

# Personal Qualities Development System

sample

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## Trainer's Manual

Sample

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# TABLE OF CONTENTS

1-Responsibility  4 Hours	1.1 <u>Balancing Work and Family</u>	page 5
	1.2 <u>Resolving Issues/Problems</u>	page 13
	1.3 <u>Following Through</u>	page 14
	1.4 <u>Taking Initiative</u>	page 18
	1.5 <u>Completing Tasks</u>	page 23
2-Integrity  4 Hours	2.1 <u>Demonstrating Honesty</u>	page 30
	2.2 <u>Doing the Right Thing</u>	page 37
	2.3 <u>Remind Others of Proper Behavior</u>	page 40
3-Self-Esteem  4 Hours	3.1 <u>Accepting Feedback</u>	page 46
	3.2 <u>Being Willing to Learn</u>	page 50
	3.3 <u>Recognizing Limits &amp; Asking for Help</u>	page 52
4-Self-Management  4 Hours	4.1 <u>Being Aware of Authority</u>	page 62
	4.2 <u>Taking Ownership</u>	page 64
	4.3 <u>Completing Tasks</u>	page 65
	4.4 <u>Listening</u>	page 68
5-Sociability  4 Hours	5.1 <u>Getting Along With Others</u>	page 72
	5.2 <u>Practicing Open &amp; Honest Communication</u>	page 74
	5.3 <u>Balancing Work Needs With Interpersonal Relations</u>	page 78
6-Preparing for the Future  4 Hours	6.1 <u>Preparing for "What If?"</u>	page 83
	6.2 <u>Completing Long-Term Planning</u>	page 85
	6.3 <u>Identifying Resources</u>	page 96

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

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## Materials Needed

- Flipcharts
  - Markers
  - Sticky notes
  - Plain paper
  - Name tents arranged and displayed on tables
- Ask participants to bring their name tents to class each week.*

## Handouts in Participant's Manual

- Mind Mapping
- Out-of-Balance
- Time Logs
- Follow-Through Scenarios
- Taking Initiative Scenarios
- Time Management Assessment
- To-Do List
- Performance Tasks

## 1.1 Balancing Work and Family

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

5 Minutes

### Introduction

Say This

Welcome to the first module of the Personal Qualities Development class. The first module examines the art of acting responsibly. You will learn why employers need you to act responsibly and what acting responsibly looks like. In Module 6, you will have an opportunity to practice and develop an action plan to help you at

Discussion

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

5 Minutes

### Parking Lot

Flipchart

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

20 Minutes

## Category Activity

Large Group  
Activity

On flipchart paper, write the following headings, one per paper: Work, Family, Personal, and Social.

Give the participants sticky notes and markers. Ask them to write down some of the big responsibilities they have, one per sticky note. Get them started with examples like day care or taking care of an ailing mother. Tell them they do not need to share personal information, just general responsibilities. Have them take a few minutes to generate as many as they can. Have them place each sticky note on the flipchart where they think it fits best.

After they are finished, have them look at all of the flipcharts. Point out that we have a lot of responsibilities and it is very hard to find a balance among them.

Explain that one of the objectives of this training is to learn to better juggle these responsibilities and that there are resources available and ways to deal with feeling overwhelmed.

Keep this list up and inform participants that you will identify ways to balance these responsibilities in this class today.

10 Minutes

## Mind Mapping Activity

Handout

Read the Mind Mapping Instructions to the participants. Teaching participants how to use Mind Mapping as a tool can help them learn other concepts. Inform participants that you will be using this form of note-taking for the rest of the class. Give each participant a couple of plain sheets of paper.

Have them draw an oval in the middle of the paper in landscape view. Ask them to write the words Acting Responsibly in the oval.

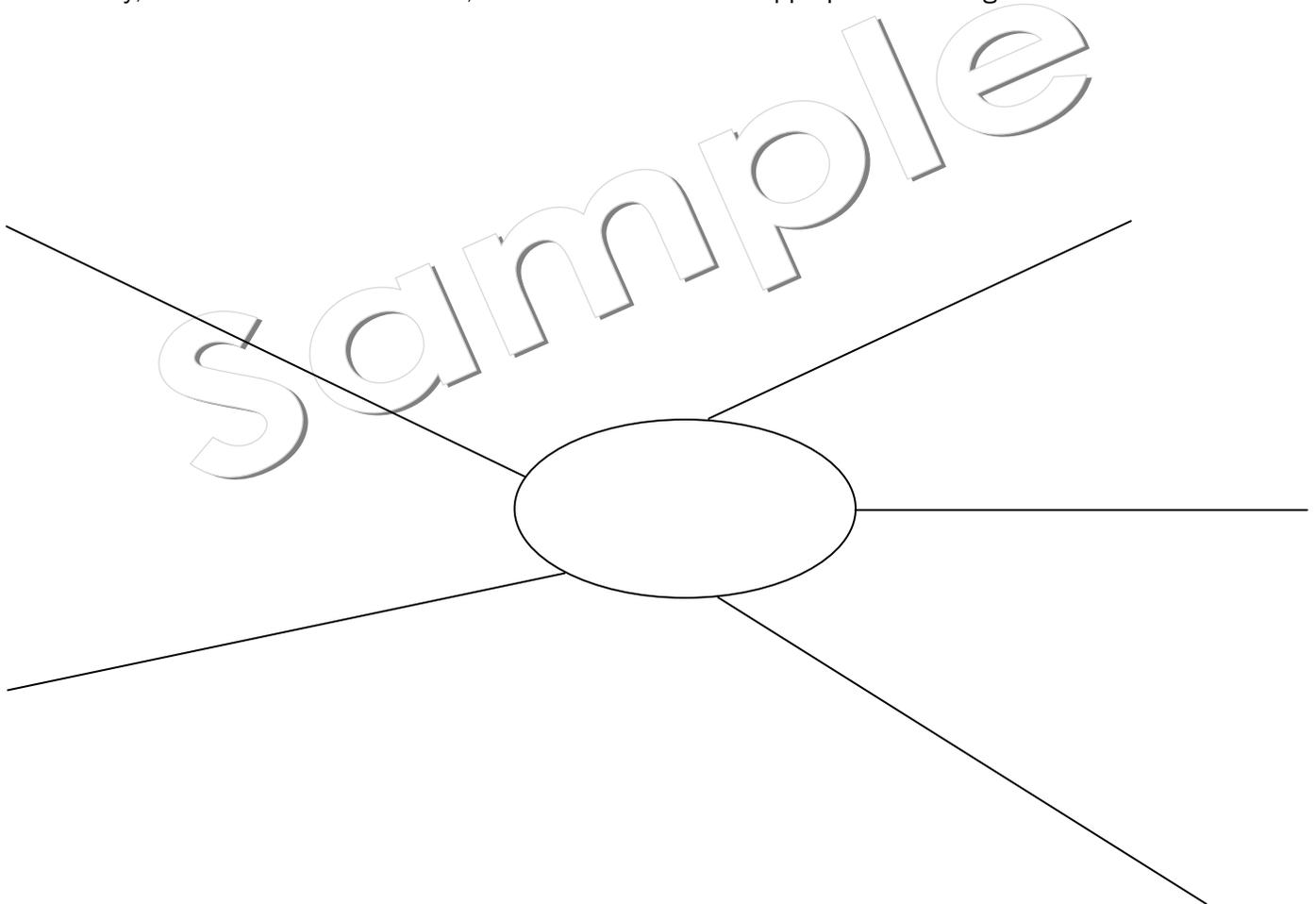
Next, have them draw a line from the oval and label it Balancing Work and Family.

Draw your own mind map on a flipchart to demonstrate.

## Mind Mapping

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

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



15 Minutes

## Balancing Work and Family

Handout

Refer participants to the Out of Balance Scenarios in their Participant Manual.

Small Group  
Activity

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

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## Out of Balance Scenarios

### **Scenario One:**

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

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

### **Scenario Two**

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

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

### **Scenario Three**

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

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

## **Scenario Four**

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

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

## **Scenario Five**

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

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



10 Minutes

## Journal Activity

Journal

Participants will be asked to use a complete Journaling Activities throughout this class. They will also be encouraged to jot down thoughts, questions, and key points throughout the program to help them better remember what they have learned.

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

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## 1.2 Resolving Problems & Issues

15 Minutes

### Brainstorming Activity

Large Group  
Activity

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

Flipchart

20 Minutes

### Jigsaw Puzzle Activity

Small Group  
Activity

Purchase at least 4 to 5 used, 25-50 pieces puzzles found at garage sales, thrift shops, etc. Create a problem with each of the puzzles: break a couple of pieces in one box; take out two pieces in another box; put the wrong puzzle in another box so picture does not match the puzzle; mix two puzzle pieces up, etc. Assign each small group a puzzle and ask them to put the puzzle together in a certain amount of time. Time them and make it tough by reminding them and rushing them when time is almost up. They do not need to finish the puzzle. Process this activity: Ask them how they realized there was a problem, how they reacted, if they asked for help from the other groups, how they solved the problem. Did some back away or take charge, etc. This activity should help them become more aware of how they react to problems and that there are many different ways to deal with a problem. Remind participants that if they are not sure of how to deal with a problem they should ask for help.

10 Minutes

### Journal Activity

Individual Coach  
Activity

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