Soft Skills Solutions, Second Edition
FACILITATOR'S GUIDE

Overview

Today's job seekers face tougher challenges than ever before. Only the most skilled job seeker can keep up with the ever-changing workplace. Technology is transforming how we work in dramatic ways, especially since the 2020 COVID-19 pandemic forced companies large and small to quickly adapt to new ways of doing business. This change contributes to what some people are calling the "fourth industrial revolution." Just as each of the past three industrial revolutions (the steam engine, mass production, and digitization) required workers to adapt their skills to keep up, this technological revolution is forcing us to rethink what we do and how we do it.

Having the newest computer skills or knowing how to provide remote customer service is only part of what new technology demands of workers. Employers today want more than someone with the necessary job-related skills. They are interested in your ability to do the things computers cannot do—in your uniquely human, interpersonal, "soft" skills. **Soft skills** are the personal attributes that enable you to interact effectively and harmoniously with other people. Simply put, they are the skills an employee needs to get along and work well with others.

These skills include dependability, reliability, and professionalism. Professionalism encompasses multiple soft skills, including (but not limited to) communication, time management, self-management, leadership, problem-solving, and teamwork skills. It is also essential to professional success to be able to excel in a diverse workplace, where people look, think, experience, and interact with the world in a wide variety of ways.

Find ways to remind students that in order to enjoy the full benefits of the program, they will need to be able to give and receive constructive feedback. The informative resources, reflective self-assessments and thinking breaks, and tailored activities in the *Soft Skills Solutions*, Second Edition series offer users the opportunity to build the soft skills employers prize. But students hold the key; encourage yours to be active participants in their own journeys to success in their careers and beyond.

Topics Covered

Whether users are new to the job market, reentering the work world, recent college graduates, or longtime employees, the *Soft Skills Solutions*, Second Edition program offers the valuable opportunity to build or refresh key professional skills.

The program includes the following 10 topics:

1. *Stepping Stones to Success! Goals & Attitude*
2. *Navigate Workplace Challenges! Emotional Intelligence & Critical Thinking*
3. *Wake Up & Work! Keys to Self-Management*

4. *Make Yourself Heard! Professional Communication Skills*
5. *How You Act & Dress Matters! Professional Etiquette & Image*
6. *Set the Tone! Equity, Diversity & Inclusion*
7. *Demonstrate Your Value through Collaboration! Teamwork & Motivation*
8. *Play Nice & Stay Employed! Workplace Relationships & Conflict Negotiations*
9. *Lead with Integrity! Leadership & Ethics*
10. *Step Up Your Game! Innovation & Creative Problem-Solving*

Each title concentrates on specific soft skills to help users reach skill mastery.

Learning Objectives

- Help learners improve practical communication for the workplace
- Guide participants through developing self-management and interpersonal skills necessary to any employee, regardless of age or background
- Encourage users to apply the material to their own circumstances, at work and in day-to-day life

Read on to see learning objectives specific to each individual book in the series.

Using the *Soft Skills Solutions* Program

The *Soft Skills Solutions* program can be used with a wide range of audiences in a variety of settings. While the *Soft Skills Solutions* titles function as self-guided workbooks, they can also be used as the basis for a workshop or class covering the soft skills necessary to succeed in today's workforce. There are no prerequisites for the series. The topics included are particularly helpful to individuals who find themselves facing first-time employment or reentry into the workforce, such as:

- Individuals who have recently experienced job loss and need help learning soft skills
- Individuals who are in a cycle of finding work only to lose it a short time later
- Formerly incarcerated individuals who must quickly find employment and be able to demonstrate in an interview that they possess the necessary soft skills to be successful
- Individuals reentering the workforce after a hiatus who need to demonstrate that they understand how technology has changed the workplace
- High school and postsecondary graduates entering the workforce for the first time

Recipes for Success

Although it may be helpful to begin with *Stepping Stones to Success! Goals & Attitude* followed by the other titles in the program, these books are stand-alone pieces and can be used in any sequence. Individual books can also be used together depending on your group's needs.

Working in a high school leadership program? Consider grouping the following books to focus on success in diverse teams, practicing leadership and making ethical choices, and building problem-solving, conflict resolution, and negotiation skills:

6. *Set the Tone! Equity, Diversity & Inclusion*
7. *Demonstrate Your Value through Collaboration! Teamwork & Motivation*

8. *Play Nice & Stay Employed! Workplace Relationships & Conflict Negotiations*
9. *Lead with Integrity! Leadership & Ethics*
10. *Step Up Your Game! Innovation & Creative Problem-Solving*

Leading a workforce development program? Combine the following books on basic workplace etiquette, self-presentation, self-management, attitude, and communication:

1. *Stepping Stones to Success! Goals & Attitude*
3. *Wake Up & Work! Keys to Self-Management*
4. *Make Yourself Heard! Professional Communication Skills*
5. *How You Act & Dress Matters! Professional Etiquette & Image*

Training participants for frontline, customer-facing employment? The books listed below are designed to help users build skills in professional communication and attitude, teamwork and self-management, and succeeding in equitable and diverse workplaces:

1. *Stepping Stones to Success! Goals & Attitude*
3. *Wake Up & Work! Keys to Self-Management*
4. *Make Yourself Heard! Professional Communication Skills*
6. *Set the Tone! Equity, Diversity & Inclusion*
7. *Demonstrate Your Value through Collaboration! Teamwork & Motivation*

Whether you are using the entire *Soft Skills Solutions* series or only a targeted group of the books, here are a few suggestions for getting the most out of the *Soft Skills Solutions* series in your classroom or workshop:

When using the *Soft Skills Solutions* series in class, keep in mind that some of the activities ask the user to reflect on personal experiences and provide examples from their own lives. Students may not have immediate answers to these questions, or may be uncomfortable sharing them in group settings. Other activities may not be able to be completed in one sitting. Setting personal goals, for example, may require students to find a mentor. Therefore, some exercises in the series are best completed outside of class.

The amount of time it takes a self-guided user to complete an individual title may vary. As noted above, while many parts of a booklet may be able to be completed in one sitting, exercises in some of the booklets ask the user to work in teams, or to complete an activity over the course of a week and report back on their experiences and progress. If taught in the classroom, any of the topics can be covered in one to two sessions, depending on class size and whether the title is used as a supplement to a broader discussion or as the main topic for the session.

You may find it useful to give short assessments to check for understanding. *Soft Skills Solutions* is composed of open-ended exercises rather than quizzes. However, you may decide to offer quick fill-in-the-blank, matching, or multiple-choice quizzes periodically to make sure the key concepts are sinking in. For an example, see the quiz at the end of this facilitator's guide.

Where possible, consider incorporating technology directly into your discussion of workplace topics. For example, users may benefit from demonstrations about how to use one or more virtual meeting platforms, how to use (or not use) various email functions, and how to complete online job applications.

No matter what a student's motivations are for improving their soft skills—finding a first job or a new job, changing careers, or advancing in the career they've already begun—emphasize the need to complete all the exercises and activities in the *Soft Skills Solutions* program with attention and care. In addition to margin tips and informative sidebars that point out key information, the user will encounter these interactive features:

Thinking Breaks

Part of learning a new skill is being able to apply it to your own experience. These thought-provoking questions require reflection and honesty. Answering them will help users identify their personal opinions and beliefs relating to a specific aspect of employment success.

Self-Assessment activities

The Self-Assessment activities help users assess their current soft skill levels and provide brief snapshots of strengths and weaknesses. The more honest the answers, the more accurately users will be able to identify areas for improvement. Even if the assessment section indicates that a user's skill level is high, they should still complete the activities associated with that skill, and challenge themselves to attain skill mastery by mentoring or teaching that skill to another person. If you are assigning in-class group activities, consider matching users with high scores on self-assessment activities with others whose scores are lower.

Apply the Skills activities

After skills are introduced and explained, Apply the Skills activities challenge users to employ these skills. Some of the activities require working with a partner or mentor. For others, working with a partner or a mentor is simply recommended.

It is important for each participant to be supportive and honest when working in pairs or groups. Group members will share equally in each other's success. In assigning group tasks, you may decide to pair someone with a moderate level of work or team experience with someone with less experience, giving the participant with less experience the chance to learn from a classmate and the participant with more experience exposure to a new perspective, or you may prefer to group teams of similar experience together.

A participant's mentor should be a professional in a position of authority with whom the user has a positive relationship. This might be a teacher, boss, friend who is a manager or in a position of authority at work, career services advisor, student advisor, human resources manager, current employer, or parent.

Using the *Soft Skills Solutions*, Second Edition Facilitator's Guide

Each section of this facilitator's guide will provide an introduction to the topic covered in the corresponding book of the *Soft Skills Solutions*, Second Edition program, along with learning objectives, suggestions for discussion questions, and descriptions of how to conduct group activities based on the exercises in the series.

When using the materials included in this facilitator's guide, keep in mind that the discussion questions and group activities are designed to be an engaging way for users to reflect on their own soft skills, identify areas for development, and take action to improve. These can be tailored to meet the needs of the individuals with whom you work and their specific circumstances, or used to supplement other types of activities you believe

will help users be successful in finding and keeping a job and advancing in their careers. The provided discussion questions can be applied to the group activities suggested for each book, or as a lead-in to any of the activities in the book itself. When implementing group activities, keep in mind that it can be daunting to talk about personal experiences, problems, and concerns in front of other people. Working in groups can be an incredibly valuable experience; managed well, a group of people with similar goals can make for a strong support system, and it is often helpful to hear how other people have responded in comparable situations.

1. *Stepping Stones to Success! Goals & Attitude*

A goal is a target, helping you stay focused on the future and keep you motivated to continue, even after setbacks. But the bigger and more difficult the goal, the more it calls on you to maintain a positive, professional attitude. Goal setting and having a positive attitude are closely related in this way. Goals guide you in the direction you need to go. When your path is clear, you can choose to be positive, because you know eventually you will find your way there, even if you encounter some obstacles along the way. Follow the learning objectives below to make sure readers are getting the most from this book, and remind them that goal setting can be fun when being positive in the face of adversity has become second nature.

Learning Objectives

- Help participants understand the importance of goal setting
- Help participants define goal-setting techniques
- Help participants create short-term and long-term goals
- Help participants identify and obtain a mentor
- Help participants understand the relationship between personality and a positive attitude
- Help participants identify their own personality traits and values
- Help participants understand and influence the atmosphere in the workplace
- Help participants develop a strategy for maintaining a positive attitude

Activities

Discussion Questions

1. What is a goal you have had in your personal life, education, or professional life? Did you meet it? How has meeting (or not meeting) that goal affected you?
2. What do you think the most important resources are when working toward a goal, and why? Consider both tangible resources (money, materials, workspace) and intangible resources (determination, attitude, imagination).
3. When is it easiest for you to maintain a positive attitude? When is it hardest? How would you describe how you think and behave in each of those circumstances?

Group Activity: SMART Goals

A good short-term goal is SMART: **S**pecific, **M**easurable, **A**chievable, **R**esults-focused, and **T**ime-bound. This activity will jumpstart setting SMART goals. While no materials are necessary, it will be easiest to complete the activity if each participant has something to write on and with.

Activity Instructions:

- Divide participants into pairs. Instruct each member of the pair to write down or call to mind a specific short-term goal they would like to achieve. Encourage participants to think about goals in any area of life: for our purposes "I want to excel in this course," "I want to write my resume this month" or "I want to learn a new skateboard trick" are all equally valid short-term goals.
- Once each participant has written a simple short-term goal, have them switch goals or describe their goal out loud to their partners.
- Introduce the concept of SMART goals. Refer to pages 12–13 of *Stepping Stones to Success! Goals & Attitude* as needed.
- Using their partner's goal, each participant should now work on turning that into a SMART goal by suggesting ways to make the goal more specific and/or achievable, describing how success can be tracked and measured, and a reasonable timeline for completing the goal.
- Have participants switch back and discuss how they made each other's short-term goals SMART.
- As a group, discuss the sorts of changes participants made to each other's goals, and how they can apply the exercise to their own goals going forward.

Group Activity: Positivity Brainstorm

Positive thinking is key to success in a variety of contexts within and outside the workplace. Some participants will likely already be in the habit of positive thinking, and others will not—either way, they may not have thought much before about how positively or negatively they approach the world, or even how to know. This activity is designed to get participants thinking about the traits of positive people in a fun, low-stakes environment. This activity requires a chalkboard, whiteboard, or the digital equivalent.

Activity Instructions:

- For the first part of the brainstorm, have your participants call out the names of celebrities. These can be actors, sports figures, musicians, or anyone else likely to be recognizable to most of the group. Write down as many names as come up in two or three minutes.
- Now, make two columns: one marked Positive, and the other marked Negative. Ask participants to sort the celebrities from the brainstorm list into a list of positive people and negative people. As you go, ask why your students would call each celebrity positive or negative. What are the traits of positive or negative attitudes they display? Does everyone agree?
- Keep a separate list of the qualities of positive and negative attitudes the participants call out. Once all the celebrities have been put into one of the two columns, review that list and discuss. Are there other traits—particularly of positive people—that you could list? How could participants work toward displaying some of those positive traits and behaviors in their own lives?

2. *Navigate Workplace Challenges! Emotional Intelligence & Critical Thinking*

Emotional intelligence describes a collection of skills and habits that help people function more effectively in their day-to-day lives. It helps them apply self-awareness and social awareness to everyday situations,

making them more capable of managing projects and easier to work with—qualities that are linked directly to professional success. The good news is that emotional intelligence can be learned and improved, making it an easy path forward to a better job or exciting promotion. In turn, greater emotional intelligence facilitates well-reasoned critical thinking and strong decision-making, which require curiosity, the ability to ask good questions, and maintaining strong self-awareness throughout the process. Follow the learning objectives below to make sure readers are getting the most from this book; a dedication to improvement will serve them well in any future job setting.

Learning Objectives

- Help participants understand what emotional intelligence is and how it applies to their lives
- Help participants evaluate areas of weakness in their emotional intelligence
- Help participants create pathways to improve their emotional intelligence
- Help participants understand critical thinking and decision-making processes
- Help participants evaluate and improve their decision-making skills

Activities

Discussion Questions

1. When you are out in the world, how well do you think you perceive the emotions of the people around you? Can you describe a recent situation in which you needed to read someone's emotions? How did you do? How did your ability to perceive someone else's emotions affect the situation?
2. What sorts of workplace scenarios can you describe that would require you to demonstrate strong critical thinking?

Group Activity: Explore Emotional Reactions

This activity aims to help participants recognize how self-awareness, self-regulation, and objectivity can be key to success in the workplace. No materials are required for this exercise.

Activity Instructions:

- Present your group with a workplace scenario. For example: *You are having a private conversation with your manager when you are interrupted by a coworker who has an urgent question*. Ask participants to describe how they might react to that situation.
- Now give a few more details. For example: *You are having a private conversation with your manager about a recent complaint they received about you when you are interrupted by a coworker who has an urgent question*. Ask participants how they would feel in that situation. Angry? Embarrassed? How might their reactions change from what they described when the scenario was less detailed? What might they say or do?
- Run through the question with as many variables in the scenario as you want. You might suggest something like *You are having a private conversation with your manager when you are interrupted by a coworker you are friends with who has an urgent question*, or *You are having a private conversation with your manager when you are interrupted by a coworker who has an unimportant question*, for instance. In each case, ask participants to describe how they might feel in that situation and how their reactions, responses, and behaviors might change.

- Now ask the group to discuss ways to manage the emotions that had a negative impact on the situation they were presented. If their anger or embarrassment might have led them to say something unprofessional, how could they think about managing those emotions in order to achieve more professional success? What might they be able to think, feel, say, or do to help them do the right thing, or even turn a negative emotion into a positive one?

Group Activity: Question Your Assumptions

Explain to the group that assumptions are inevitable, and can be both correct and useful as we move through the world. However, when assumptions go wrong they can get us into a lot of trouble, or close our minds to new possibilities. This activity is designed to make that point quickly.

For this activity, you'll need to track down three or four photographs that have a variety of elements to analyze. Photographs of people interacting with each other or with their environment may work best, and can be pulled from newspapers, magazines, or stock photograph websites. For instance, you may use a picture of a group of people laughing, two people shaking hands, or one person sitting in a chair with the room visible around them. Participants will need a pen and paper or the equivalent. A timer may be useful if you wish to time the rounds of the activity.

Activity Instructions:

- Show one of the photographs to the group. If you are using a timer, set it for a short interval (two minutes, for instance—the point is to capture participants' first impressions).
- Invite participants to write down everything they think they "know" about the situation in the photograph based on what they can observe.
- Open discussion up by asking for volunteers to share what they observe in the photo. Let a few participants respond before you discuss the observation themselves.
- Begin to question the assumptions offered and offer alternatives. Remember that you've asked the participants to make assumptions, and there may be no clear "right" answer, so the point is not to correct the participants, but to suggest alternatives they haven't thought of. For instance, if a participant has assumed that two people in a photograph are conducting a job interview, why have they assumed it isn't a social gathering? Have they made assumptions about who is the interviewer and who is the interviewee? Why?
- Ask the group how their assumptions about the photographs could have affected a real-life scenario. If they had walked into a room and made the same assumptions about the scene they saw, what pitfalls might they have encountered? Are there ways to assess a situation quickly other than making assumptions?
- Repeat the exercise for more photographs, as desired.

3. *Wake Up & Work! Keys to Self-Management*

Effective self-management—including the vital skills of time management, reliability, punctuality, initiative, accountability, organization, and commitment—can be life-changing in addition to career-making. Everyone has the same number of hours in a day, but making the most of your time is a skill—and skills can be taught. Once users know how effective they already are at self-management, they can begin to follow concrete

strategies to improve. Follow the learning objectives below to make sure readers are getting the most from this book and from themselves.

Learning Objectives

- Help participants utilize effective time management skills
- Help participants create a manageable to-do list
- Help participants implement strategies for practicing good time management
- Help participants explain the difference between *reliability* and *accountability*
- Help participants identify and employ the six traits of personal management

Activities

Discussion Questions

The following are provided to use as group discussion questions which can be applied to the group activity suggestions below or as a lead-in to any of the activities in the booklet.

1. What does *time management* mean to you, and how important is it in your life? Can you think of any situations that *don't* require time management?
2. Is it only important to plan for work or school, or could it also benefit you to plan out socializing with friends or other leisure activities?
3. What should you do if you find out you won't be able to meet a commitment—whether that's a responsibility you've taken on, an appointment you'll need to miss, or another scenario?

Group Activity: Time Management

The aim of this time management game is to discuss the importance of organization and prioritization for effective time management, and gain first-hand experience sorting a list of tasks by importance. Participants will need a pen and paper or the digital equivalent.

Activity Instructions:

- Divide participants into small groups.
- Present the groups with the following instructions:

  *You need to plan a birthday party. You've been given the to-do list below. Organize the items on it by importance, using this scale: **urgent** items need to happen before anything else can happen; **important** tasks are critical to completing your goal but are not urgent; **necessary** tasks must be done to complete the project but are neither important nor urgent; **marginal** tasks would be nice to get done, but aren't necessary to complete the goal.*

  To Do:
  - Find a place for the party
  - Set the date and time
  - Send out party invitations
  - Set a budget for the party
  - Get food for the party
  - Make party hats
  - Plan party activities

- o Make a seating chart
- o Invent a mocktail for the party
- After five minutes, ask the small groups to come back together and compare their lists. Is there any disagreement about what level of importance to assign a task? Discuss.

Group Activity: Punctuality Brainstorm

Punctuality isn't the only element of self-management, but in many ways it does come first: if you can't commit to being punctual for your responsibilities, you can't start taking initiative, assuming responsibility for tasks, or truly consider yourself to be organized. The aim of this exercise is to brainstorm strategies for punctuality. This activity requires a chalkboard, whiteboard, or the digital equivalent.

Activity Instructions:

- Ask the group to call out a few commitments they need to be on time for—these might include class, work, volunteer activities, meetings with a parole officer, or social engagements. Discuss. Why is being on time for these commitments important? What might happen if you aren't?
- Now move on to the meat of the brainstorm: reasons you might be late. Ask the group to call out as many reasons as they can think of for being late in a three-minute span. Write them on the board.
- Once the three minutes is up, work through the list of reasons and ask the group to come up with at least one strategy for overcoming each. For instance, if the reason is "I lost track of time," one strategy might be to set an alarm for 15 or 30 minutes before you need to leave the house, or even a series of alarms (for instance, 30, 15, 10, and 5 minutes before you need to leave).

4. *Make Yourself Heard! Professional Communication Skills*

Good communication can help increase productivity, improve teamwork and cooperation in the workplace, increase job satisfaction by reducing stress, and even balance a lack of job-specific skills when starting a new position. Good communicators often emerge as leaders within an organization; poor communicators, on the other hand, may decrease productivity, negatively affect performance, and even damage professional relationships. Follow the learning objectives below to make sure readers are getting the most from this book, and developing the key skills of good professional communicators.

Learning Objectives

- Help participants understand the role communication plays in achieving a high level of success in the workplace
- Help participants learn and practice the six steps of communication
- Help participants understand and practice active listening
- Help participants learn how to reflect back what they are hearing
- Help participants understand barriers that inhibit effective communication
- Help participants learn the skills necessary for powerful communication

Activities

Discussion Questions

The following are provided to use as group discussion questions which can be applied to the group activity suggestions below or as a lead-in to any of the activities in the booklet.

1. How do you define communication? How important is it in your life? Is it more important in some situations than in others? Can you think of a situation in which communication *isn't* important?
2. What are the most important lessons you have learned about communication in your own life?

Group Activity: Listen and Draw

This activity is easy, but requires your participants' full attention and active listening and highlights the importance of those practices to good communication. The activity can be done in large or small groups. Each participant will need a pen/pencil and piece of paper, or a digital equivalent.

Activity Instructions:

- Gather your participants together and tell them you will give them verbal instructions on how to draw an object, one step at a time. An example of how to begin follows. You'll notice that as you provide more and more instructions, the activity will get progressively harder, since missing or misapplying one instruction could mean that the instructions that follow don't make any sense! You can decide based on your own group whether you want to offer participants the opportunity to ask for clarification or for you to repeat a step in your instructions.
    - *Draw a triangle with 3-inch sides.*
    - *Draw a circle in the middle of the triangle that touches all three sides of the triangle.*
    - *Draw two lines through the circle, dividing the circle into four equal parts.*
    - *Draw a circle around the outside of the triangle that touches all three corners of the triangle.*
    - [Continue with as many steps as desired.]
- Once the instructions have all been read, compare drawings and discuss whose drawing the group thinks is most accurate. Discuss with the group how and why their pictures might vary even though they all received the same instructions. Are the variations necessarily wrong?

Group Activity: Active Listening

In this activity, pairs of participants will practice reflecting a speaker's message. No materials are required.

Activity Instructions:

- Break participants into pairs. Instruct each pair to identify a speaker and a listener.
- In the first round of the activity, the speaker will describe to the listener a real or made-up problem they are experiencing at work, school, or home. While the speaker is speaking, the listener may ask questions and take notes as necessary; after the speaker has finished, the listener should then reflect what they were told back to the speaker and allow the speaker to provide any further clarification.
- Next, the listener and speaker should swap roles and repeat the exercise.
- As time allows, come back together as a full group and discuss. Did any one strategy help the listener listen actively and reflect back the speaker's story most accurately? What problems arose?

5. *How You Act & Dress Matters! Professional Etiquette & Image*

In any professional environment, including a job search, it is essential to behave appropriately and present a professional image. An individual's image and behavior reflects back on the company that employs them, and employers are motivated to hire and promote the people who represent them best. Of course, while proper professional etiquette is vital to success in any job, standards of professional image vary from workplace to workplace, and different users may have different needs. Follow the learning objectives below to make sure readers are getting the most from this book, and encourage users to consider how their own practices may change based on the professional situation they find themselves in.

Learning Objectives

- Help participants identify the importance of a professional presence
- Help participants demonstrate a professional introduction and handshake
- Help participants dress appropriately for the workplace
- Help participants explain the impact that appearance can have on their careers
- Help participants practice and exhibit basic common courtesies
- Help participants utilize the most commonly accepted email best practices
- Help participants write professional emails
- Help participants make and receive calls using appropriate phone etiquette

Activities

Discussion Questions

1. How would you describe an ideal professional presence? What person—in your life, in your profession, or in popular culture—would you model your professional image after, and why?
2. What are the differences between the etiquette of professional email and the etiquette of personal email? What habits you have in personal email would be unacceptable in professional email? Why?

Group Activity: Professional Phone Skills

Phone etiquette is an essential professional skill that involves a lot of moving parts: a proper greeting, active listening, an appropriate tone of voice, calm responses to unhappy callers, and knowing what kind of information to leave in a voicemail or message. For this activity, divide participants into groups of three and ask them to act out the scenarios below. No materials are needed, but participants may find they want to take notes. Especially in Scenario 2, if time allows, consider having participants trade roles and repeat the exercise. Once participants have finished, have a group discussion about what went well and what they feel they could improve.

Scenario 1: Phone Tag

Participant 1: A prospective employer left you the following message: "Hello, this is Sam Garcia. I'd like to schedule an interview with you. Could you please call me back at the number on the application form?" You don't know what Sam's position or company is. Return the call.

Participant 2: You are an administrator in Sam Garcia's office and answer the phone when the jobseeker calls. Answer the call and ask the caller to hold. After a moment, ask to take a message.

Participant 3: You are Sam Garcia. Using the information in the message, call back Participant 1 and have a conversation about scheduling their interview.

Scenario 2: Customer Service

Participant 1: You recently subscribed to a paid service that connects buyers and sellers of used electronics, but you've been unhappy with it and run into more than one scammer. Call to complain and ask to speak to a manager.

Participant 2: You answer the phone to an angry customer who wants to speak to your manager, but you've been instructed to take messages rather than forward and complaint calls to your supervisor. Do your best to handle the angry customer's call and take their message.

Participant 3: You are the manager. Using the information in the message, call back Participant 1 with some follow-up questions about their experience with your company.

Group Activity: Formal Introductions

A strong first impression can be the key to leaving a favorable mark on an interviewer, new manager, or executive. For this activity, divide participants into groups of 2-4 and ask them to roleplay the types of introductions that follow. Have participants run each scenario as many times as necessary for each group member to have the chance to introduce themselves. If you are in a physical class meeting, have participants use a phone or computer, or simply their imaginations, to complete **Introduction type 4**. If you are in a virtual classroom, it may be easier to progress through the list in reverse, beginning with **Meeting someone in a virtual setting**. Once participants have finished, come together as a group and discuss what the hardest parts of these introductions were and strategize how to approach them.

Introduction type 1: Meeting someone you don't know and initiating the introduction

You are attending a professional meeting and are seated next to one or several people you have never met before. Introduce yourself, find out the name of your partner or partners, and initiate a brief discussion. Make sure you use the names of the people you have just been introduced to.

Introduction type 2: Meeting someone who has been introduced to you

Participant 1: At the professional meeting, you run into someone you already know, who is talking to someone you have not met. Greet Participant 2, whom you know.

Participant 2: Greet Participant 1, and introduce them to Participant 3.

Participant 1: Complete the introduction.

For example, this type of exchange typically goes as follows: Participant 2: "Sarah, this is Jamal. You'll be working with him a lot." Participant 1: "Hello, Jamal; it is a pleasure to meet you. I am Sarah Martinez, and I look forward to working with you!" If you are working in a pair, you may pretend that "Participant 3" is present.

Introduction type 3: Meeting a person of influence

You have just started a new job and are meeting someone in a position of influence. Introduce yourself.

Note: Typically in this scenario you know or know of the individual you are meeting for the first time in person. You may have spoken on the phone to set up an interview or have been told about this person during the hiring process. This person likely knows of you. You should treat this initial greeting as if you've never met, but give the other person a frame of reference for who you are.

Introduction type 4: Meeting someone in a virtual setting

You have been invited to complete a virtual interview with one or more interviewers. Introduce yourself and thank your interviewer(s) for taking the time to meet with you.

6. *Set the Tone! Equity, Diversity & Inclusion*

Increasingly, organizations are recognizing that their systems and attitudes do not always prioritize the principles of equity, diversity, and inclusion needed to create and maintain environments—in the workplace, at school, or in the community at large—in which everyone is treated fairly and respectfully. At work, diverse teams have been shown to perform better, be more productive, and solve problems more effectively than less diverse groups, and companies have a vested interest not just in recruiting diverse talent, but also in retaining it by ensuring that all voices in the organization have fair and equitable opportunities to contribute and be heard. The first step toward the equitable and inclusive behavior required of an individual employee is for users to explore their own identity. Armed with that knowledge, they can more effectively recognize problematic scenarios in the workplace, exercise mindfulness techniques to avoid creating problems themselves, and respond if they are the target of an offense. Having these conversations may be uncomfortable, but such uncomfortable conversations can provide great opportunities for learning. Follow the learning objectives below to make sure readers are getting the most from this book, and leave with the tools they need to navigate a complex world with success.

Learning Objectives
- Help participants define important terms used when talking about equity, diversity, and inclusion
- Help participants identify and improve behaviors and actions that are not equitable and/or inclusive
- Help participants understand their own points of view and the factors that might make their perspectives different from someone else's
- Help participants understand and practice self-aware interactions
- Help participants recognize ways they can stand up for themselves and others when needed
- Help participants identify how to recover when they make mistakes

Activities

Discussion Questions
1. Can you think of a moment in your own life when you reacted in a way that revealed your own biases? Do you wish you had responded differently? How?

2. What do you think your responsibilities are if you witness behavior that is not equitable or inclusive? Why?

Group Activity: A Good Apology

Practicing the form of a good apology in a safe environment can be the key to being able to apologize effectively in the heat of the moment. This activity does not require any materials, though participants may wish to take notes.

Activity Instructions:

- Break the group into pairs. Instruct each pair to identify a "perpetrator" and a "target."
- Using the scenario on page 31 of *Set the Tone! Equity, Diversity & Inclusion*, or with a scenario of your own that is applicable to your participants, present the group with a situation that calls for an apology. Give each pair some time— the target should use this time to think about how best to approach the perpetrator, and the perpetrator should use it to think about how best to apologize.
- Have the pairs roleplay: to start, the target should confront the perpetrator about the offense; then the perpetrator should practice their apology.
- Instruct the pairs to trade roles and run the exercise again. You may decide to introduce a new scenario, or have the pairs incorporate what they learned from the first confrontation/apology and make adjustments for the second.
- Discuss the activity in a group. Was one role easier than the other? What strategies did the pairs use to communicate openly and positively?

Group Activity: Safe Phrases

Page 29 of *Set the Tone! Equity, Diversity & Inclusion* lists a few phrases you can use in a high-stakes situation to slow down the conversation and prevent you from saying something you may later regret. These "safe phrases" can be a great resource in a stressful scenario, but they must be authentic to each individual and to their situation. For example, a leader might feel comfortable responding to a tense situation by saying, "Let's take a moment to reflect on what's just happened." A worker, on the other hand, may not feel like they are empowered to redirect the dialogue that way, so they would need a different phrase. This activity requires a chalkboard, whiteboard, or the digital equivalent.

Activity Instructions:

- Introduce the idea of "safe phrases" to the group. Use the examples in the book (some further examples are provided below) and ask participants to brainstorm more safe phrases. Write them down.
    - *Tell me more.*
    - *Thank you. You've given me a lot to think about. Can I get back to you?*
    - *I process things better with a little time to think. Can I come back to you on this?*
- Now ask the group to think of times they felt they were backed into a corner or too emotional to continue a conversation. Encourage participants to share their stories if they are comfortable doing so—you may also provide hypothetical scenarios to keep the conversation going. (For example, *You have just gotten very negative feedback that you weren't expecting*.) Ask the group to suggest safe

phrases that might help in each scenario, both to buy you time to think and to prevent you from getting too emotional. If new safe phrases come up, write them on the board.

- Once the group has brainstormed safe phrases, have each participant select 3-5 that they will commit to memorizing and using in sensitive situations.

7. *Demonstrate Your Value through Collaboration! Teamwork & Motivation*

Being an effective member of a team is a quick way to increase your status and value in the workplace. Teams are all around us, but the best ways to participate in a team or fit into a workplace hierarchy are not always intuitive. Follow the learning objectives below to make sure readers are getting the most from this book and understand the characteristics of an effective teammate and the factors that contribute to a successful team's motivation.

Learning Objectives

- Help participants define a team and its function
- Help participants identify the 11 most desirable characteristics of an effective teammate and practice those skills
- Help participants recognize a workplace hierarchy
- Help participants explain the five stages of team development
- Help participants identify and apply team motivation techniques

Activities

Discussion Questions

1. What do you think makes a person an effective teammate? What characteristics does a good teammate have to have? Are there any teamwork dealbreakers—things that a good teammate can *never* do?
2. Have you ever experienced burnout, in a job or at school? How did you know you were burned out? What did you do to help fix it?

Group Activity: Select a Tech

Depending on the environment individuals in your group plan to work in, there are likely to be several different ways of communicating with teams and supervisors at their disposal: face-to-face interactions, phone calls, email, and more. This activity prepares participants to decide which medium is best for conveying different kinds of messages. No materials are required for this activity.

Activity Instructions:

- Below are listed a series of scenarios participants may encounter in a workplace. Present these to the group, one at a time, and ask the following questions: Is this message more casual, or more formal? Does it require a response? Will the person (or people) you're communicating with want to go back to the message later? Given these answers, which communication method would you use to

convey this message? Why? Note: You may wish to add scenarios of your own design depending on the participants in your group.

- o *You need to share constructive feedback with a coworker about a project you worked on together.*
- o *You've decided to ask your employer for a raise.*
- o *You need to deal with an email from an upset or angry coworker or customer.*
- o *You need to ask a technical question about a task you are trying to complete.*
- o *You're brainstorming ideas for a new product or project.*
- When you have worked through the list, discuss any potential difficulties presented by communication technology in the workplace. Were there any circumstances under which the best technology might have been no technology at all—that is, a face-to-face conversation? How might participants recognize these?

Group Activity: Staying Motivated

Maintaining motivation and avoiding or treating job burnout are important factors in workplace behavior and success. Because both motivation and burnout are highly individualized, one of the best ways to discuss them in a group can be via a brainstorming activity. This activity requires a chalkboard, whiteboard, or the digital equivalent.

Activity Instructions:

- Present participants with the following list of reasons a person might experience job burnout. You may decide to provide the whole list at once, or present items one at a time.
    - o Lack of control over decisions that affect your job
    - o Lack of clarity about what your supervisor expects of you
    - o Dysfunctional workplace dynamics
    - o Mismatch in values with your employer
    - o Mismatch between your values and skills and the job
    - o Extremes of boredom or chaos at work
    - o Lack of social support
    - o Work-life imbalance
- Ask participants to brainstorm approaches you can take to counteract these problems at work to maintain motivation and avoid job burnout, or to correct job burnout once it has begun, and keep a running list of their suggestions. It may be tempting for participants to suggest giving up on the job entirely, but try to steer the conversation toward positive steps that an individual could take to improve their experience of the job whenever possible.
- Once at least three suggestions have been recorded for each circumstance, ask the group to consider if three or four strategies for staying motivated and avoiding or treating job burnout might address the entire list. Encourage participants to keep these key strategies in mind so that they can implement them in their own lives as necessary.

8. *Play Nice & Stay Employed! Workplace Relationships & Conflict Negotiations*

Very few jobs allow a person to work completely alone—in fact, you may be hard-pressed to think of a single one. Interacting in person or electronically with coworkers, clients, and/or managers will be part of any job, and navigating these relationships requires strong communication skills that include strategies to manage potential workplace conflicts. Positive work relationships increase job satisfaction, productivity, efficiency, and length of employment with a company. Follow the learning objectives below to make sure readers are getting the most from this book and building the skills to interact successfully with all sorts of managers, colleagues, and customers.

Learning Objectives

- Help participants recognize the importance of workplace relationships
- Help participants build better workplace relationships
- Help participants identify workplace hierarchies
- Help participants interact well with executives, bosses, and colleagues
- Help participants manage office politics more effectively
- Help participants avoid the pitfalls of discussing politics in the workplace
- Help participants describe and apply conflict negotiation strategies

Activities

Discussion Questions

1. How do you typically respond to conflict? Do you think you generally do well when you find yourself in a difficult conversation or negotiating a disagreement? Why or why not?
2. Are there any circumstances in which conflict might improve our work on a team? Describe them.

Group Activity: One Step at a Time

It can be useful to remember that conflict is not always resolved quickly. This activity is designed to give participants a visual reminder that resolving a conflict or building a strong relationship can take many steps, while also building a pool of suggestions about how to proceed from conflict to resolution. This activity requires an empty wall and a stack of post-it notes, or it can be completed in a shared digital whiteboard.

Activity Instructions:

- Hang two signs on opposite sides of a wall. The first should say "CONFLICT," and the second should say "RESOLUTION." If you are working in a physical classroom, we recommend placing the signs about 10 feet apart; if you are using a digital whiteboard, use opposite sides of the screen.
- Invite each participant to write down (on post-its or digitally) as many steps or activities they can think of that need to happen to resolve a conflict. Give participants a window of time (five minutes should be sufficient), and encourage them to generate as many ideas as they can rather than worrying about crafting one perfect suggestion.
- After the time window has elapsed, have each participant place their steps on the wall or whiteboard. Steps that need to happen earlier in the process of conflict resolution should be posted

closer to "CONFLICT," while steps that can happen nearer the end of the process should be posted closer to "RESOLUTION." Invite them to group similar ideas if they see someone else has had one, unless they disagree about where on the timeline the idea should go.

- After everyone has placed their steps, review the board as a group. Read the ideas aloud, eliminating duplicates and consolidating ideas where possible. If any gaps need to be filled in, work on those together. Ideally, at the end of the exercise you will have created a sequential guide for evaluating, negotiating, and resolving a conflict.

Group Activity: The Best Approach

At some point, everyone will run into a workplace conflict or another scenario that will test their professionalism. This activity will help participants prepare in advance for some of those scenarios.

No materials are required for this activity, but participants may wish to take notes.

Activity Instructions:

- Divide participants into groups of 3–4. Using the scenarios listed below or others you judge to be appropriate to the group, give each group one scenario and a set amount of time (10 minutes, for instance) to discuss the scenario and come up with two sets of responses: one set of inappropriate responses, and one set of appropriate responses. Encourage the groups to list as many responses as come to mind—especially for the set of appropriate responses.
  - *You are in the break room and a coworker from another department comes in and says, "Ugh…I just ran into Peter in the hall. He is so gross."*
  - *You've been working at a company for many months and you would like to ask a coworker out on a date.*
  - *It's Friday night and everyone in your department is going out for drinks after work.*
  - *Someone you've become friends with at work asks you to share confidential information with them.*
  - *A coworker wants to talk politics with you during your lunch break.*
- Discuss each group's scenarios and potential responses. Ask the rest of the participants for their input. Once every group has presented their scenario and responses, discuss whether or not any of the responses could be applied to more than one scenario. Encourage participants to keep these strategies in mind so that they can implement them in their own lives as necessary.

9. *Lead with Integrity! Leadership & Ethics*

Leadership, ethics, and teamwork are essential in the workplace. Although it may feel like you're given fewer and fewer resources and asked to accomplish more and more, strong leadership skills and a commitment to ethical decision-making will pave the way to job success. Anyone, from the newest person on a team to a veteran employee who doesn't have a traditional leadership title, can be a leader within an organization, especially if they are able to identify and fit in with company culture. The strategies in this booklet will help build the traits of a successful leader and detail pathways to ethical choices in the workplace and beyond. Follow the learning objectives below to make sure readers are getting the most from this book and examining their own leadership and business ethics.

Learning Objectives

- Help participants describe the characteristics of a leader
- Help participants practice and display leadership skills
- Help participants define and explain the importance of ethics in business
- Help participants describe the eight steps to ethical decision-making
- Help participants identify and align with company culture

Activities

Discussion Questions

1. What qualities do you think of when you think of a leader?
2. How might your code of ethics affect your success in a workplace? What should you do if your workplace's standards differ from your own?
3. Do ethical questions always have a right answer and a wrong answer?

Group Activity: Lead with Excitement

One of the underrated quality of a great leader is enthusiasm—an effective leader is enthusiastic about their work and their mission, and that enthusiasm rubs off on colleagues. This activity is designed to help participants identify what excites them. No materials are required, but participants may wish to take notes.

Activity Instructions:

- Ask each member of the group to think of an activity they are enthusiastic about. This could be an activity traditionally associated with a job (customer service, for example, or teaching, or rebuilding car engines), but it doesn't have to be.
- Now break the group into pairs. Ask each participant to describe what they are enthusiastic about—and why—to their partner in as much detail as possible. The aim should be to get your partner excited about the activity. When one participant has described their pick, the other should be given the chance to ask questions before the pair switches roles.
- Come back into the full group and invite each participant to describe the thing their partner is enthusiastic about. Has their partner succeeded in making their excitement contagious? Discuss with the group how the most successful participants went about making their partners enthusiastic, and how adopting those attitudes might make them more effective workplace leaders.

Group Activity: Ethical Conundrums

One way of preparing for the sorts of ethical quandaries that might arise in the workplace is to think in advance about what situations you might encounter and how you should respond. This activity is designed to anticipate some possibilities and give participants the chance to prepare for them. No materials are necessary to complete this activity.

Activity Instructions

- A list of potential ethical quandaries is provided below; these and additional scenarios can be found on pages 23–25 of *Lead with Integrity! Leadership & Ethics*. You may find you wish to add scenarios

from the booklet or your own scenarios based on the specifics of the group you are working with; the activity will function identically no matter what scenarios you provide.

- Present these scenarios—or any that you have added to the activity—one at a time. Invite participants to discuss whether or not they think the scenario models ethical behavior. Why or why not? Have they ever encountered a similar situation at school, work, or in another setting? Have they ever done what the scenario describes? What might they do when faced with this scenario?
  - *Your coworker often takes home inexpensive office supplies for her children to use at school. Is this ethical?*
  - *You and a coworker have been assigned to take a client visiting on a business trip out to dinner. Your coworker suggests everyone order the most expensive things on the menu, since the meal is being paid for by your employer. Is this ethical?*
  - *Your manager is effective at his job and works long hours, but also spends several hours a day taking personal phone calls. Is this ethical?*
  - *Your coworker is running late for lunch and doesn't have time to stop at the ATM, so he grabs $20 out of the cash register and says he'll put it back after lunch. Is this ethical?*

10. *Step Up Your Game! Innovation & Creative Problem-Solving*

Anyone about to enter the work world for the first time or looking to move from one position into an exciting new role is going into a job market that prizes a creative mindset and the ability to innovate. Just as companies have to adapt to changing marketplaces to remain competitive, so to do their employees live in a near-constant state of change and innovation. Building an innovation background and being able to demonstrate creative problem-solving skills will be an important way for jobseekers to set themselves apart from other candidates and for employees to drive the creation of new products or the improvement of workplace processes—and their own success. Follow the learning objectives below to make sure readers are getting the most from this book, and build a space where creativity and innovation can flourish.

Learning Objectives

- Help participants define and adopt an innovator's mindset
- Help participants understand innovation systems and how to use them
- Help participants approach everyday problems with new perspectives
- Help participants solve challenging problems in creative ways
- Help participants understand and practice iterative problem-solving skills

Activities

Discussion Questions

1. Does every problem require a creative solution? Why or why not?
2. What does being resilient mean to you? Can you think of a person you would describe as *resilient*? Why?

3. Do you think that taking a risk and failing is the same as making a mistake? How do you approach taking risks? How do you respond when you make a mistake?

Group Activity: Get Curious

An essential element of building innovative thinking is encouraging curiosity, and curiosity is all about asking good questions. This activity is intended to build participants' skills in exhibiting curiosity through an *empathy interview*—an interview focused on how someone feels about something. No materials are required for this activity.

Activity Instructions:

- Introduce the concept of neutral, open-ended questions to the group. You may wish to refer to page 8 of *Step Up Your Game! Innovation & Creative Problem-Solving* for descriptions of the ideal question.
- Divide participants into pairs. To begin, instruct one partner to describe to the other an ongoing difficulty they are experiencing at work, at home, or elsewhere. Once they have finished their description, the other partner should dig into the problem by asking open-ended questions—questions that can't be answered by a simple "yes" or "no." The participant asking questions should aim to ask at least five, trying to tease out both more facts about the problem and their partner's feelings about it. Ideally, the last question in the round would be one designed to lead to an innovative solution or next step for the partner with the problem.
- Instruct the partners to switch roles: the partner who had described a problem in the first round should now be put in the position of the curious questioner.
- When the partners have finished discussing their problems, return to the group and discuss the strategies participants employed for asking neutral, open-ended, varied, and empathetic questions.

Group Activity: See Differently

Like innovation, creative problem-solving is built on being able to approach a problem with an open, questioning mind. This activity both builds on the previous group activity and calls on participants to exercise their imaginations. No materials are required for this activity.

Activity Instructions:

- Present the group with a problem. If you have run the previous group activity, **Get Curious**, you may want to invite your participants to offer up one of their problems for the entire group to work on. If not, you may either pull an example from *Step Up Your Game! Innovation & Creative Problem-Solving* or construct your own problem relevant to your participants.
- Once the problem is set out, instruct participants to consider it from an extreme perspective. Examples of extreme perspectives are given below, but you may wish to add your own based on what may seem extreme for your group.
    - *What might a 4-year-old say if you explained the problem to them?*
    - *What might a CEO say if you explained the problem to them?*
- Discuss how changing your perspective on a problem might lead to a new, creative, breakthrough solution.

Additional Facilitator Resources

JIST Career Solutions has additional resources for facilitators that can complement much of the material offered in the *Soft Skills Solutions*, Second Edition program. Some of these are available for free, and some can be purchased at JIST.com. The following may be most helpful when used in tandem with the series:

- [Soft Skills Inventory](#)
- https://www.jist.com/content/career-success
- https://www.jist.com/content/life-skills
- https://paradigmeducation.com/webinars

Quiz

The following quiz can be used as a precheck quiz to provide insight into a student's baseline knowledge of key subjects; it can also be used as a recheck quiz to administer to students after they have completed the class or a specific book in the series, or after they have worked through the exercises in this facilitator's guide.

Goals & Attitude

1. Setting goals is important for
   a. achieving financial success.
   b. manifesting a more positive attitude.
   c. getting and keeping a job.
   d. All of the above.

2. How long does a long-term goal usually take to achieve?
   a. More than one day.
   b. More than one month.
   c. Six months or more.
   d. One year or more.

3. True or false: Working with a positive mindset can improve your productivity and creativity.
   a. True
   b. False

Emotional Intelligence & Critical Thinking

4. Another name for *emotional intelligence* is
   a. *IQ.*
   b. *emotional quotient.*
   c. *street smarts.*
   d. *happiness.*

5. Which of the below is *not* an element of emotional intelligence?
   e. Self-awareness
   f. Empathy
   g. Self-satisfaction
   h. Social skills

6. The statement "Three of my ten friends have blond hair; therefore, 30% of people have blond hair" is an example of what?
    i.   Critical thinking
    j.   Deductive reasoning
    k.   Inductive reasoning
    l.   Creative thinking

Self-Management

7. Which of the below is a key element of time management?
    a.   Prioritizing tasks
    b.   Scheduling activities
    c.   Avoiding procrastination
    d.   All of the above.

8. True or false: Avoiding a task by completing other work is still procrastination.
    a.   True
    b.   False

9. Which of the below best describes the concept of *accountability*?
    a.   Doing a task without being asked to.
    b.   Taking individual responsibility for completing a task.
    c.   Showing up to work on time.
    d.   Being dependable.

Professional Communication

10. The three types of communication are
    a.   verbal, nonverbal, and mental.
    b.   positive, negative, and neutral.
    c.   nonverbal, written, and verbal.
    d.   typed, spoken, and handwritten.

11. Which of the below is *not* a common barrier to communication?
    a.   Presenting an opinion as fact
    b.   Making assumptions about a person's background
    c.   Speaking with a negative attitude
    d.   Asking questions to better understand a person's message

12. Which of the below best describes the practice of reflecting a speaker's message?
    a.   Restating the speaker's message in your own words
    b.   Repeating the speaker's message backwards
    c.   Repeating what the speaker said word for word
    d.   Paraphrasing the last sentence the speaker said

Professional Etiquette & Image

13. True or false: How you dress for an interview should be exactly as formal as how you would dress for a regular day at work.
    a.   True
    b.   False

14. Which of the following is true about the use of email in the workplace?
    a. Using abbreviations is okay if you are in a hurry.
    b. Email should be brief and to the point.
    c. Replying to an email is necessary only if the sender requests a reply.
    d. It is illegal for your employer to read your email without written consent.
15. Which of the following should you always include when you leave a voicemail message?
    a. Your phone number
    b. Your home address
    c. Your mother's maiden name
    d. All of the above.

Equity, Diversity & Inclusion

16. Which of the following best describes the idea of *equity*?
    a. All people are equal and should receive identical access, opportunity, and treatment.
    b. All people already receive identical access, opportunity and treatment.
    c. All people should have fair access, opportunity, and treatment, and past inequity should be righted.
    d. Only some people should have fair access, opportunity, and treatment.
17. Which of the following is *not* an element of an honest, effective apology?
    a. Commitment to doing better in the future
    b. The words "I'm sorry"
    c. The words "I didn't mean it"
    d. A reflection on the specific impact you had on the other person
18. True or false: Only the target of an offense should confront the perpetrator about it.
    a. True
    b. False

Teamwork & Motivation

19. Which of the below describes a *team*?
    a. A married couple
    b. A group of athletes working toward a shared goal
    c. Coworkers assigned to the same task
    d. All of the above.
20. A workplace power structure in which some people are understood to have authority without necessarily having an important title can be called a(n)
    a. *official hierarchy.*
    b. *clique.*
    c. *social hierarchy.*
    d. *shadow hierarchy.*
21. What two types of teams usually form in a workplace?
    a. Formal teams and informal teams
    b. Softball teams and kickball teams
    c. Large teams and small teams
    d. Business teams and social teams

Workplace Relationships & Conflict Negotiations

22. If you don't know someone's position in the workplace, how should you proceed?
    a. Assume you are more senior then them and behave accordingly
    b. Avoid them until you find out more about their position
    c. Assume you occupy the same level of the workplace hierarchy and behave accordingly
    d. Assume the other person is at the highest level of the hierarchy and behave accordingly
23. Which of the following is a good rule of thumb when considering workplace friendships?
    a. You should avoid building friendships with your colleagues.
    b. You should be careful deciding which colleagues to trust with confidential information.
    c. It's okay to sometimes give workplace friends preferential treatment.
    d. You should try to establish inside jokes and nicknames with your colleagues.
24. True or false: Workplace romances should always be avoided.
    a. True
    b. False

Leadership & Ethics

25. True or false: You can begin to establish yourself as a leader at work on your first day.
    a. True
    b. False
26. Which of the below best describes the concept of *transparency*?
    a. Making a point of always responding to email, voicemail, and other communications
    b. Showing enthusiasm for your work
    c. Carrying out decision-making publicly so that others can see what actions you're taking
    d. Making complex ideas as easy to understand as possible.
27. Which of the following is a description of ethical workplace behavior?
    a. Answering personal phone calls on the job
    b. Going out of your way to make expensive purchases to add to your expense report
    c. Bringing a flash drive home from the office to store your vacation photos on
    d. Reporting a coworker you overhear talking about adding extra hours to their timesheet

Innovation & Creative Problem-Solving

28. True or false: The best course of action is the safest, so you should always avoid risk.
    a. True
    b. False
29. Which of the following best describes the practice of *empathy*?
    a. Using information about other people's thoughts and feelings to guide your actions
    b. Knowing as much as you can about what you like and don't like
    c. Having confidence you know how to do the right thing without asking others' opinions
    d. Avoiding criticism at all costs
30. Which of the following is *not* a key step in solving everyday problems?
    a. Describing the benefits of solving the problem
    b. Compiling as much data as you can about every element of the problem

c. Listing the basic facts that describe the problem

d. Deciding whether or not the problem is important enough to solve

Answer Key

1. D
2. D
3. A
4. B
5. C
6. C
7. D
8. A
9. B
10. C
11. D
12. A
13. B
14. B
15. A
16. C
17. C
18. B
19. D
20. C
21. A
22. D
23. B
24. B
25. A
26. D
27. D
28. B
29. A
30. B