip Chart #6
PROFESSIONALISM ATTRIBUTES



Capture the team’s thoughts on a flipchart. Ideas include but are not limited to:

- Appearance (Clothing, smile, posture/poise, body language including facial expressions, etc.)
- Time Management (Shows up on time or early, meets deadlines, etc.)
- Strong Communication Skills (Written and Verbal; uses professional language, no slang, etc.)

You may provide one of these ideas to get people to start sharing.

SAY: Being professional is a combination of a lot of things: How you act, how you talk and what you wear. Basically, how you present yourself. It’s even present in how you greet people. People can perceive you as being professional just by the way you say ‘hello.’



Show PowerPoint - Slide 30
PROFESSIONALISM ATTRIBUTES

Click the slide ONCE and the attributes will all fill in, one at a time.



PARTICIPANT WORKBOOK – Professionalism Attributes
Page 42

SAY: Many of the items you came up with on our flipchart are right here on my list as well. Please take a moment to write these down on page of 42 of your workbook. Please notice that the top half of the page is

reserved for those things you already do well, and the bottom half of the page is reserved for those things you believe are areas where you could improve.



Give participants up to 1-2 minutes to complete the assignment.



ASK: What are some things from this list that are the same regarding how you present yourself as a professional over videoconferencing structure?

Possible responses:

- Appearance – be fully dressed. You never know when you have to jump up and you need to be dressed professionally, all the way down!
- Time Management – it's just as important to be on time to a video-conference call as it is to be on time to an in-person meeting.
- Etc.

ASK: What are some things that are different over videoconferencing structure?

Possible responses:

- It's difficult to have one-on-one conversations. – Brainstorm with the group ways to overcome this obstacle and any others from the COVID Concerns flipchart that apply.

SAY: By making these characteristics, or attributes, part of your daily habits, you will be more successful than if you ignore these things. They are part of a mindset and part of your values. When put into action, it becomes your foundation. Once you've setup 'Professionalism' as part of your value system, it's time to go out and meet people, or what we call 'Networking.'



ASK: Who can tell me what Networking is?



Show PowerPoint - Slide 31
NETWORKING - Definition



PARTICIPANT WORKBOOK – Networking
Page 43

SAY: Networking, simply put, is meeting people. You never know what will come from that relationship so anybody you meet personally might be a good connection professionally. Once again, COVID-19 has changed how we Network, but the purpose has not changed. We'll get to that specifically a little later.

SAY: Let's first review some misconceptions about networking.



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NETWORKING – Myth Vs. Reality

<Click the slide to reveal each of the Myth Vs. Reality points>

MYTH 1:

- *Networking is annoying to other people.*
- The REALITY is that most people are flattered when you want to find out how they became successful. Just like you, they worked hard to get where they are and understand it takes not only hard work, but the ability to find and utilize good resources to get ahead.

MYTH 2:

- It's about meeting people who can help you professionally.
- The REALITY is that it's about relationships. None of us is able to become successful completely on our own because we can't be the expert at everything. You may never need the services of someone you meet networking, but then again, you just might. And they might need you!

MYTH 3:

- Networking is only for extroverts.
- The REALITY is that being an introvert may actually help you. The "quiet ones" tend to listen and consider the ideas and feelings of others more deeply. Introverts are more apt to focus intently on what the other person is trying to express, as opposed to simply waiting for their chance to speak. This is a strong advantage when Networking because the goal is not just to talk about yourself, but really learn about other people.

MYTH 4:

- Networking is a thing of the past due to COVID.
- The REALITY is that Networking is alive and well! Where there is a will, there is a way! Because Networking is such a valuable factor in everyone's careers, people have found ways to overcome the social-distancing restrictions. They are meeting in smaller groups; meeting in the same place but staying at least 6 feet apart; signaling through lanyard colors (RED, YELLOW & GREEN) their willingness to get physically close for a handshake or not, and meeting over videoconferencing.



ASK: What are some ways that you've seen or heard of where people are "making it work" in the new normal?

SAY: The purpose of Networking hasn't changed, and when you think about the reality of it and ignore the myths, you'll begin to network the right way with the right mind-set. Networking is about building and maintaining relationships, not just having a drawer full of business cards and email addresses.



ASK: Who can share an example of someone they met while networking and how that relationship helped you down the road?

<Gather 1-2 real life examples from the group before moving on.>

SAY: Now that we know what networking is and what it isn't, let's take a look at something super important that you will need when you start meeting people and building your network - your elevator pitch.



Show PowerPoint - Slide 33
ELEVATOR PITCH



PARTICIPANT WORKBOOK – Networking / Elevator Pitch
Page 43

SAY: An elevator pitch is a quick breakdown of who you are, what you are good at and what you want to do professionally. They call it an elevator pitch because it should be short enough to share with someone during a short elevator ride.



Show PowerPoint - Slide 34
ELEVATOR PITCH STRUCTURE



PARTICIPANT WORKBOOK – Networking / Elevator Pitch Structure
Page 43

SAY: This is what an elevator pitch looks like. First you want to introduce yourself with your name and what you are studying here at _____. Second, you want to tell them why you decided on that Major. Are you studying law because you want to help people? Are you studying computer science because you are passionate about how technology changes the world?

SAY: Next, pick out 2 or 3 positive words to describe yourself, like hard-working, reliable, patient, resilient, trustworthy, etc.



ASK: What are some other adjectives that you could use to describe yourself?

<Gather several responses.>

SAY: You could even work in a short phrase such as 'open to new opportunities', but be careful, you don't want to get too wordy. The fourth piece is, one (1) really great thing you're proud of such as, being selected by your team to be team captain, being on the Dean's List every semester, President of the school's Career Fair, putting yourself through school with no debt, etc. The possibilities are endless and really help you stand out from the crowd.

SAY: The final part of your Elevator Pitch is what I call the Impact Statement. This is the big thing you say that will get their attention and let them know you have big dreams. Examples might be, "I eventually want to own several businesses." Or "I want to be the most successful attorney in the state." Whatever your dream is, multiply it by 10 and tell them that!

SAY: You want to end the elevator pitch by telling them you are looking to build a strong professional network and asking them if they would mind

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exchanging information. I'm not a big fan of the immediate "ask." For example, immediately asking if they know of any internships. Relationships take time, and you want to give them a chance to get to know how great you are.



Show PowerPoint - Slide 35
ELEVATOR PITCH STRUCTURE – Template



PARTICIPANT WORKBOOK – Networking / Elevator Pitch Structure
Page 43



Below is an example of an Elevator Pitch; it would be better if you, as the Facilitator, took time beforehand to come up with your own so that it is more authentic.

SAY: This is what it sounds like when it's all put together:

"Hello, my name is ____ and I'm studying ____ at _____. I chose that as a major because I'm passionate about helping people plan for their and their families' financial future. I am energetic, hard-working, and focused. I'm really proud of the fact that I started working at a young age to help my family. One day I would like to open the leading accounting firm in the Midwest. I would love to learn more about what you do. Do you mind if we exchange information and keep in touch?"



ASK: What was your reaction to my Elevator Pitch? Did it make you want to ask questions and learn more about me?

SAY: That's great! That means it worked! Now it's your turn. Take the next 3 minutes to come up with a draft of your own Elevator Pitch on page 43 in your workbook. Don't agonize over it, this is just a first draft. There will be time to edit it as we move forward today.



PARTICIPANT WORKBOOK – Networking / Elevator Pitch Structure
Page 43



Give participants up to 3 minutes to complete the activity



Show PowerPoint - Slide 36
ELEVATOR PITCH – Best Practices



Click through each bullet, providing context to each bullet point.
 ALTERNATIVE: Instead of providing your own context, ask questions to the group on some or all of the bullets, "Why should you always smile?" This option will take more time, so monitor appropriately.

SAY: Now that you know WHAT you're going to say, let's talk about HOW you're going to say it. There are a couple of important things to keep in mind in addition to the structure itself. Let's take a look at some "Do's" and "Don'ts" of sharing your Elevator Pitch.

Best to Avoid:

- Frowning – You're there to build relationships. Frowning tells people you don't want to be there.
- Speaking too fast – illustrates that you're nervous or 'over-rehearsed.' Slow down and be in the moment.
- Rambling – stick to the script, it's why you took the time to prepare one!
- Speaking in a monotone voice – remember what we learned earlier today about how much of your message is carried through your tone.
- Restricting yourself – It's true...we took the time to structure your pitch and write down specific things. But you don't want to be a robot, so have a couple of variations ready to keep it more natural.
- Overconsumption of alcohol – Some Networking events are hosted as a cocktail or happy hour (even virtual ones). Remember this morning when we kicked off the day talking about your brand? The overconsumption of alcohol can derail all the hard work you put into your career efforts and cast a negative light on your brand. A good rule of thumb is one drink if you choose to have any at all.

Best to Do:

- Smile! – A smile signals friendliness and encourages positive interactions. Others are drawn more to people who seem happy.
- Speak naturally & clearly – We can have a propensity to sound 'over-rehearsed' as I mentioned earlier. Having a couple of variations helps you to be more natural.
- Ask open-ended questions – OEQ's are questions that start with WHO, WHAT, WHERE, WHEN, WHY & HOW. These words are triggers to the person you are speaking to share more than a simple YES or NO.

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- Listen without interrupting – This can be really difficult for many people. The person you're speaking with said something interesting and you want to jump in and share your experience too! The pitfall is that they don't feel heard and it becomes about you. Let it be about them! Listen to understand and connect, not take over.
- Make eye contact – It's very off-putting if the person you're speaking to is glancing around the room or checking their phone. Don't put your partner in that position, show them you are interested in what they are saying.
- Exhibit good posture – We talked about this earlier today also. We communicate a large portion of our message through our body language, make sure yours is professional.
- Show sincerity and interest – Remember, you are building relationships, make the effort!



ASK: What are some additional considerations when attending a virtual Networking event?

Gather several responses. Ideas might include:

- Testing your technology before the video call to ensure your speaker, microphone and Wi-Fi are all working properly.
- Background – your background represents your brand as well. Are you dialing in from your bedroom showing a messy bed or clothes tossed around the room?

SAY: Great job everyone! I think we're ready to practice!



Show PowerPoint - Slide 37
ELEVATOR PITCH ACTIVITY



ACTIVITY – Elevator Pitch

SAY: Choose a partner at your table and share your Elevator Pitch from page 43 of your workbook with each other. Give each other feedback and make edits if you choose. You have 4 minutes, that's 2 minutes each, to share your Elevator Pitch and make a couple of adjustments.



Table Coaches:

- *Get up and move around the table, assisting where needed.*
- *After 4 minutes, bring everyone's attention back to you.*

- Ask each person in turn to share their Elevator Pitch with the table. At 30 seconds each, this should only take 2 ½ minutes.



ASK: How did the elevator pitches go?

<Gather several responses.>

ASK: What did you learn?

<Gather several responses.>

ASK: What did you change?

<Gather several responses.>

SAY: Based on what I'm hearing, you all did a fantastic job! So now we're going to take it to the next level!



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SPEED NETWORKING

SAY: We are going to do some SPEED NETWORKING! I want you to get up from your table and approach four (4) other people who were not at your table. Share your Elevator Pitch with each of them and allow them to share theirs with you. This will not only give you an opportunity to practice, but by hearing others' Elevator Pitches, you might get inspired even more about how to improve yours!

ASK: What questions do you have about this activity before we get started?



Allow 6 minutes for the participants to mingle and SPEED NETWORK. Move about the room and assist where needed.

SAY: That was great. You may all go back to your tables and have a seat. I hope all of you feel more comfortable with Networking and sharing the Brand of YOU!



ASK: Let me ask, who felt nervous while giving their Elevator Pitch the first time or two?

<Look for a show of hands.>

ASK: How did your nerves feel after sharing your Elevator Pitch the third or fourth time?

<Better, it got easier.>

SAY: Feeling nervous is totally natural. But practice makes perfect! You will definitely feel better about it the more you do it.



ASK: What questions do you have related to Networking or being Professional?

ASK: Let's look at our COVID CONCERNS flipchart. **Are there any concerns we haven't covered?**

<Discuss anything that is still outstanding and brainstorm ways to overcome the concern.>

SAY: When it comes to Networking, you must be deliberate. It's not just going to happen, so make it part of your plan. And make the time to reach out to your Network. Don't let those new relationships go cold. This brings me to my last point...LinkedIn.



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LINKEDIN



ASK: How many of you have a LinkedIn account?

SAY: You should definitely get one if you haven't already! You can network with countless people through LinkedIn and make connections you would otherwise never have had an opportunity to meet. As you are building your account, you can use some of the information from your Elevator Pitch to promote yourself. Look up some people in the industries that you want to go into and reach out to them. You guys did really well, and I hope you got a lot out of this exercise.

SAY: Spend some time making sure your profile is robust and complete. Utilize all of the features. This is a great way for people to get to know you and for you to get to know them. Remember that this is the online representation of YOUR BRAND!

SAY: That was our final section of the day! We covered Professionalism, Networking, even in the age of COVID, and the importance of creating a LinkedIn profile if you haven't already done so.

As with each section, I'd like you to take a couple of minutes and look back through pages 42-43 in your workbook and identify one key item that you feel you could improve on.



Give participants up to 1-2 minutes to look back through their notes.



PARTICIPANT WORKBOOK – Professionalism & Networking Goals
Page 44

SAY: As before, you are going to write at least one goal, but feel free to write a second. Turn to page 44 in your workbook. You are all pros at this by now, but please let me know if you need any assistance.

SAY: Great job everyone! We are about to join the rest of the tables in a full room debrief. Please be prepared to share what you've learned so far this morning.



DEBRIEF: 15 minutes

Delivered by the Front of Room Facilitator.

SAY: Welcome back everyone! That was a lot of great information! Who is feeling loaded with some great new skills and knowledge?



Show PowerPoint – Slide 40
EI REVIEW – SKILLS OVERVIEW

SAY: Let's look back and share with each other some of our "aha" moments and take-aways from this afternoon's session.



ACTIVITY – ONE KEY TAKE-AWAY

SAY: I won't assign topics by table this time, you all can decide what your one key take-away is from any of the information in this section. You'll still have just 3 minutes to decide as a team what the one Key Take-away was. Don't forget to choose a spokesperson for your table.



FLIP CHART #4
KEY TAKE-AWAYS



Write down Key Take-aways from each table.

SAY: Before we go to our final break, I know that each of you wrote at least one goal based on what was discussed.



ASK: Who would be willing to share their goal with the room?

<Gather a response from each table.>

SAY: Great job team, thank you for sharing and thank you for a great afternoon so far. Please enjoy a break over the next 15 minutes.



Show PowerPoint – Slide 41
BREAK

WHAT'S NEXT? / CONCLUSION

**Approximate time – 35 minutes**

What's Next (20 Min)

Conclusion (15 Min) _____ Representative

**PARTICIPANT WORKBOOK – Books to Read****Page 47****Show PowerPoint – Slide 42****BOOKS TO READ**

SAY: Thank you all for a great day! I would like to recommend a couple of books if you would like to do more reading on these subjects. You will find them in the Appendix of your Workbook on page 41.

They are:

- o *Emotional Intelligence 2.0* written by Bradberry and Greaves
- o *Emotional Intelligence* by Daniel Goleman
- o Communication
- o Communication
- o Conflict
- o Conflict
- o Networking
- o Networking

**Show PowerPoint – Slide 43****PRACTICAL NEXT STEPS**

Review the PRACTICAL NEXT STEPS SLIDE

SAY: As we just saw, the first step is to review your goals. Let's actually do that right now! Your Accountability Partner might be at your table right now, there's no time like the present!

- o Your Emotional Intelligence goals are on page 16
- o Interpersonal Communication goals are on page 27
- o Conflict Management goals are on page 39
- o Professionalism & Networking goals are on page 44

Take a couple of minutes and review what you wrote. I'm going to turn it over to the Table Coaches for the next few minutes.



Table Coaches, you have 10 minutes.

SAY: You should have at least 3 goals, possibly as many as 6. Take a couple of minutes to review them. In the margin, assign each of your goals a priority number #1, #2, #3, etc.

SAY: You may have someone specific in mind outside of today's session, but if you don't, I would recommend that you choose someone who was here today. They will have a full understanding of what you're talking about since we all shared it together today. Take a couple of minutes and find that Partner. Exchange phone numbers and/or emails and set up your first check-in with each other. I would recommend no more than 2 weeks from now.

SAY: As we pass it back to the front of the room, be prepared to share your thoughts on the day, key take-aways, "aha" moments, etc.

SAY: It has been a pleasure to be your Table Coach today. I wish you the absolute best of luck as you wrap up here at _____ and prepare for graduation. Congratulations to each of you!



Front of Room Facilitator

SAY: As we bring the content portion of today to a close, I wanted to ask one last time.



ASK: What were some of the best parts of today? "Aha" moments or key take-aways?

<Solicit several responses. Thank the participants.>

SAY: I want to thank you again not only for participating in today's class, but also for being so open and sharing. I think it is safe to say that you learned as much from each other today as you learned from this class.

SAY: At the beginning of class today, I told you that we would cover some key objectives which would help prepare you to be REALITY READY! Let's review those.



Show PowerPoint - Slide 44
DID WE ACCOMPLISH OUR GOALS?



ASK: Did we deliver on all those promises? [pause for responses]

SAY: Great!



ASK: What questions do you have for me before you leave for the day?
[pause for responses]



Show PowerPoint - Slide 45
BEFORE YOU GO...

SAY: Well, I hope you all had fun today and learned something new.

Tomorrow, you will receive an evaluation for today's session through Survey Monkey. I ask that you take a few minutes and complete the survey being as honest as possible.

I also hope that you have formed some new relationships here today and will reach out to each other for answers and support as you move forward in your own careers.

Don't forget to take your workbook with you and GOOD LUCK with your goals!

THANK YOU!



Show PowerPoint - Slide 46
THANK YOU!!

Appendix

Empathy Activity Answer Key.

FEAR _____ 1. I'm worried about having enough money to pay my bills this month.

CAUTION _____ 2. I need to slow down, look at my scar from the cycling accident.

DISGUST _____ 3. I got caught in traffic for 2 hours in 100 weather and no air conditioning.

JOY _____ 4. My son was accepted for an internship with Amazon.

SADNESS _____ 5. I just got the lab report back and it was what I most feared.

ANTICIPATION _____ 6. I have so much to do today before they get here.

AWKWARD _____ 7. This is my first time to get up and speak in front of my peers.

DEPRESSED _____ 8. I've been trying to get this weight off and I just keep sabotaging myself.

ANGER _____ 9. I lost out on a promotion because my co-worker took all the credit for our project.

SURPRISE _____ 10. You're early, I thought you wouldn't be here until at least 11am.

RESENTMENT _____ 11. You told mom that I got home late and now I'm grounded.

JEALOUSY _____ 12. My boyfriend was accepted to a school where his ex-girlfriend attends.

EMOTIONAL INTELLIGENCE ASSESSMENT

Instructions:

- First, evaluate each statement as you actually are, rather than as you think you should be, by placing a check mark in the appropriate column.
- Next, for each column, add up the number of check marks and write that number in the "Raw Score" box, then multiply the raw score by the "Multiplier" to get a "Total Score" for each column.
- Lastly, add each of the column totals together from the bottom row to get a final Total Score and write it in the bold box at the bottom right.
- Find and read your Score Interpretation at the bottom of the page.

	Not at All	Rarely	Sometimes	Often	Very Often
Statements					
1) I can recognize my emotions as I experience them.					
2) I do not lose my temper when I feel frustrated.					
3) People have told me that I'm a good listener.					
4) I know how to calm myself down when I feel anxious or upset.					
5) I enjoy organizing groups.					
6) I find it easy to focus on something over the long term.					
7) I find it easy to move on when I feel frustrated or unhappy.					
8) I know my strengths and weaknesses.					
9) I do not avoid conflict or negotiations.					
10) I feel that I enjoy my work.					
11) I ask people for feedback on what I do well, and how I can improve.					
12) I set long-term goals, and review my progress regularly.					
13) I find it easy to read other people's emotions.					
14) I easily build rapport with others.					
15) I use active listening skills when people speak to me.					

Raw Score... [] x1 [] x2 [] x3 [] x4 [] x5 []
 Multiple... [] x1 [] x2 [] x3 [] x4 [] x5 []
 Total Score... []

Final Total: []

SCORE INTERPRETATION: Your score represents your overall level of Emotional Intelligence. The comments below give context to that score. It's best to read through all 3 scoring ranges and highlight or underline areas that describe you in each segment.

Score: 15-34

You may find that you feel overwhelmed by your emotions, especially in stressful situations. You may avoid conflict because you think that you'll find it distressing. It's likely that you find it hard to calm down after you've felt upset, and you may struggle to build strong working relationships. You might find that you get stressed easily, have difficulty asserting yourself, have limited emotional vocabulary, make assumptions quickly and defend them vehemently, hold grudges, have difficulty letting go of mistakes, feel misunderstood, don't ever or rarely get angry, don't know your personal triggers, blame other people for how you feel, or are easily offended.

Score: 35-55

You probably have good relationships with some of your colleagues, but others may be more difficult to work alongside. You may identify with several of the traits in the lower range of scores while simultaneously identifying with other traits in the higher range of scores. The good news is that you have a great opportunity to improve your working relationships significantly.

Score: 56-75

Great! You're an emotionally intelligent person. You have great relationships, and you probably find that people approach you for advice. You possess a high degree of empathy as well as being very aware of your emotions and their triggers. You likely have an analytical mind, a strong belief in yourself and your abilities, as well as passion for people and your subject. You can easily distinguish between your wants and needs while remaining optimistic. You have a strong desire to help others succeed as well as succeeding yourself. Researchers have found that emotionally intelligent people often have great leadership potential.

Professional Plan (Tear Out Assignment)

Professional Challenge Statement:

Reality Ready® focuses on 4 key areas: 1) emotional intelligence (EI), 2) interpersonal communication, 3) conflict management, and 4) networking. Each of these areas might offer you a challenge to improve your professionalism. Please use complete sentences in your answers.

What one Reality Ready® challenge would you like to focus on improving?

(e.g., conflict management)

Write a paragraph reflecting on how this challenge is related to ethics, norms, and/or regulations in the workplace:

(e.g., Having a professional and calm interaction is more productive and provides a safe workplace for everyone to express their viewpoints...)

My Professional Goal Statement:

Write a goal statement that is specific, observable, and significant that could be measured by your behavior within a specified amount of time.

My goal is to: _____

(e.g., I plan to practice conflict management skills in the next two weeks...)

Motivation to Change:

Write a paragraph describing how reaching this goal may benefit you or other people or parties in the short- or long-term?

(e.g., I would be happier coming to work and would build better relationships with my co-workers...)

Plan:

Identify what behaviors or strategies you will use to reach the Professional Goal Statement you shared above.

- 1.
- 2.
- 3.

(e.g., #1) I will practice calming exercises... #2) I will avoid being defensive...)

Evaluate your progress:

List some ways you can observe and evaluate your progress. This might be something you will notice. As well, inviting others to help might offer a unique insight into behaviors that you're trying to work to improve.

- 1.
- 2.
- 3.

(e.g., #1 I will consider how often I feel calm versus anxious... #2 I will ask a trusted peer to help me to identify when I have been defensive...)

Agreement for becoming more Reality Ready®:

I, _____, will work toward achieving my Reality Ready® professional goals by making positive changes in my life. I will check my progress on _____ date and celebrate my success and/or reconsider my next steps.

Signed: _____ **Date:** _____

SOFT SKILLS

— PARTICIPANT WORKBOOK —



AGENDA

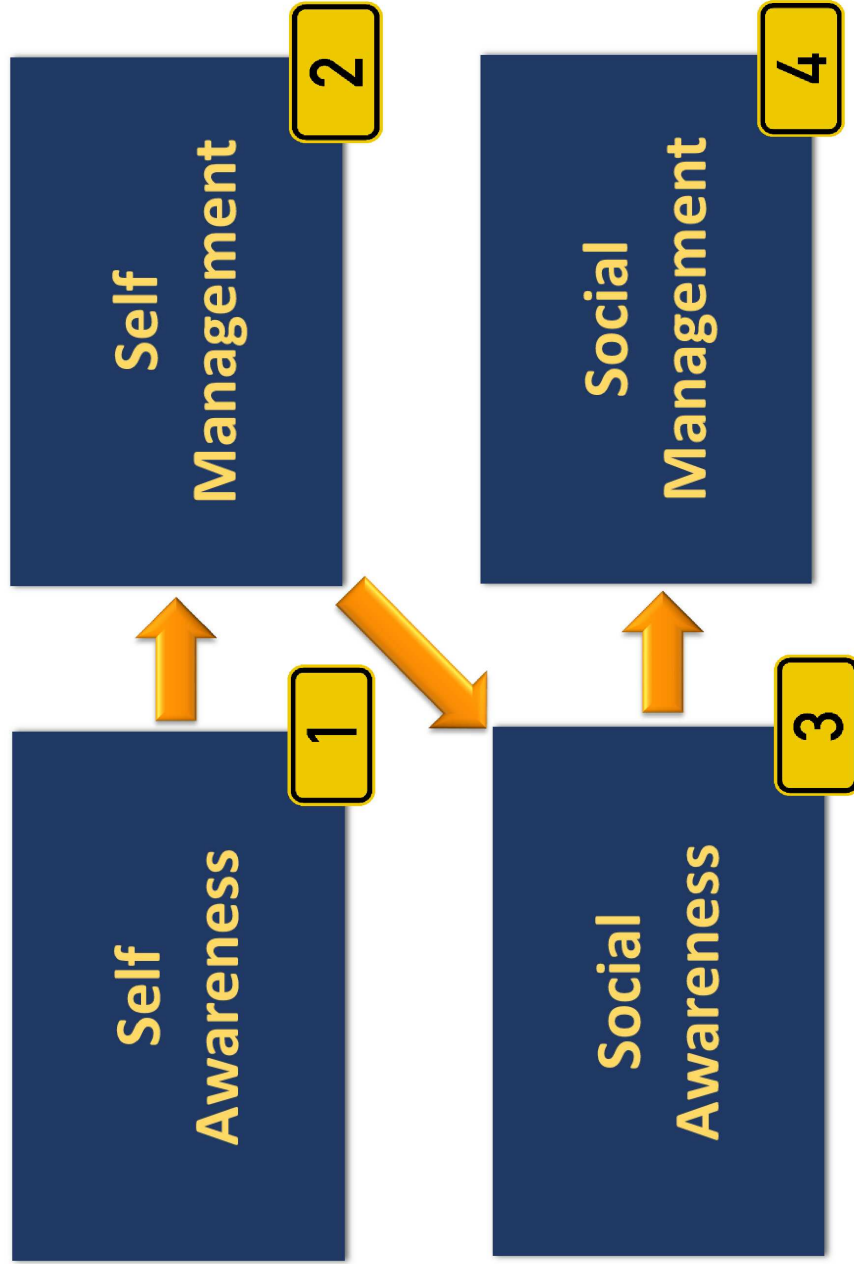
- Welcome and Introductions
- Emotional Intelligence
- Interpersonal Communication
- Conflict Management
- Networking
- Goals and Close

OBJECTIVE

- Improve your Emotional Intelligence skills by learning to manage and regulate your emotions while raising your social awareness.
- Recognize and effectively address conflict by selecting an appropriate conflict resolution style.
- Prevent destructive conflicts at the workplace.
- Effectively manage anger.
- Utilize different communication styles.
- Use empathy to connect with people.
- Develop Networking skills to develop professional and social contacts.

EMOTIONAL INTELLIGENCE

EMOTIONAL INTELLIGENCE (EI) - FACTORS



EI FACTORS – DEFINITIONS

Self-Awareness:

An individual's ability to accurately perceive their emotions including feelings and behaviors and be aware of them as they happen. Allowing the individual to recognize how their emotions affect performance. You can increase your self-awareness by understanding your strengths and limitations, while seeking professional and personal opportunities for growth.

Notes: _____

Self-Management:

Self-Management is about acting on the knowledge of one's emotions and behaviors to improve or create the desired outcome. You stay flexible and positively direct your behavior when you are experiencing different emotions. Learning to control emotions and respond to others in an appropriate way. One example of self-management is having the ability to defuse your anger by listening and recognizing the feelings of others even when you feel they are wrong.

Notes: _____

Social Awareness:

Your ability to accurately sense others' emotions and understand what is really going on. Being empathetic, acknowledging the emotions of others, being thoughtful and considerate, and making decisions that take others' feelings into consideration can help build your social awareness.

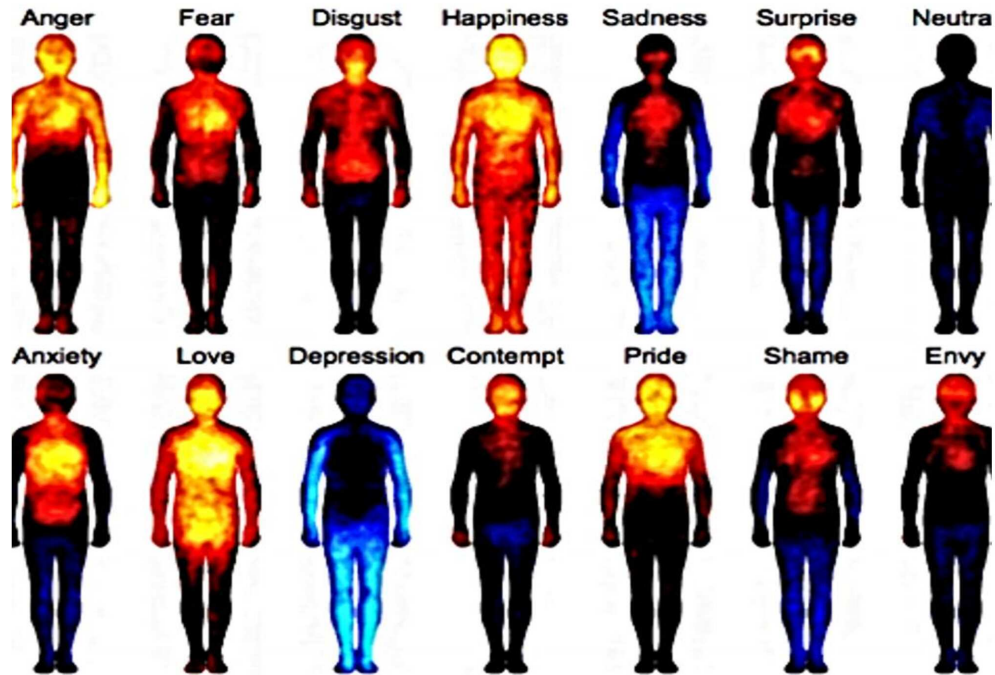
Notes: _____

Social Management:

Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. The basis of relationship management is developing and maintaining good relationships. Clear communication, inspiring and influencing others, working well in a team, and managing conflict all contribute to relationship management.

Notes: _____

EI – Body Atlas



How Emotion affects the body:

Emotional feelings are associated with discrete, yet partially overlapping maps of bodily sensations, which could be at the core of the emotional experiences. Perception of these emotion-triggered bodily changes may play a key role in generating consciously felt emotions.

Behavior Regulation Techniques

Adapted from CPI Learning

Be Mindful of Your Own Reaction

A vital component of managing difficult behavior is knowing that your behavior affects the behavior of others. What you say or do in response to an individual's behavior affects whether the behavior escalates or stops. When you're aware of this factor, you're better able to de-escalate difficult behavior and help individuals regain control and make positive choices.

Be Attentive/Actively Listen

When people feel ignored, marginalized, or not cared for, they often act out. An effective way to counter a person's anxiety is to validate their feelings. Show them through your facial expressions and body language that you're listening. Active listening lets the person talking know that you hear what they are saying. Pay attention to what he/she says. When you actively listen, you are not just using the time to wait or think until it is your turn to talk, but you are genuinely listening for content and context.

Ask Open-Ended Questions

An open-ended question is a question that cannot be answered with a "yes" or "no," they require a deeper, more thoughtful response. They start with the words WHO, WHAT, WHERE, WHEN, WHY and HOW.

Use Positive Self-Talk

Remind yourself that when you're the target of an outburst or a negative situation, you're rarely the cause of the behavior. And just as thinking, "I can't deal with this" might cause you to react one way, telling yourself, "I know what to do" or "I can deal with this" will cause a more productive response.

Recognize Your Limits

Being professional doesn't mean that you can handle everything. Knowing that you have support and backup is crucial to staying in control of your own behavior and responding appropriately. Accept your limits and keep in mind that sometimes the best decision is to let someone else take over.

Maintain Rational Detachment

When you're rationally detached, you maintain control by not taking negative comments or actions personally. Without this key ability, team members may react instinctively or defensively, which will only escalate a situation. Equipped with this skill, you're better able to defuse challenging behavior and encourage positive behavior as long as you are still employing empathy and not appearing indifferent to their needs.

Debrief/Gather Feedback

Be sure to debrief after any incident. Talking about it can help relieve the stress. It's also important to consider what was done well and how to respond better the next time a situation occurs.

SELF AWARENESS ACTIVITY

Choose three strengths for yourself, and three you would like to improve. If you don't see a trait listed here, feel free to write your own!

Creative	Fair	Confident	Forgiving	Caring
Loyal	Passionate	Goal-Oriented	Positive	Funny
Focused	Happy	Kind	Honest	Sensitive
Leadership	Doesn't give up	Patient	Eager to Learn	Curious
Open-minded	Spiritual	Imaginative	Humble	Hopeful
Supportive	Calm	Dependable	Striving	Hard-Working

MY STRENGTHS:

- _____
- _____
- _____

I WOULD LIKE TO IMPROVE:

- _____
- _____
- _____

Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits. You may choose to use one of the Behavior Regulation Techniques from page 7.

SELF-MANAGEMENT SKILLS

In the space below each Self-Management Skill, determine which of the Behavior Regulation Techniques from page 7 would best apply and write it in the box. There may be more than one skill.

Emotional Self-Control	Adaptability
<p>The ability to keep disruptive emotions and impulses in check. People who demonstrate this competency are able to maintain their effectiveness under stressful or hostile conditions.</p>	<p>Flexibility in handling change. People who demonstrate this competency willingly change their own ideas or approaches based on new information or changing needs. They are able to juggle multiple demands.</p>
Achievement Orientation	Positive Outlook
<p>Striving to meet or exceed a standard of excellence. People who demonstrate this competency look for ways to do things better, set challenging goals, and take calculated risks.</p>	<p>Persistence in pursuing goals despite obstacles and setbacks. People who demonstrate this competency see the positive in people, situations and events more often than the negative.</p>

SELF-MANAGEMENT ACTIVITY

Positive Emotions	Negative Emotions
Happiness	Disappointment
Excitement	Exhaustion
Joy	Frustration
Peace	Stress
Relaxation	Concern
Calmness	Worry
Caring	Anxiety
Flexibility	Defensiveness
Harmony	Confusion

Today's Example: *Anger*

INSTRUCTIONS: Think of a time when you were angry. *HOW DID YOU HANDLE IT?*

- Describe your reaction and behaviors in the lines provided below.
- Some suggestions are listed in the box to the right.

The last time I was angry I...

Planning for the future:

Now, think about how you would *like* to process anger in the future. Describe at least one healthy management skill or behavior and write it (them) in the lines provided below.

Healthy Behaviors:

- BREATHE DEEPLY
- TAKE A BREAK
- GO FOR A WALK
- TAKE A SHOWER
- DISTRACT YOURSELF
- LIE DOWN
- THINK BEFORE SPEAKING
- WRITE/JOURNAL ABOUT IT

SOCIAL AWARENESS

Your ability to accurately sense others' emotions and understand what is really going on. Being empathetic, acknowledging the emotions of others, being thoughtful and considerate, and making decisions that take others' feelings into consideration can help build your social awareness.



EMPATHY:

Sensing others' feelings and perspectives. The ability to pick up on cues thereby understanding what is being FELT and THOUGHT. You do not have to agree with someone's thoughts or feelings in order to understand them.

ORGANIZATIONAL AWARENESS:

A level of understanding of different aspects of the organization including workings, structure, and culture including power relationships. The ability to accurately identify influencers, networks and dynamics within the group or organization.

Empathy

INSTRUCTIONS: Work with a partner to correctly identify the emotion from the box at the top of the page with each of the statements. Write the emotion in the blank space provided. Each emotion will only be used one time.

Anger	Fear	Sadness	Disgust	Surprise	Anticipation
Resentment	Joy	Jealousy	Awkward	Caution	Depressed

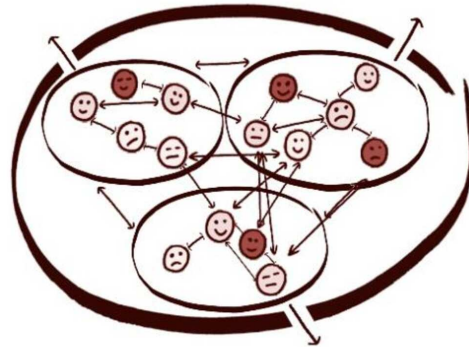
- _____ 1. I'm worried about having enough money to pay my bills this month.
- _____ 2. I need to slow down and look at my scar from the cycling accident.
- _____ 3. I got caught in traffic for 2 hours in 100-degree weather and no air conditioning.
- _____ 4. My son was accepted for an internship with Amazon.
- _____ 5. I just got the lab report back and it was what I most feared.
- _____ 6. I have so much to do today before they get here.
- _____ 7. This is my first time to get up and speak in front of my peers.
- _____ 8. I've been trying to get this weight off and I just keep sabotaging myself.
- _____ 9. I lost out on a promotion because my co-worker took all the credit for our project.
- _____ 10. You're early, I thought you wouldn't be here until at least 11am.
- _____ 11. You told mom that I got home late and now I'm grounded.
- _____ 12. My boyfriend was accepted to a school where his ex-girlfriend attends.

Organizational Awareness

Adapted from: mind the product

Someone with high Organizational Awareness can:

- Make more informed decisions based on tangible *and* intangible data. They know what the appetite for a decision is, who needs to be influenced, why, and how.
- Develop a clear strategy to getting things done because they know the internal (and external) landscapes. They can identify the right person or team for the right job at the right time.
- Communicate in a way that resonates. They know the unwritten language and tone of their organization.
- Build a coalition to get things done. They can motivate others to work towards a shared goal.



Organizational Awareness Skills:

- _____
- _____
- _____
- _____

SOCIAL MANAGEMENT

Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. The basis of relationship management is developing and maintaining good relationships. Clear communication, inspiring and influencing others, working well in a team, and managing conflict all contribute to relationship management.

Social Management Competencies:



INFLUENCE:

The ability to build a consensus and win people's support by being able to focus on what is important to them.

INSPIRATIONAL LEADERSHIP:

To be the person that others choose to follow.

TEAMWORK:

Defining success in such a way that everyone can make their own unique and valued contribution.

CONFLICT MANAGEMENT:

Realizing when a situation is heading towards conflict and utilizing specific skills to resolve it.

COACH & MENTOR:

Recognizing others' strengths and offering challenges to develop them.

SOCIAL MANAGEMENT ASSESSMENT

INSTRUCTIONS: Consider 2-3 different events that you can use to self-assess your competency level of relationship management. Answer each question by self-selecting Poor, OK, Good or Excel. Be honest with yourself. This is confidential and you can't improve what you don't acknowledge.

INFLUENCE				
	Poor	OK	Good	Excel
Are you able to win over and persuade others?				
Do you build consensus through persuasion?				
Are you someone who presents a clear case?				
Do you offer support to and gain the support of others?				
Are you trustworthy?				
INSPIRATIONAL LEADERSHIP				
	Poor	OK	Good	Excel
Is your team willing to follow your lead?				
Do your team members want to work with you to reach goals?				
Do you lead by example?				
Can and do you inspire others to achieve goals?				
Can and do you inspire others to accept and work toward a vision?				
Do you delegate tasks and responsibility?				
TEAMWORK				
	Poor	OK	Good	Excel
Are you able to build a variety of mutually beneficial relationships?				
Would you describe yourself as widely respected?				
Do you cultivate a broad personal network that incorporates colleagues, professionals, contacts and friends?				
Are you someone who keeps others appropriately informed?				
CONFLICT MANAGEMENT				
	Poor	OK	Good	Excel
Are you able to recognize conflict before it escalates?				
Are you able to work with others to resolve conflict?				
Are you able to read the emotions of others during conflict?				
Do you remain open-minded during conflict?				
Do you persist during conflict until a satisfactory resolution is met?				
COACH & MENTOR				
	Poor	OK	Good	Excel
Do you recognize when someone needs to be challenged?				
Do you provide opportunities for development?				
Do you recognize and reward a person's accomplishments?				
Can you identify and develop an individual's strength?				
Do you frequently challenge and offer opportunities to your team?				
Do you provide constructive feedback?				

* Choose 2-3 items that scored 'Poor' or 'OK' and use that information to build a plan of action for yourself.

EMOTIONAL INTELLIGENCE GOALS

Goals should be:

- SPECIFIC – Use actual people, behaviors, skills, etc.
- OBSERVABLE – Somebody should be able to ‘see’ that you are doing something differently.
- SIGNIFICANT – The action(s) you take will make a real difference.

Goal #1

Which Emotional Intelligence Skill does your goal address?

Self-Awareness Self-Management Social Awareness Social Management

I will... _____

The outcome I expect is... _____

Goal #2

Which Emotional Intelligence Skill does your goal address?

Self-Awareness Self-Management Social Awareness Social Management

I will... _____

The outcome I expect is... _____

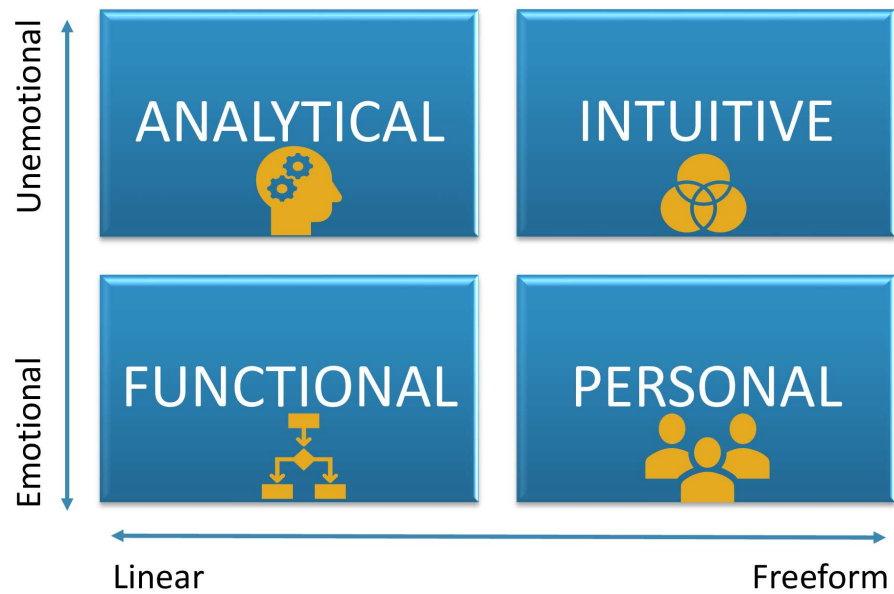
INTERPERSONAL COMMUNICATION

INTERPERSONAL COMMUNICATION

DEFINITION:

The process of imparting or exchanging information through a face-to-face message transaction between people to create and sustain shared meaning.

COMMUNICATION STYLES:



COMMUNICATION STYLES – DEFINITIONS

Analytical

- As an Analytical communicator, you like hard data, real numbers, and you tend to be suspicious of people who aren't in command of the facts and data. You typically like very specific language and dislike vague language. For example, when someone tells you 'sales are positive' you're likely to think 'what does positive mean? 5.2% or 8.9%? Give me a number!' And those with an Analytical communication style often have little patience for lots of feeling and emotional words in communication.
- One big plus of having an Analytical communication style is that because you like communication to be fairly unemotional, you're often able to look at issues logically and dispassionately. This means others tend to see you as having high levels of data and informational expertise.
- The potential downside of having an Analytical communication style is that you may strike certain people as being cold or unfeeling. For example, when interacting with people like Personal communicators (who tend to like warm and chatty personal relationships), it's possible for Analytical communicators to get irritated and terse. This sometimes has negative political and relational consequences.

Intuitive

- As an Intuitive communicator, you like the big picture, you avoid getting bogged down in details, and you cut right to the chase. You don't need to hear things in perfect linear order but prefer instead a broad overview that lets you easily skip right to the end point. For example, some people, like Functional communicators, will tell you things step-by-step, they start with A, then go to B, then C, then D, then E, etc. But this can drive you nuts; you'd rather jump right to Z.
- One big plus of having an Intuitive communication style is that your communication is quick and to the point. You don't get stalled by needing too many details, and you're comfortable with big ideas and out-of-the-box thinking. Because you're good with thinking big, you can also enjoy challenging convention.
- The potential downside of having an Intuitive communication style is that you may not always have enough patience when you're in a situation that actually requires getting into nitty-gritty detail and you may risk missing an important point. Typically, Intuitive communicators have the most difficulty dealing with Functional communicators (those are the 'process-driven' people, they're very methodical, walk through things step-by-step, and like nitty-gritty detail).

DEFINITIONS cont...

Functional

- As a Functional communicator, you like process, detail, timelines and well-thought-out plans. You like to communicate things in a step-by-step fashion so nothing gets missed. By contrast, there are some people, like the Intuitive communicators, who like to skip all the detail and just jump right to the end. But this can drive you nuts; especially when you think about all the important bits of information the Intuitive person is potentially missing.
- One big plus of having a Functional communication style is that your communication generally hits all the details and nothing gets missed. When you're on a team, people will often turn to you to be the implementer, because they have confidence in your love of process and detail. And because you're focused on things like process and detail, you're the person who is typically asked to play Devil's Advocate.
- The potential downside of having a Functional communication style is that you may risk losing the attention of your audience, especially when you're talking to Intuitive communicators (those are the 'big picture' people who skip to the end and don't get bogged down in too much detail).

Personal

- As a Personal communicator, you value emotional language and connection, and use that as your mode of discovering what others are really thinking. You find value in assessing not just how people think, but how they feel. You tend to be a good listener and diplomat, you can smooth over conflicts, and you're typically concerned with the health of your numerous relationships.
- One big plus of having a Personal communication style is that your communication allows you to build deep personal relationships with others. People will often turn to you as the 'glue' that holds groups together. And you're typically able to pick up 'vibes' that others may miss because you're attuned to the emotional aspect of communication.
- The potential downside of having a Personal communication style is that you may occasionally be derided as 'touchy-feely.' For example, when dealing with Analytical communicators (people who like data, hard numbers, logical discussions, and dislike that 'warm-and-fuzzy' stuff), it's possible for Personal communicators to become exasperated and emotionally upset.

COMMUNICATION STYLES ACTIVITY

INSTRUCTIONS: Work with a partner or your table and read each of the scenarios below. Discuss the questions below each scenario and decide on an appropriate answer. Refer to pages 19-21 for assistance.

Scenario #1

Andy is the boss of a work group made up of 4 other employees. Andy is well liked by his subordinates and often buys lunch for the team. They spend about 15 minutes at the beginning of every meeting chatting and building comradery. Birthdays and special events are always celebrated. The team has been working on a big project that has fallen behind and they are about to miss a big deadline. Andy pulls the group into a meeting room and says:

“I’m really frustrated with what’s been going on around here. We’ve had this project on our plates for 2 months, and our first big deadline is coming up and we’re not ready!”

What is Andy's Communication Style? _____

How might it have been received by the team at the meeting? *Well* *Not Well*

How could Andy have adjusted his style to be more effective? _____

Scenario #2

Samantha and Maya have adjoining desks and have worked next to each other for almost 3 years. They are generally friendly and pleasant with each other. Samantha’s desk is always well organized and clear at the end of every day. Maya’s desk is covered with papers, folders, photos and small trinkets. Sometimes the material finds its way onto Samantha’s workspace. Samantha decides to talk to Maya about it.

“Maya, for the past 2 years and 7 months I have been very patient; however I have chosen not to speak up. Your things have encroached into my work area no less than 12 times, with the most recent event happening when I arrived back in the office at 8am this morning after taking a vacation day. Three weeks ago on March 12th, your morning coffee spilled onto my desktop. You will need to change your habits or find another workspace.”

What is Samantha's Communication Style? _____

How might it have been received by Maya? *Well* *Not Well*

How could Samantha have adjusted her style to make it more effective? _____

COMMUNICATION STYLES ACTIVITY cont...

Scenario #3

John is being transferred to a new team and has been asked to get Henry up to speed on the project he's been working on for the past 3 months. They decide on a time to meet and go over the project. When they arrive, John brings a few folders and hands them to Henry.

"Here's everything you'll need. It's an exciting project, I'm sorry I won't be around to see it launched. Amir and Jenny in IT will be a big help for you if you have questions. The next deliverable isn't due for a few weeks, so you've got plenty of time. You're really just responsible for the specs. That's really about it. Do you have any questions?"

What is John's Communication Style? _____

How might it have been received by Henry? *Well* *Not Well*

How could John have adjusted his style to make it more effective? _____

Scenario #4

Joanne is part of a Project Management team that will be launching a new enterprise wide tracking system in 6 months. There have been delays with the vendor, but the team still thinks they can launch on time. Joanne is prepared for the launch meeting and arrives a few minutes early. Sara and Emeka have already arrived and are discussing the upcoming retirement party for Li. Joanne joins the conversation:

"That's great, I'm sure we'll all miss him. Anyway, before everyone else gets here, I wanted to get your input Sara on this timeline I'm presenting today. I'm concerned with the timing between deliverables 2 and 3 which will involve your team. Can you take a look and provide me with some feedback?"

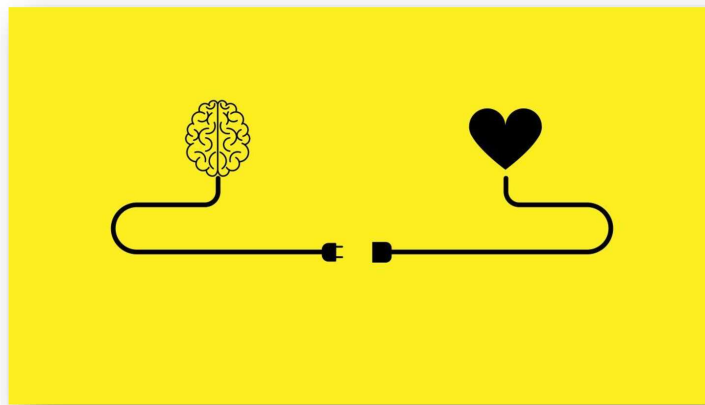
What is Joanne's Communication Style? _____

How might it have been received by Sara? *Well* *Not Well*

How could Joanne have adjusted her style to make it more effective? _____

EMPATHY

Empathy can be developed by regularly listening to another person's thoughts and feelings. You can build both closeness and respect between yourself and others. It helps you in many areas of your life including negotiations, collaborations, being more creative, helping others feel safe, your emotional connection with others as well as being able to identify the needs of others.



To know if you're practicing empathy when talking to someone, keep this empathy checklist in mind:

- Give your full attention to the person speaking.
 - Find a quiet place where you and the other person can talk.
 - Actively Listen without interrupting.
 - Set aside any other work or electronics so you can look at the person.
- Consider their perspective.
 - Don't make assumptions, each person has a unique set of experiences and perspectives.
 - Use your imagination if you can't relate specifically.
 - Don't judge, give the person the benefit of the doubt.
- Take action.
 - Acknowledge their feelings, even if you don't agree with them, they have a right to feel however they feel.
 - Ask questions if you are unclear or don't understand after they are finished speaking.
 - Without parroting back exactly what they said, mirror your understanding of their facts and feelings in your own words.

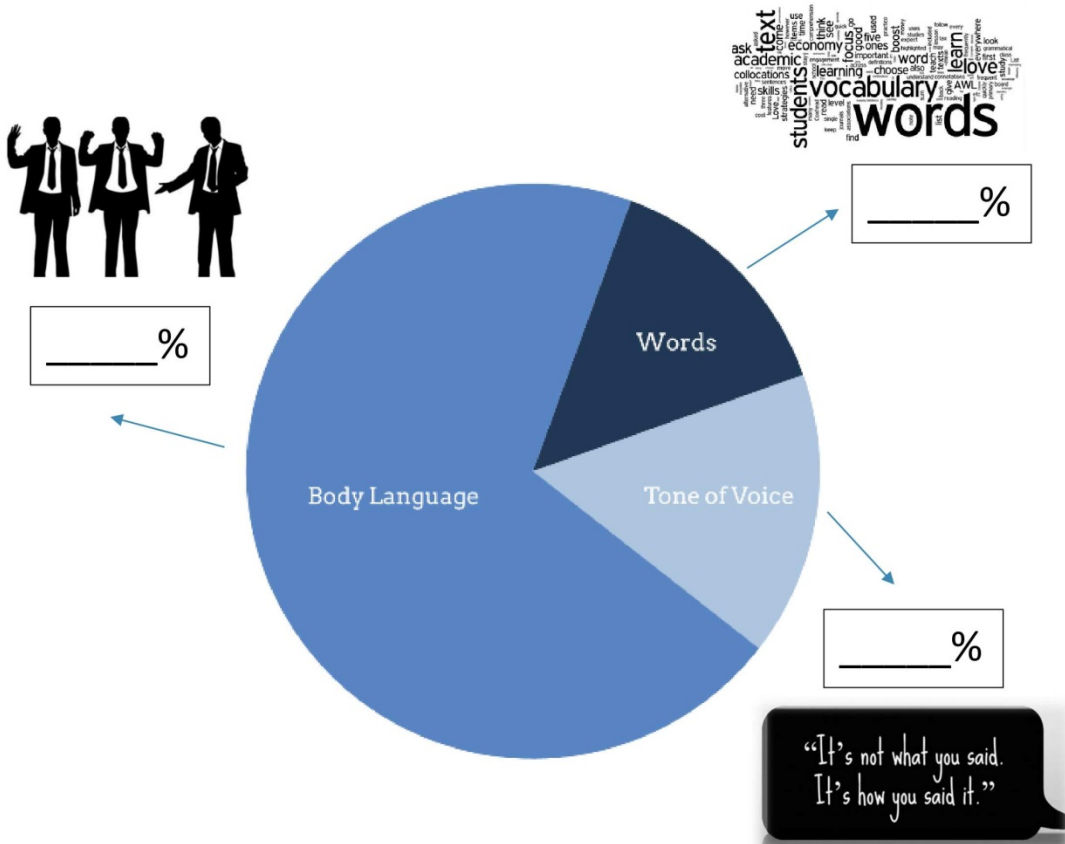
BODY LANGUAGE

Body language is a type of a nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space.



BODY LANGUAGE

In 1971, Albert Mehrabian published a book *Silent Messages*, in which he discussed his research on non-verbal communication. He concluded that prospects based their assessments of credibility on factors other than the words the person spoke. The study assigned the largest weighting to the speaker's body language, and a lesser weighting to the tone and music of their voice. They assigned only a very small percent of their credibility assessment to the person's actual words.



INTERPERSONAL COMMUNICATION GOALS

Goals should be:

- SPECIFIC – Use actual people, behaviors, skills, etc.
- OBSERVABLE – Somebody should be able to ‘see’ that you are doing something differently.
- SIGNIFICANT – The action(s) you take will make a real difference.

Goal #1

Which Interpersonal Communication Skill does your goal address?

Communication Styles Empathy Body Language / Tone of Voice

I will... _____

The outcome I expect is... _____

Goal #2

Which Interpersonal Communication Skill does your goal address?

Communication Styles Empathy Body Language / Tone of Voice

I will... _____

The outcome I expect is... _____

INTERPERSONAL COMMUNICATION NOTES:

COMMUNICATION STYLES



NON-VERBAL COMMUNICATION



CONFLICT MANAGEMENT

FIGHT / FLIGHT / FREEZE



FIGHT

- Aggression
- Defiance
- Arguing

FLIGHT

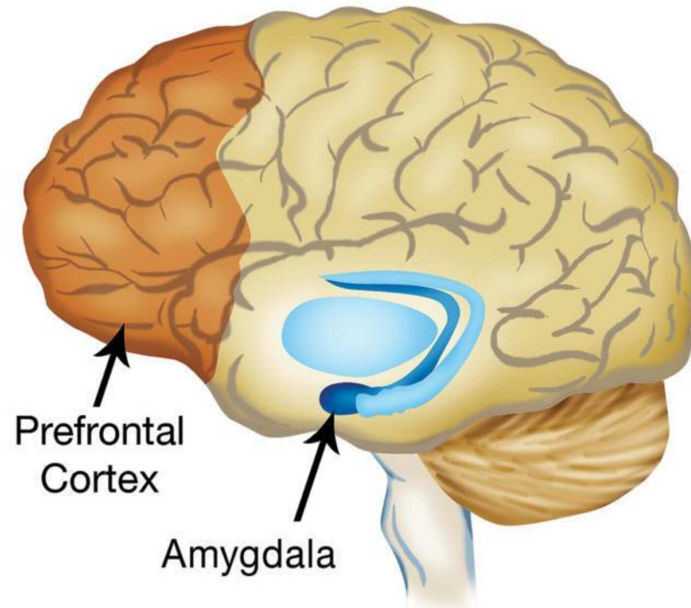
- Withdraw
- Avoid
- Disengage

FREEZE

- Refuse Participation
- Appear Numb
- Unresponsive

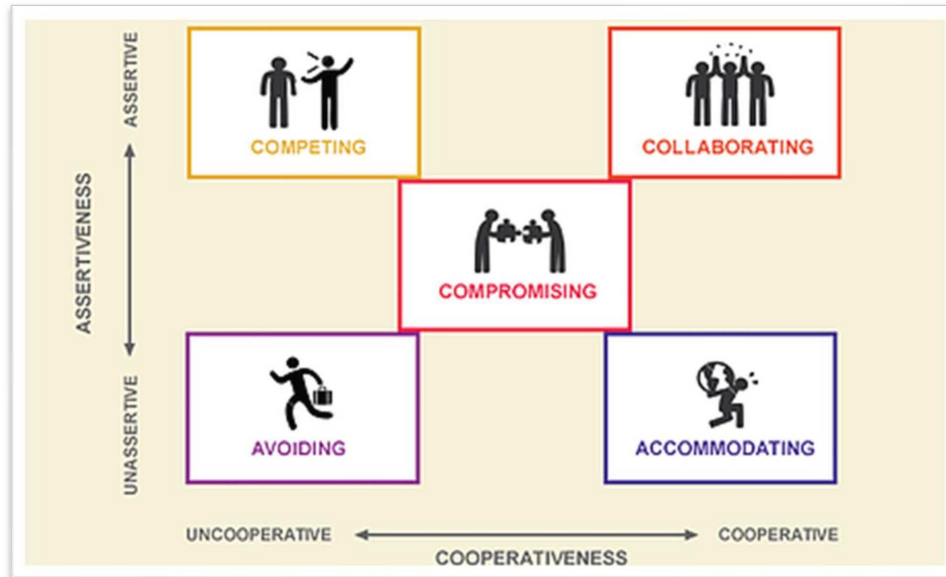
Benefits of Anxiety:

PHYSICAL RESPONSE TO CONFLICT



Notes:

CONFLICT RESOLUTION STYLES



Notes:

Avoiding:

Competing:

Accommodating:

Compromising:

Collaborating:

PREVENTING CONFLICT TECHNIQUES

Strategies for preventing conflict are all managed by you as the individual; however some are for you personally, and others are to help you manage the other person. When you are working to engage the other person, your goal is to try and see both sides of the conflict.

Personal

- Calm yourself if you are upset:
 - Take a deep breath (4x4 breathing)
 - Use a low, dull tone of voice
 - Neutral facial expression
 - Appear calm & self-assured
 - Accept responsibility whenever possible
- Avoid:
 - Being defensive (Tell yourself it's not personal)
 - Generalizations (You *always*, you *never*)
 - The Blame Game (Making personal verbal attacks or physically pointing fingers)
 - Staring the person down, it is threatening (Do not exceed holding eye contact for more than 10 sec at a time)
- Logistically:
 - Take a step back if needed
 - Be at the same level (it's best if you are both seated, but stand if they are)
 - LISTEN & ACKNOWLEDGE their concerns
 - Express EMPATHY (Even if you don't agree, they have a right to feel however they feel)

Engaging the other person

- Be patient
- Make a personal connection if possible (It reminds everyone that we are all human)
- Help them talk out angry feelings (you won't be able to move forward if they are stuck in anger)
- Clarify, paraphrase and ask Open-Ended-Questions (Who, What, Where, When, Why, How)
 - Ask if you can take notes (Shows that you are taking their needs seriously)
 - Ask what their ideas and possible solutions might be
- Shift to future (What can WE do?; What are WE both going to be ok with?)

FEEDBACK MODEL – STAR/AR

POSITIVE FEEDBACK

The components of the positive STAR acronym remind you to describe the Situation/Task, Action, and Result.



ST: Situation/Task

The situation or task the person faced. Provides the context for his or her actions and helps explain their importance.

A: Action

The action taken. Details of what the person said or did to handle the situation or task.

R: Result

The result of the action. Describes what was achieved by the action and why it was effective.

DEVELOPMENTAL FEEDBACK

The components of the developmental STAR/AR acronym remind you to describe the Situation/Task, Action, and Result, along with an Alternative Action and Alternative Result.



ST: Situation/Task

The situation or task the person faced. Provides the context for his or her actions and helps explain their importance.

A: Action

The action taken. Details of what the person said or did that was ineffective.

R: Result

The result of the action. The impact or consequences of the person's ineffective actions. When you use the STAR approach to provide developmental feedback, you also describe:

A: Alternative Action.

Something the person could have said or done differently. As a facilitator, you might either provide an alternative or ask prompting questions to seek from the person what he or she could have said or done differently.

R: Alternative Result

The enhanced result that the alternative action might have produced.

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FEEDBACK MODEL – STAR/AR

Directions: In the two examples below, identify the STAR and STAR/AR components.

Positive Feedback

S/T = Situation or Task

A = Action (what they did well)

R = Result (Why that action was effective)



“Ali, I noticed the last time you thought the team rejected your ideas and before you became upset, you were willing to ask some clarifying questions which resulted in the group better understanding and adopting your ideas.”

Developmental Feedback

S/T = Situation or Task

A = Action (you don't want to see again)

R = Result (you don't want to see again)

AA = Alternative Action (better choice)

AR = Alternative Result (better outcome)



“Casey, **(ST)** when Raj missed his deadline, **(A)** you came at him and did not ask any questions, just accused him of not being attentive to the deadline. **(R)** He and the team were upset for the rest of the day because they knew the real reason; the deadline was missed because of equipment failure, not Raj. **(AA)** Next time it would be helpful to find out what caused the delay and address the real reason for the missed deadline. So, in the future **(AR)** Raj and the team will know that we trust them to make good decisions and do their jobs with excellence every day.”

Write your own positive STAR to someone in your world who could use a good reminder of how they handled conflict well, and it may help them to do it again.

ST: _____

A: _____

R: _____

RECOGNIZING & PREVENTING CONFLICT

CONFLICT #1



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

CONFLICT #2



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

RECOGNIZING & PREVENTING CONFLICT cont...

CONFLICT #3



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

CONFLICT #4



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

RECOGNIZING & PREVENTING CONFLICT

CONFLICT #5



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

CONFLICT #6



1. What evidence of conflict do you see in this image?
2. What could be taking place in this picture?
3. How might this conflict escalate negatively and how might the people involved be impacted?
4. Have you ever experienced or witnessed a conflict you might relate to in this picture? If yes, please explain.
5. What suggestions would you have for appropriately resolving this conflict?
6. Write a STAR or STAR/AR.

CONFLICT MANAGEMENT GOALS

Goals should be:

- SPECIFIC – Use actual people, behaviors, skills, etc.
- OBSERVABLE – Somebody should be able to ‘see’ that you are doing something differently.
- SIGNIFICANT – The action(s) you take will make a real difference.

Goal #1

Which Conflict Management Skill does your goal address?

Recognizing Conflict Conflict Resolution Styles Preventing Conflict Techniques

I will... _____

The outcome I expect is... _____

Goal #2

Which Conflict Management Skill does your goal address?

Recognizing Conflict Conflict Resolution Styles Preventing Conflict Techniques

I will... _____

The outcome I expect is... _____

PROFESSIONALISM & NETWORKING

PROFESSIONALISM ATTRIBUTES

Characteristics / Behaviors / Verbal Cues:

Which skills do you feel are a strength for you?

Which skills do you feel are an area of opportunity, or improvement for you?

NETWORKING

Interacting with others in a formal and/or social environment to exchange information, advice, and referrals.

Promotes the development of professional or social contacts for the purpose of assisting all attendees in attaining their personal and professional goals.

Elevator Pitch:

A brief, persuasive speech used to spark interest in YOU.

A good elevator pitch should last no longer than a short 20-30 second elevator ride.

Elevator Pitch Structure:

1. Who you are (Name and Major)
2. Why you chose that Major
3. 2-3 key attributes about yourself
4. 1 thing you're really proud of
5. Impact Statement – Big Dream Goal!

"Hello, my name is _____ and I'm studying _____ at _____."

"I chose that as a major because I'm passionate about _____."

"I am _____, _____ and _____."

I'm really proud of the fact that I _____."

"One day I want to _____."

"I would love to learn more about what you do. Do you mind if we exchange information and keep in touch?"

PROFESSIONALISM & NETWORKING GOALS

Goals should be:

- SPECIFIC – Use actual people, behaviors, skills, etc.
- OBSERVABLE – Somebody should be able to ‘see’ that you are doing something differently.
- SIGNIFICANT – The action(s) you take will make a real difference.

Goal #1

Which Professionalism or Networking Skill does your goal address?

Professionalism Attributes Elevator Pitch LinkedIn Profile

I will... _____

The outcome I expect is... _____

Goal #2

Which Emotional Intelligence Skill does your goal address?

Professionalism Attributes Elevator Pitch LinkedIn Profile

I will... _____

The outcome I expect is... _____

APPENDIX

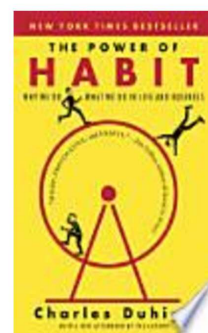
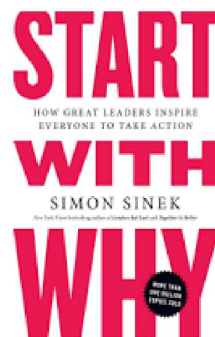
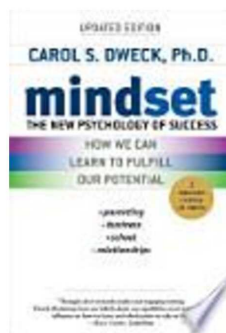
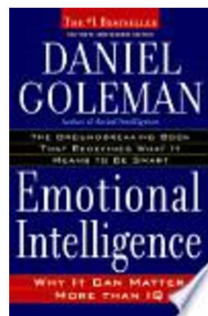
BOOKS TO READ FOR MORE INFORMATION:

Apps for your Phone to borrow books from your library.

Libby

Cloud Library

Hoopla



EMOTIONAL INTELLIGENCE ASSESSMENT

Instructions:

- First, evaluate each statement as you actually are, rather than as you think you should be, by placing a check mark in the appropriate column.
- Next, for each column, add up the number of check marks and write that number in the "Raw Score" box, then multiply the raw score by the "Multiplier" to get a "Total Score" for each column.
- Lastly, add each of the column totals together from the bottom row to get a final Total Score and write it in the bold box at the bottom right.
- Find and read your Score Interpretation at the bottom of the page.

	Not at All	Rarely	Sometimes	Often	Very Often
1) I can recognize my emotions as I experience them.					
2) I do not lose my temper when I feel frustrated.					
3) People have told me that I'm a good listener.					
4) I know how to calm myself down when I feel anxious or upset.					
5) I enjoy organizing groups.					
6) I find it easy to focus on something over the long term.					
7) I find it easy to move on when I feel frustrated or unhappy.					
8) I know my strengths and weaknesses.					
9) I do not avoid conflict or negotiations.					
10) I feel that I enjoy my work.					
11) I ask people for feedback on what I do well, and how I can improve.					
12) I set long-term goals, and review my progress regularly.					
13) I find it easy to read other people's emotions.					
14) I easily build rapport with others.					
15) I use active listening skills when people speak to me.					

Raw Score... |-----| x1 |-----| x2 |-----| x3 |-----| x4 |-----| x5
 Multiply...
 Total Score... |-----|
Final Total: |-----|

SCORE INTERPRETATION: Your score represents your overall level of Emotional Intelligence. The comments below give context to that score. It's best to read through all 3 scoring ranges and highlight or underline areas that describe you in each segment.

- Score: 15-34**
 You may find that you feel overwhelmed by your emotions, especially in stressful situations. You may avoid conflict because you think that you'll find it distressing. It's likely that you find it hard to calm down after you've felt upset, and you may struggle to build strong working relationships. You might find that you get stressed easily, have difficulty asserting yourself, have limited emotional vocabulary, make assumptions quickly and defend them vehemently, hold grudges, have difficulty letting go of mistakes, feel misunderstood, don't ever or rarely get angry, don't know your personal triggers, blame other people for how you feel, or are easily offended.
- Score: 35-55**
 You probably have good relationships with some of your colleagues, but others may be more difficult to work alongside. You may identify with several of the traits in the lower range of scores while simultaneously identifying with other traits in the higher range of scores. The good news is that you have a great opportunity to improve your working relationships significantly.
- Score: 56-75**
 Great! You're an emotionally intelligent person. You have great relationships, and you probably find that people approach you for advice. You possess a high degree of empathy, as well as being very aware of your emotions and their triggers. You likely have an analytical mind, a strong belief in yourself and your abilities, as well as passion for people and your subject. You can easily distinguish between your wants and needs while remaining optimistic. You have a strong desire to help others succeed as well as succeeding yourself. Researchers have found that emotionally intelligent people often have great leadership potential.

Professional Plan (Tear Out Assignment)

Professional Challenge Statement:

Reality Ready® focuses on 4 key areas: 1) emotional intelligence (EI), 2) interpersonal communication, 3) conflict management, and 4) networking. Each of these areas might offer you a challenge to improve your professionalism. Please use complete sentences in your answers.

What one Reality Ready® challenge would you like to focus on improving?

(e.g., conflict management)

Write a paragraph reflecting on how this challenge is related to ethics, norms, and/or regulations in the workplace:

(e.g., Having a professional and calm interaction is more productive and provides a safe workplace for everyone to express their viewpoints...)

My Professional Goal Statement:

Write a goal statement that is specific, observable, and significant that could be measured by your behavior within a specified amount of time.

My goal is to:

(e.g., I plan to practice conflict management skills in the next two weeks...)

Motivation to Change:

Write a paragraph describing how reaching this goal may benefit you or other people or parties in the short- or long-term?

(e.g., I would be happier coming to work and would build better relationships with my co-workers...)

Plan:

Identify what behaviors or strategies you will use to reach the Professional Goal Statement you shared above.

- 1.
- 2.
- 3.

(e.g., #1) I will practice calming exercises... #2) I will avoid being defensive...)

Evaluate your progress:

List some ways you can observe and evaluate your progress. This might be something you will notice. As well, inviting others to help might offer a unique insight into behaviors that you're trying to work to improve.

- 1.
- 2.
- 3.

(e.g., #1 I will consider how often I feel calm versus anxious... #2 I will ask a trusted peer to help me to identify when I have been defensive...)

Agreement for becoming more Reality Ready®:

I, _____, will work toward achieving my Reality Ready® professional goals by making positive changes in my life. I will check my progress on _____ date and celebrate my success and/or reconsider my next steps.

Signed: _____ **Date:** _____

CONCLUSION

As the job market evolves and technology continues to shape industries, employers, including technology companies, are recognizing the value of essential skills and practical knowledge over formal four-year degrees. This shift in hiring practices is driven by the realization that many job roles do not necessarily require a traditional bachelor's degree and that hard skills can be acquired through alternative pathways.

Community colleges play a crucial role in addressing this workforce disruption caused by the pandemic and the changing job landscape. They offer a more accessible and affordable option for individuals seeking to gain specialized skills and knowledge relevant to current job demands. To elevate the worth of community colleges, these institutions must evolve in the services they deliver for employers through student success in the form of essential and soft skills (Pellegrino & Hilton, 2012). The partnership between employers and community colleges is often seen as a critical component in addressing skill shortages and bridging the gap between education and industry needs. However, it is true that, in some cases, this partnership may fall short of what is needed to meet an urgent shortage of skilled workers.

This chapter contained the Guide itself, which meant to act as a stand-alone product. Implementing a new framework can often require a shift in the college's culture. This might involve modifying existing practices, adopting new strategies, and encouraging a different mindset among staff, faculty, and students. Additionally, adoption of a new framework is likely to come with financial implications. It could require investments in training, resources, infrastructure, or technology to support the changes effectively. Lastly, it may demand persistent effort and dedication from all stakeholders to ensure its effectiveness in the long run as the regional workforce will have dynamic needs in the future.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

SUMMARY

This study to produce a guide aims to shed light on the critical role of essential skills in employability. The target audience comprises current community college students, with the intention of putting a greater emphasis on developing non-cognitive and interpersonal skills or, at the very least, fostering increased awareness of their significance. By advocating for the cultivation of soft skills, this research strives to equip students with the tools necessary to thrive in their future academic and professional endeavors.

This study consists of five parts: (1) background and rationale for studying soft skills in community college students, (2) definitions of soft skills and their relevance in community college education, (3) information from employers associated with selected community college in Southeast Michigan, (4) the Guide and workbook produced for students to improve their soft skills, and (5) assessment of the outcome in terms of student awareness and increase of soft-skills in their interactions.

The American Management Association (2019) speaks to essential skills being subjective and open to interpretation. What one may consider to be excellent communication skills, another might perceive as average or lacking. It is challenging to quantify and measure soft skills objectively, which can lead to discrepancies in evaluation. While employers recognize the importance of soft skills, some individuals and organizations may prioritize technical skills or

academic qualifications over soft skills (Ashford, 2019). As a result, individuals with exceptional soft skills might not always receive the recognition or opportunities they deserve.

LIMITATIONS OF THE STUDY

There were several limitations to this study. The approach used in this study limited the sample size to 57 participants and consisted of 23 companies in a 20-mile radius of Schoolcraft College. The low sample size means that these results cannot be generalized to a larger population. Furthermore, it means that all statistical analyses remain suspect and can be used only to infer possible trends.

Despite rigorous research methods, this study can be influenced by the researcher's subjectivity and biases to select essential skills that align with the researcher's bias. These can affect the interpretation of results and conclusions drawn from the data. Lastly, the needs of employers may evolve, which can lead to some of the findings or conclusions becoming outdated.

RECOMMENDATIONS

This Guide is intended to serve as a base line for community college administrators, faculty, and staff to equip students with essential skills desired in the corporate world. There are several directions for future research that one can pursue. Faculty can leverage the Guide and integrate soft skills development into their courses by including group projects, class discussions, and presentations. These activities encourage collaboration, communication, and leadership skills. Other college personnel, such as career services staff members, can provide guidance on soft skills development related to job interviews, networking, and workplace etiquette. Additionally, using the Guide and workbook and organizing workshops and/or training sessions

focused on soft skills can be beneficial in improving students' communication and networking skills, emotional intelligence, and conflict resolution skills.

There are several ways this study can be refined to enhance its depth, scope, and accuracy. It can even be repeated for a larger audience to obtain a higher number of responses across different business sectors. The trial of this program was short by most educational standards. An extended intervention would allow more time for participants to break into small groups with more facilitators and more interaction among participants and facilitators.

Another recommendation would be for an institution to conduct a follow-up study every 2 years to determine the participants' progress toward the goal of elevating their professional presence. Additional research could focus on how community colleges and corporations can work together collaboratively to provide opportunities for students to acquire essential skills during their academic years that would make them even better employees once they graduate.

Exploring the collaboration between higher education institutions and corporations to foster the development of soft skills in students can be a valuable area of research. The varying perceptions of the importance of different soft skills among business professionals and educators highlight the need for a nuanced approach to soft skill development in educational settings. While general essential skills such as communication, ethics, and emotional intelligence are essential for success, educators should also acknowledge the value of other soft skills like problem-solving, leadership, and diversity for creating well-rounded and adaptable professionals.

In addition to the business world, government, and other sectors, educational leaders have several compelling reasons to care about soft skills being taught in college for enhanced workplace productivity, better management skills, and the ability to innovate and adapt to a dynamic workforce.

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