

**Vocational Skills Training – Developing Successful Candidates for Gainful
Employment and Promoting Independence Among the Homeless of
Bloomington, Illinois**

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The Home Team Consulting Group Community Project Executive Report

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The Home Team Consulting Group Community Project Executive Report

Executive Report

The purpose of this effort was to equip the clients and staff of HSHM with a foundation of vocational and soft skills training to maintain success in a work environment. The project team has prepared a curriculum in the hope of providing enthusiastic and positive life changes that are in keeping with the Home Sweet Home Ministries (HSHM) vision of a passionate, dynamic, life-transforming ministry.

[Home Sweet Home Ministries](#), Inc. is a registered 501C3 nonprofit organization that has been serving the homeless and hungry with Christ's love in Bloomington, Illinois since 1917. Home Sweet Home Ministries (HSHM) provides case management and other supportive services to the homeless such as shelter, hot meals, clothing, toiletries, addiction recovery, and children's programming. This ministry also offers educational and vocational training, counseling, and weekly worship services. The mission of HSHM is "Serving Christ by meeting the physical and spiritual needs of our clients." Its goal is to help people find independence, restore their hope, and to share the love of Jesus Christ with them.

Currently, residential clients participate informally in "work service" opportunities in various parts of the organization. These areas include food service, facilities maintenance, warehouse, receiving, and retail assignments at HSHM's Bloomington Mission Mart location.

Representing a diverse cross-section of the Bloomington-Normal community in terms of former socio-economic status, background, and circumstance, the staff at HSHM has observed over time that the clients that come to HSHM typically have not had the variety of life experiences necessary to understand the nuances and complexities of today's current workplace culture. Furthermore, most HSHM clients have not enjoyed the positive personal influences instrumental in building the self-assurance and confidence essential to navigate the workforce with any true and lasting success.

Because of these factors, it was believed that HSHM clients could benefit from the additional development of their skills in the areas of effectively communicating in a work environment and other behaviors necessary to retain employment. Likewise, it was also believed that the HSHM staff overseeing clients' work in these areas could benefit from having formal procedures and/or facilitation training to assist them in developing the needed employment skills of HSHM clients.

Recommendation

The purpose of this project was to create a non-technical vocational training program for residential clients who require job skill development in order to be successful candidates for employment. The proposed training curriculum was also to include a soft skills "operations" guide that will provide guidance for the HSHM staff while assisting clients.

It is our recommendation that HSHM incorporate a three-tier approach to both client and staff training. The curriculum we propose includes a facilitated training session(s) of the Crucial Conversations program, a comprehensive course of study provided by the University of Missouri Extension, and an Interview Preparation Guide. This curriculum is to be administered by the staff of Home Sweet Ministries, as well as a group of committed volunteers.

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Business Background

1. Organization Purpose, Description, and Brief History

On November 25, 1917, Bloomington, Illinois candy store owner William H. "Billy" Shelper founded Home Sweet Home City Rescue Mission in a little 75-seat store room. The location was 233 E. Front Street - the same place where Billy was born. He became known in Bloomington as a person who helped people in need with Christian love. Since that time, Billy's vision has developed into a ministry that provides nearly 100,000 meals and over 35,000 nights of shelter each year in its current five-floor facility.

[Home Sweet Home Ministries](#), Inc. is a registered 501C3 nonprofit organization that has been serving the homeless and hungry with Christ's love in Bloomington, Illinois since 1917. Home Sweet Home Ministries (HSHM) provides case management and other supportive services to the homeless such as shelter, hot meals, clothing, toiletries, addiction recovery, and children's programming. This ministry also offers educational and vocational training, counseling, and weekly worship services. The mission of HSHM is "Serving Christ by meeting the physical and spiritual needs of our clients." Its goal is to help people find independence, restore their hope and to share the love of Jesus Christ with them.

Home Sweet Home Ministries is located at:

Billy Shelper Center
303 E Oakland Avenue
Bloomington, IL 61701

Bloomington Mission Mart
301 E Oakland Avenue
Bloomington, IL 61701

Lincoln Mission Mart
616 Broadway Street
Lincoln, IL 62656

2. Project Description

a. Problem Statement

Currently, residential clients participate informally in "work service" opportunities in various parts of the organization. These areas include food service, facilities maintenance, warehouse, receiving, and retail assignments at HSHM's Bloomington Mission Mart location.

The clients that come to HSHM typically have not had the variety of life experiences necessary to understand the nuances and complexities of today's current workplace. Furthermore, most HSHM clients have not enjoyed the positive personal influences instrumental in building the confidence and self-assurance essential to navigate today's workforce successfully.

Because of these factors, it was believed HSHM clients could benefit from the additional development of their skills in the areas of effectively communicating in a work environment and

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other skills necessary to retain employment. Likewise, was also believed the HSHM staff overseeing clients' work in these areas could benefit from having formal procedures and/or facilitation training to assist them in developing the needed employment skills of HSHM clients.

b. Overall Goals of the Project

It was an expectation of the project that HSHM staff and volunteers would be able to use the curriculum developed by The Home Team Consulting Group to formally implement a much-needed Vocational Skills Training Program as part of the array of services available to its residential clients. In addition, the proposed training curriculum also needs to include a soft skills "operations" guide that will provide guidance for the HSHM staff while assisting clients.

c. Outcomes and Performance Measures

- Staff is provided with a soft skills "operations" guide in order to promote and encourage positive client behavior changes.
- Clients are provided with tools to conduct themselves throughout the hiring process and the duration of their employment.

d. Activities/Technologies of the Project

As previously stated, the purpose of this project was to create a non-technical vocational training program for residential clients who require job skill development in order to be successful candidates for employment. The proposed training curriculum was also to include a soft skills "operations" guide that will provide guidance for the HSHM staff while assisting clients.

It is the recommendation of The Home Team Consulting Group that HSHM incorporate a three-tier approach to both client and staff training. The curriculum we propose includes a facilitated training session(s) of the Crucial Conversations program, a comprehensive course of study provided by the University of Missouri Extension, and an Interview Preparation Guide.

In this section, we will describe the various aspects of this approach in more detail.

- Crucial Conversations VitalSmarts Course
- University of Missouri Extension Training Curriculum
- Interview Preparation Guide

Crucial Conversations

Just as the clients that come to HSHM seeking help may be somewhat ill-equipped to handle the rigors and expectations of today's workplace, the HSHM staff, while highly skilled in their respective areas of responsibility within the organization, oftentimes finds themselves without the knowledge and skills necessary to handle the situations they encounter with clients as they participate in work service opportunities at HSHM.

Because of this, the project team was charged with developing a soft skills "operations" guide to address this apparent knowledge gap. To this end, The Home Team Consulting Group, in cooperation with associates from the State Farm Insurance Learning and Development

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department, have contacted the VitalSmarts organization to bring the Crucial Conversations training curriculum to HSHM.

The VitalSmarts organization, through its VitalSmarts Mission Committee, launched the Not-For-Profit Training Grant Program for VitalSmarts Associates, Licensees, and Master Trainers in 2009. Through this program, partners may apply for materials grants so that they may offer no-cost training programs to not-for-profit organizations in their local communities.

The Home Team Consulting Group contacted the Mission Committee through the grant program and is pleased to report that we have been accepted into the program for 2011. HSHM will be the beneficiary, receiving a donation of 15 Crucial Conversations toolkits and audio CDs to be used in conjunction with its staff training. **(See Appendix A)**

As described by VitalSmarts, a crucial conversation is “a discussion between two or more people where stakes are high, opinions vary, and emotions run strong.” This definition perfectly describes the types of conversations that take place between the HSHM staff and its clients during their work service opportunities every day.

The ability for the HSHM staff to effectively navigate through these types of encounters is a critical competency needed to help their clients achieve their goals. The recommended Crucial Conversations training curriculum will dramatically impact the amount and degree of crisis intervention that occurs between HSHM staff and clients and significantly improve the employability and employment sustainability of its clients.

The Crucial Conversations training will provide the following benefits to HSHM:

- Increase confidence and morale for both HSHM clients and staff.
- Increase soft skills awareness for HSHM staff.
- Increase employment retention for HSHM clients.
- Enhance public perception of self-sufficiency programs conducted by HSHM for the betterment of their clients.

Todd Morrison, a certified Crucial Conversations training instructor and a Learning and Development analyst at State Farm Insurance, has agreed to lend his knowledge and expertise in this area to HSHM, and training sessions are scheduled to begin the week of March 28, 2011.

In addition to the Crucial Conversations training curriculum, the project team has also developed a Resident Feedback form for use by the HSHM staff with their work service clients. It is the project team’s intent for this form to assist the staff in providing constructive feedback in a manner consistent with the Crucial Conversations training they receive, and builds upon the client training that is also discussed in this report. **(See Appendix B)**

University of Missouri Extension Training Curriculum

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are broadly applicable. Soft skills are sometimes broken down into personal attributes such as optimism, responsibility, sense of humor, time-management, motivation, and interpersonal abilities, such as empathy, leadership, communication, and good attitude.

This project team’s second charge was to develop a curriculum to aid HSHM clients in conducting themselves successfully throughout the hiring process and the duration of their

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employment. When implemented, it should bring a sense of self awareness to HSHM clients and help them proactively work on creating positive changes in their lives.

It is our belief that developing clients' soft skills is critical to the success of this curriculum. To accomplish this, the project team identified a very promising curriculum developed by the University of Missouri Extension titled "Tackling the Tough Skills: A Curriculum Building Skills for Work and Life." This extensive course of study focuses on five major areas of soft skills development and competency: attitude, responsibility, communication, problem solving, and preparation for the workplace.

It's often said that hard skills will get you an interview but you need soft skills to get (and keep) the job. As the subject of soft skill is vast, the project team decided to cover the following broad topics as presented in this recommended curriculum.

1. Attitude

- State of Mind
- Self Attitude
- Change and Self Esteem
- Humor
- Individual Strengths
- Stress
- Techniques to deal with stress

2. Responsibility

- Responding or reacting
- Placing Blame
- Respect
- Respect – Earned or deserved
- Responsibility and Commitment
- How best we can be
- How to set reasonable goals
- Responsibility and Change
- No more excuses
- Mind over body
- Power of mind

3. Communication

- Communication and Body language
- Listening
- Speaking and Reading
- Conflict resolution
- Anger Management
- "I" statements

4. Problem solving

- Problem Identification techniques
- Problem Solving techniques
- Rules of Brain storming
- Creative problem solving
- Cooperation
- Taking risks
- Time management

5. Preparing for workplace

- Career path
- Job Search
- Interview

Given the broad scope of each topic, the project team created a comprehensive lesson plan that may be spread over 27 weeks. The objective of the curriculum is stated in the learning points at the beginning of each topic. The lesson plans have detailed discussions and interactive activities that may be done individually or in a group. The lessons are planned in such a way that they may be completed in an hour to hour and half depending on the topic, and also includes list of materials needed for each class. [\(See Appendix C\)](#)

Some of the project team members will be actively involved in the training process and HSHM has already started to pilot some of these training session for its clients. It is our hope that these lessons will help the clients create positive changes in their lives.

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Interview Preparation Guide

For most of us, to work or not to work is not an option. We rely on our jobs for both the necessities and luxuries that a paycheck provides. Since the average person will spend as much as 40 to 50 years in the workplace, it is in everyone's best interest to find work that fulfills them. However, no job will give us satisfaction all the time, no matter how much we like it most of the time. Job satisfaction, on a day-to-day basis, is partially up to us.

Lastly, in conjunction with the recommended curriculum for the clients, the project team also researched techniques to help clients gain interviewing skills. The interviewing skills were divided into three categories: Pre-Interview, Mock Interview, and Post Interview.

The project team worked with the project sponsor, the learning coordinator at HSHM, and HSHM clients to create a "Preparation For The Workplace" lesson plan so they can be confident for the interview that will ultimately gain them lasting, and fulfilling, employment. (See Appendix D).

As research, the project team conducted a pilot training class which provided a good level setting on the type of questions clients have regarding the interviewing and hiring process (See Appendix E). In order to compile these responses, the project team conducted various researches online and conversed with several interviewing experts including HR professionals at Country Financial and State Farm Insurance. Eric Hoss, a HSHM volunteer, interviewing expert whose book, *Removing Doubt in an Interview* has already been a tremendous asset to HSHM, and a Financial Services Director at State Farm Insurance, was also instrumental in obtaining this background information. Based on the pilot class, recommended curriculum obtained through the University of Missouri Extension, and research work, the project team created a lesson plan to prepare clients for the workplace.

Starting in March 8, 2011, the "Preparation For The Workplace" program will be implemented as five pre-interview classes of one hour each one per week for this year. Mock interviews for class participants will be held toward the end in April and after the five pre-interview classes. A core group of volunteers, secured through this project effort and The Home Team Consulting Group, has agreed to continue volunteering their time to conduct these classes and coordinate mock interviews for the class participants.

The classes and exercises are divided into four sections:

- Career path: Discuss job or career path; educational planning and job opportunities; what clients like/do – personal skills and preferences; match personal interests with career opportunities and choices; and the first step – what to do, checklist for preparing for interview.
- Job Search: How to search for a job; the application process; sample employment application; and practice filling out the application with the participants in the classroom.
- Resume: Discuss resume; sample resume; cover letter; help clients write a sample application.
- Interview: Practice Interview questions; What should you know before going to the interview – Discuss, Questions for the interview; Dress appropriately; Arrive 15 minutes early; Politely introduce yourself to the staff member/receptionist; Greet the interviewer; Common opening question – "Tell me about yourself," Body language – Eye contact, body posture; Questions you would ask during an interview; Common Closing questions.

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Mock interview assessment sheets will be used by Case Managers to assess clients' readiness during and after the mock interviews. (See Appendix F)

For post interview use, clients will have tools such as templates for the all-important thank you note plus, "What to do if you don't get the job?" (See Appendix G)

Specific Goals and Scope

The purpose of this project was to create a non-technical vocational training program for residential clients who require job skill development in order to be successful candidates for employment. The proposed training curriculum was also to include an "operations" guide that will provide guidance for the HSHM staff while assisting clients.

- Objective # 1: Train staff to empower, support, and develop clients as successful candidates in their employment.
- Objective # 2: Create best practices guide for clients during the application and interview processes.
- Objective # 3: Create a curriculum for clients to be successful while employed.

Recommendations

It is our recommendation that HSHM incorporate a three-tier approach to both client and staff training. The curriculum we propose includes a facilitated training session(s) of the Crucial Conversations program, a comprehensive course of study provided by the University of Missouri Extension, and an Interview Preparation Guide. This curriculum is to be administered by the staff of Home Sweet Ministries, as well as a group of committed volunteers.

- Crucial Conversations VitalSmarts Course
 - Crucial Conversations training seminar conducted by a licensed instructor
 - Resident Feedback Form to be used by the HSHM Staff
- University of Missouri Extension Training Curriculum
 - "Tackling the Tough Skills: A Curriculum Building Skills for Work and Life."
 - Comprehensive 27 week Learning Strategy
- Interview Preparation Guide
 - Pre-Interview classes
 - Mock Interviews
 - Post-Interview assessment

Issues and Risks

Two main risks were identified throughout the project:

- Rate of client turnover
- Ability to obtain and retain a volunteer base to conduct the recommended training
- Most measures of success are subjective; there are many influencing variables.

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When the project was first chartered and organized, the project understood the subjective nature of measuring success of the primary goals. The very intent for HSHM is for its residents and clients to regain their independence and become productive members of the community.

While the project team has provided several forms of assessment for every deliverable produced through this effort, we understand that factors such as client turnover, volunteer availability, and the subjective nature of assessment are risks of the project.

Appendix A

Community-Based Not-for-Profit Trainings



We understand that for many small, not-for-profit organizations, our incredible training courses are financially out of reach. And, at the same time, the skills we teach people are the very same skills that these organizations need in order to improve their results as they selflessly serve those in need. So in 2009, the VitalSmarts Mission Committee launched our Not-for-profit Training Grant Program for VitalSmarts Associates, Licensees, and Master Trainers. Through this program, our partners may apply for materials grants so that they may offer no-cost training programs to not-for-profit organizations in their local communities.

How It Works

1. Find a local, community-based, not-for-profit organization that you want to support and that you believe would benefit from a VitalSmarts Training Course.
2. Fill out a VitalSmarts Not-For-Profit Training Request form and send it to the VitalSmarts Mission Committee (missioncommittee@vitalsmarts.com, 2011 Mission Committee Chairperson: Joanne Staheli)
3. The VitalSmarts Mission Committee will evaluate your request. Requests will be granted based on funds available (we anticipate granting approximately 10 requests in 2011), organization served, and geography.
4. VitalSmarts will send you participants toolkits (toolkit, contract cards, audio companions) less the author book for the number of people in your training, up to a maximum of 25. You will be responsible for shipping costs.
5. You train the course. You may not receive any remuneration for your services and participants may not be charged for any part of the course (i.e. this is not to be used as a fundraising opportunity for organizations).
6. Let us know how it goes. After the course, you will need to submit a brief write-up of your experience (1-page or less). How did it go? What were the results? We also ask that you include a photograph of the people your trained. This information will only be shared within VitalSmarts.
7. The VitalSmarts Mission Committee will report to the VitalSmarts Board and staff on a quarterly basis about the not-for-profit trainings that have been conducted.

Who is Eligible:

- All VitalSmarts Partners: Master Trainers, Associates, and Licensees
- Limit one request per partner organization per year

Questions?

Contact Joanne Staheli, 2011 VitalSmarts Mission Committee Chairperson, jstaheli@vital-smarts.com.

Community-Based, Non-Profit Training

Your Name: Brian Peacher

Your Company: State Farm Insurance Companies
Bloomington/Normal Multi-Cultural Leadership Program

Proposal:

Name of Non-profit organization: Home Sweet Home Ministries, Inc

What do they do? Whom do they serve?

Home Sweet Home Ministries, Inc. is a registered 501C3 nonprofit organization. Home Sweet Home Ministries, Inc has been serving the homeless and hungry with Christ's love in Bloomington, Illinois since 1917. Home Sweet Home Ministries, Inc provides case management and other supportive services to the homeless such as shelter, hot meals, clothing and toiletries, addiction recovery, and children's programming. Home Sweet Home Ministries, Inc also offers educational and vocational training, counseling and weekly worship services. Home Sweet Home Ministries, Inc goal is to help people find independence, restore their hope and share the love of Jesus Christ with them.

In 2010, Home Sweet Home Ministries, Inc served over 96,000 hot meals to the hungry and provided over 35,000 nights of shelter to the homeless.

Number of people in the organization?

10 – Board of Directors
4 – Executive Team
15 – Staff/Supervisors

Number of people attending training?

15 – Staff/Supervisors

Which VitalSmarts Course (Crucial Conversations, Crucial Confrontations, Influencer)?

Crucial Conversations

Reason for training?

The mission of Home Sweet Home Ministries, Inc is to help people get back on their feet and back to a place where they can sustain themselves and their families "...to help people find independence, restore their hope..."

Home Sweet Home Ministries, Inc staff oversees clients' work in "work service" opportunities in various parts of the organization. These areas include food service, facilities maintenance, warehouse, receiving, and retail assignments at Home Sweet Home Ministries, Inc clients Bloomington Mission Mart location.

The ability for the Home Sweet Home Ministries, Inc staff to effectively navigate through Crucial Conversations is a critical competency needed to help Home Sweet Home Ministries, Inc clients achieve their goals. Crucial Conversations training could also dramatically impact the amount and degree of crisis intervention that occurs for Home Sweet Home Ministries, Inc today and dramatically improve the employability and employment sustainability of Home Sweet Home Ministries, Inc clients.

The Crucial Conversations training will provide these benefits to Home Sweet Home Ministries, Inc and to the community:

- Increase confidence and morale for both Home Sweet Home Ministries, Inc clients and staff.
- Increase soft skills awareness for Home Sweet Home Ministries, Inc staff.
- Increase employment retention for Home Sweet Home Ministries, Inc clients.
- Enhance public perception of self-sufficiency programs conducted by Home Sweet Home Ministries, Inc for the betterment of their clients.

Home Sweet Home Ministries, Inc receives no federal funding and exists solely based on donations and volunteers from the community.

Anticipated date of training?

Training is scheduled to begin the week of March 28th, 2011.

Appendix B

Weekly Feedback Staff Guide

Supervisor Name:

Resident Name:

Week of:

Attitude (1 = Need improvement; 3 = Getting Better; 5 = Great Job)					
What I liked/didn't like about your actions:	1	2	3	4	5
How You Saw the Work	<input type="checkbox"/>				
How You Saw Yourself	<input type="checkbox"/>				
Handled Change	<input type="checkbox"/>				
Use of Humor	<input type="checkbox"/>				
What You Told Yourself About the Work	<input type="checkbox"/>				
Identified Your Individual Strengths	<input type="checkbox"/>				
Dealing with the Stress That You Encountered	<input type="checkbox"/>				
Utilized Your Resources (Other People)	<input type="checkbox"/>				
Additional Comments:					
Responsibility (1 = Need improvement; 3 = Getting Better; 5 = Great Job)					
What I liked/didn't like about your actions:	1	2	3	4	5
Realized You Had a Choice	<input type="checkbox"/>				
Respectfulness of Yourself and Others	<input type="checkbox"/>				
Kept Your Commitment	<input type="checkbox"/>				
Handled Change	<input type="checkbox"/>				
Additional Comments:					
Communication (1 = Need improvement; 3 = Getting Better; 5 = Great Job)					
What I liked/didn't like about your actions:	1	2	3	4	5
Appropriate Communication	<input type="checkbox"/>				
Your Body Language	<input type="checkbox"/>				
Listened to Others	<input type="checkbox"/>				
Were You Understood?	<input type="checkbox"/>				
Used What You've Read (May Not Be Applicable)	<input type="checkbox"/>				

Handled Conflict	<input type="checkbox"/>				
Anger Management	<input type="checkbox"/>				
Changed the "You" to an "I" (No Blaming Others)	<input type="checkbox"/>				
Handled Difficult People	<input type="checkbox"/>				
Additional Comments:					
Problem Solving (1 = Need improvement; 3 = Getting Better; 5 = Great Job)					
What I liked/didn't like about your actions:	1	2	3	4	5
Formed/Used the Right Habits	<input type="checkbox"/>				
Identified the <i>Real</i> Problem	<input type="checkbox"/>				
Considered Your Options to Solve the Problem	<input type="checkbox"/>				
Creativity in Addressing the Problem	<input type="checkbox"/>				
Teamwork/Cooperation with Others	<input type="checkbox"/>				
Time Management	<input type="checkbox"/>				
Additional Comments:					

Appendix C

Week 1

Attitude - State of Mind

Lesson Plan

State of Mind:

- Discuss Half Empty or Half Full attitude.
- Discuss Origins of this attitude.
- Ask questions at the end of the page

Self Attitude:

- How did we shape our attitude
- Work Addendum 3
- Discuss Quote
- Discuss “I can do attitude” - Addendum 4

Week 2

Attitude - Change and Self Esteem

Lesson Plan

Change and Self Esteem:

- Discuss “Do we really want change”
- Discuss Addendum 5 & 6
- Discuss Maya Angelou’s statement
- Pessimist vs Optimist
- “Eeyoritis”

- You are in Control – More focus on this topic
- Addendum 7 – Accentuating the positive

Week 3

Attitude - Humor

Lesson Plan

Humor:

- Humor in our life – Ask questions at the end of the page
- Activity – Finding humor in life
- Do activity 6

Self Talk:

- Discuss “What did I just say”
- Activity 7
- Think Positive – the Little Engine that could
- Activity 8

Week 4

Attitude - Individual strengths

Lesson Plan

Individual Strengths:

- Activity 9
- Discuss Activity 9
- Activity 10

Week 5
Attitude

Lesson Plan

Stress: 70 to 90 minute session

- Discuss reactions to stress
- Activity 11 – Quiz on Stress levels
- Addendum 10
- Activity 12 – still use Addendum 10 - Need balloons
- Activity 13 – Tell tale signs of Stress
- Masters of our Circumstance
- Techniques to deal with stress - Activity 14
- Activity 15 – Addendum 11 and 12

Week 6
Attitude – Support system

Lesson Plan

Support system: **can be a stand-alone topic for discussion**

- Discuss resources in our community
- Flip chart to write
- Hand out community resources information sheet (if available)
- Being our own resource

Week 7

Responsibility

Lesson Plan

Responsibility:

- Responding or reacting
- Placing blame - discussion
- Discuss 3 Kennedy quote - Addendum 3
- Discuss responsibility quote – Addendum 4
- Activity 1 - Addendum 5

Week 8

Respect

Lesson Plan

Respect:

- The way we were - Community changes in the last 50 yrs
- The way we are – Communities now
- Activity 2 - Addendum 6
- The way we want to be – Activity 3 – Addendum 7,8,9
- Need markers and paper

Week 9

Respect

Lesson Plan

Respect:

- What's happening now – Activity 4 – Addendum 8,9
- Make 2 copies of addendum 8 and 9 for each participant.
- Activity 4 discussion – Respect Deserved or Earned.
- Discuss Respect and Responsibility
- Make it happen – Addendum 10
- Vanzant's meditation – Optional make a copy of the meditation for each participant to keep.

Week 10

Responsibility and Commitment

Lesson Plan

Commitment:

- Discuss Get going and Ho Hum story
- Couch Potato - addendum 12 (handout, PPT or overhead projection) to discuss apathy
- Discuss Commitment in Buzz Buzz section - addendum 13 (handout, PPT or overhead projection)
- Activity 5 - break into small groups for this activity
- Discuss Success – it's an uphill climb

- Activity 6 – Where do I fit – Addendum 14
- The best we can be – How to set reasonable goals

Week 11

Responsibility and Commitment

Lesson Plan

Commitment:

- Discuss Get going and Ho Hum story
- Couch Potato - addendum 12 (handout, PPT or overhead projection) to discuss apathy
- Discuss Commitment in Buzz Buzz section - addendum 13 (handout, PPT or overhead projection)
- Activity 5 - break into small groups for this activity
- Discuss Success – it's an uphill climb
- Activity 6 – Where do I fit – Addendum 14
- Activity 7 - The best we can be – How to set reasonable goals – Addendum 15

Week 12

Responsibility and Change

Lesson Plan

Change:

- Anything but Change
- Activity 8 – Get moving – do something physical
- Discuss 8
- Activity 9 – More than 1 way – Addendum 16

Week 13

Responsibility and Change

Lesson Plan

Being Proactive:

- Getting there first
- Activity 10 – proactive Demo
- No More Excuses – actually doing something
- Overhead, PPT or handout for Addendum 17
- Addendum 17 – You can or You can't
- Mind over body – read story
- Activity 11 – Power of the mind

Week 14

Communication – Communication & Body language

Lesson Plan

Communication:

- Addendum 2 – Preface What is communication
- Discuss statement in “It affects our lives”
- Addendum 3 – Startling statistics
- Components of communication

Body language:

- Do you see what I mean – addendum 4 (Overhead or PPT)
- Activity 1 – role play Addendum 5
- Tuning in – learning to read body language
- Activity 2 – addendum 6, 7 – How to read body language

Week 15

Communication - listening

Lesson Plan

Listening: To keep listening section together - plan a 90 min session.

- Assessing Listening skills
- Discussion – Listening or speaking
- Activity 3 – Addendum 8 or Play Telephone game
- Discussion – why does the message change
- Discussion – Didn't you say – Addendum 9
- Discussion – Did you understand what I said - Addendum 10
- Discussion – What happens in a heated discussion
- Optional – crucial conversations
- It doesn't come naturally – Discussion
- Activity 4 – Addendum 11 Listening tips
- Activity 5 – Group interactions
- Wrap up – It's not about us

Week 16

Communication – Speaking & Reading

Lesson Plan

Speaking:

- Discuss putting words together
- Discuss That's not what I heard
- Discuss mark Twain's statement
- Increasing word power
- Activity 6 - Addendum 12, 13 , discuss word discussions
- Need multiple copies of Addendum 12 and 13

Reading:

- Literacy wisdom – activity 7 – addendum 14 (handout , PPT or overhead)
- Discussion – Reading Opens Doors

Week 17

Communication – Conflict Resolution

Lesson Plan

Conflict:

- Discuss Overhead and Virginia Satir's quote – Addendum 15
- Discuss - Not necessarily negative

The image shows the Chinese characters for 'conflict' in a traditional, black, serif font. The characters are '冲' (chōng) and '突' (tū), which together mean 'conflict' or 'collision'. The characters are centered and have a slight shadow effect.

- Chinese symbols for conflict *js*
- Getting a handle on conflict
- Activity 8 - Addendum 16 – Seven “C”s of conflict
- Activity 9 – cruising the Seven “C”s - Addendum 17, 18
- More than one way – discuss conflict resolution styles
- Discussion – Tools of the trade - Activity 10 – Addendum 19
- Activity 11 – Rope pulling – Need some rope or cord
- Activity 12 – Addendum 20 – Tools for conflict
- Optional – handout Addendum 20 to client to take home

Week 18

Communication – Anger Management

Lesson Plan

Anger:

- Discuss indicators of anger
- Discuss - Taking control
- Activity 14 – Addendum 21- Steps to anger management
- Activity 15 – Addendum 22 - Something to do when you are upset
- Optional – Addendum 22 for handout 1
- Activity 6 - Addendum 23 – personal steps to anger management

Week 19

Communication – “I” Statements

Lesson Plan

Unwanted advice:

- Discuss Advice anyone
- Discuss – It’s not my fault – placing blame
- Activity 17 – Addendum 24- changing you to I
- Activity 18 – Addendum 25 – The “I”s have it

Difficult people:

- Getting on the last nerve – ask questions and discuss
- Activity 19 – Addendum 26 - Find the young woman and old woman
- Activity 20 – Personality Test
- Vive la difference – stereotypes discussion
- Activity 21 – Addendum 27 (PPT , handout or Overhead)
- Read page 34 of the binder

Week 20

Problem Solving 1

Lesson Plan

Problem Identification:

- Preface – Addendum 2
- Discuss On AutoPilot
- Activity 1 – Addendum 3 - It's getting to be a habit – small group discussion
- Discuss Hard work
- Activity 2 – Addendum 4- Thoughts for Keeps
- Optional – Addendum 4 - handout for Clients

Problem solving:

- Discuss The core of the matter
- Activity 3 - Addendum 5 – What's your problem – Each group gets one scenario to discuss
- Discuss – Giving it some thought

Week 21

Problem Solving 2

Lesson Plan

How to Problem Solve:

- Activity 4 - Addendum 6 – How to problem solve
- Activity 5 – Addendum 7 – Rules of Brainstorming
- Activity 6 – Addendum 8 – A storm is forming – Choose a few scenarios
- Testing Solutions – Try it out
- Activity 7 – Addendum 8 cont. – discuss
- Discuss – Addendum 9 - No failures, just new beginnings

Creative solutions:

- Discuss Out with the old
- Discuss In with the new – Activity 8 – need any picture or thing
- Activity 9 – Addendum 10 – Solve scenarios
- Need Large writing material to chart responses
- Discuss Take the risk

Week 22

Problem Solving 3

Lesson Plan

Working together:

- Discuss one is a lonely number
- Discuss Cooperation requires 2
- Discuss its called teamwork
- Activity 10 – Addendum 11 – Need 3 blind folds
- Activity 11 – Addendum 12, 13, 14, 15

Time management:

- Discuss The great equalizer
- Activity 12 – Addendum 16 – Each participant needs a copy
- Time – where does it go
- Activity 13 - Addendum 17 – A stitch in time

Weeks 23-27 are included in Appendix D

Appendix D

Preparing for Work (6 weeks)

Week 1

Preparing for the workplace

Career path:

- Discuss Preface – Addendum 2
- Discuss Work is an attitude
- Activity 1 – Addendum 3 – Opportunity
- Activity 2 – Addendum 4 – Small group discussions
- Wrap up – Discuss Opportunity
- Discuss but .. is it worth it - Job satisfaction
- Activity 3 – Addendum 5 – Discuss (PPT, handout or Overhead)
- Discuss – what happened to those dreams
- Activity 4 – time to dream – Need pen and paper to write a letter
- Possible Homework: Complete Addendum 6, 7, 8 to be discussed next week.

Week 2

Preparing for the workplace – Career Path

Career path:

- Discuss Job or career
- Discuss Educational planning and job opportunities
- Discuss What do I like / do – personal skills and preferences
- Activity 5 – Addendum 6, 7, 8 – match personal interests with career opportunities
- Discuss answers to Addendum 6, 7, 8
- Discuss What do I need
- Activity 6 - Addendum 9, 10 (hand out, PPT or Overhead)
- Activity 7 – Addendum 11 – My career choice
- Discuss the first step – what to do
- Activity 8 – Addendum 12
- Optional – Addendum 12 – handouts for participants to take home
- Optional Homework: Fill out Addendum 14

Week 3

Preparing for the workplace – Job Search

Job Search:

- Discuss Here I come – job search
- Activity 9 – On the hunt – get the latest newspaper classifieds
- Get a few copies of the classifieds for the participants to search

Job Application:

- Activity 10 – Addendum 13
- Optional – hand out Addendum 13 for participants to take home
- Discuss – Addendum 13 – the application process

- Discuss Activity 11 – Addendum 14 – sample employment application
- Optional – practice filling out the application with the participants in the classroom
- Optional Homework: Make a list of jobs held in last 10 years, find addresses and list dates job was held.

Week 4

Preparing for the work place – Resume

Resume:

- Discuss The Resume
- Activity 15 – Addendum 18, 19
- Discuss sample resume
- Optional - Help participants write their resume

Cover letter:

- Discuss Cover letter
- Activity 16 – Addendum 20 – Sample Cover letter
- Note for participants – keep copies of the cover letter and resume for future reference

Job Offer:

- Discuss Job offers and what it means

Week 5

Preparing for the workplace – Interview

The interview:

- Activity 12 - Addendum 15 – Dress for success
- Discuss The second impression
- Practice Interview questions
- Activity 13 – Addendum 16 – What should you know before going to the interview – Discuss
- Activity 14 – Addendum 17 – Questions for the interview

Week 6

Mock Interviews

Appendix E

6 Clients were present : Types of jobs clients were interested in – Custodial Services(1)Larry, Certified Nursing Associate(2) Chavette, Restaurant(1)- Cliff, Warehousing(1) – Sunny, Clerical (1) - Diane

1. Tell me about yourself.

It seems like an easy interview question. Its open ended. What the hiring manager really wants is a quick, two- to three-minute snapshot of who you are and why youre the best candidate for this position.

So as you answer this question, talk about what you've done to prepare yourself to be the very best candidate for the position. I would use a similar job profile reference in last five years. Then ask if they would like more details. Use an example or two to back it up. If they do, keep giving them example after example of your background and experience. Always point back to an example when you have the opportunity.

2. What is your greatest weakness?

Most career books tell you to select a strength and present it as a weakness. Such as: I work too much. I just work and work and work. Wrong. First of all, using a strength and presenting it as a weakness is deceiving. Second, it misses the point of the question.

You should select a weakness that you have been actively working to overcome. For example: I have had trouble in the past with planning and prioritization. However, Im now taking steps to correct this. I just started using a pocket planner . . . then show them your planner and how you are using it. Talk about a true weakness and show what you are doing to overcome it.

A really great way of telling someone about a flaw is to always add a suggestion of improving that flaw. For example you could say, "I'm always told that I am a bit too slow... but that's only because I want to do the best job I can. I guess you could say I'm a bit anal when it comes to perfection." An employer can only look at that as being a great characteristic, and in no way a negative quality to possess.

3. How soon should you contact the person after you apply for a job and after your interview?

After applying for a job, I would contact in a week's time to find out the status of the application and ask them when would a good time to follow up. If it is a recruitment agency, I would follow up at least once a week to find out about new jobs/application status.

At the end of the interview, I would ask when the decision will be made, and follow-up around that time. I would not call more than once or twice or it could be harassing. Leave a contact number at HSH for the employer.

4. How do you research a job locally for a company which is not listed on the internet?

- a. Check the Pantagraph
- b. Bloomington Help wanted - <http://www.bnhelpwanted.com/>

5. How do you handle a question about your background, if there is a felony or misdemeanor on your application?

Generally employers look for what the individual has done after the charge. If there is a long period after the conviction, the employers will look for what kind of jobs the individual holds/has held after the conviction record, what positions, what actions have been taken to redeem the record, references will play an important role in removing doubt too.

6. Why were you fired?

One of the following responses could apply :

- a) Although circumstances caused me to leave my first job, I was very successful in school and got along well with both students and faculty.
- b) Perhaps I didn't fully understand my boss's expectations or why he released me so quickly before I had a chance to prove myself.
- c) The job wasn't working out so my boss and I agreed that it was time for me to move on to a position that would show a better return for both of us. So here I am, ready to work.
- d) After thinking about why I left, I realize I should have done some things differently. That job was a learning experience and I think I'm wiser now. I'd like the chance to prove that to you.

7. What are you supposed to do if you are a convicted felon? Should you tell them when you start interviewing or even tell them at all if they don't ask?

I would not volunteer it right away, but if asked be honest and explain you made mistakes in the past and now are ready to move forward with your career. Any attempt to hide this could create a lot of doubt. It is important to emphasize what jobs and actions have been taken after the record date.

8. How would you remove a doubt if the client perceives that HSHM address is the reason why they are not being selected?

Use of a P.O Box address at Home Sweet Home or personal P.O box is suggested

9. How would you handle the doubt if you move jobs/location frequently?

I would talk about how the job aligns with my job aspirations

10. Clients start with a job and then loose traction. How would you keep yourself motivated at work?

Think about your salary - It's no surprise that money is a great motivator. Remind yourself what would happen if you don't have the money

Focus on long term growth - Whatever your current position, there is most certainly room for advancement. There is always some other position that you can work towards, and this can be one of the best ways to motivate yourself at work. So concentrating on your potential career growth can definitely increase your motivation to do stellar work and be at your very best to ensure that you do get the recognition that you deserve, and get promoted to a higher position.

Only positive talk – Do not badmouth the company and bring everyone around them down mentally. Needless to say, it is incredibly difficult to remain motivated when you keep hearing about the negatives of the workplace. There is good and bad in every office. Focus on the positive, surround yourself with like-minded people that enjoy their work and are there for a reason (such as the ones listed above), and you will be guaranteed to always be in a frame of mind where your motivation is pristine. When you allow negative discussions at work to enter your mind, you subconsciously start doubting your reason for even being there, so you think you will possess the right motivation to work properly? Definitely not, so at all costs, always be positive when it comes to your discussions about your job.

Personal pride & accomplishments - At the end of the day, do you want to go back home and be proud of what you have done? When you can go home and be proud of what you have accomplished during that day, when you can be satisfied with your work ethic and attitude, then you are truly living life the way it was meant to be lived.

11. Have you ever had a conflict with a boss or team member? How was it resolved?

Note that if you say no, most interviewers will keep drilling deeper to find a conflict. The key is how you behaviorally reacted to conflict and what you did to resolve it.

For example: Yes, I have had conflicts in the past. Never major ones, but there have been disagreements that needed to be resolved. I've found that when conflict occurs, it helps to fully understand the other person's perspective, so I take time to listen to their point of view, then I seek to work out a collaborative solution. For example . . .Focus your answer on the behavioral process for resolving the conflict and working collaboratively

Legal questions sample list. *This is subject to change*

What you can't ask:

- Are you a U.S. citizen?
- What is your native tongue?
- How long have you lived here?
- What religion do you practice?
- Which religious holidays do you observe?
- Do you belong to a club or social organization?
- How old are you?
- How much longer do you plan to work before you retire?
- Is this your maiden name?
- Do you have or plan to have children?
- Can you get a babysitter on short notice for overtime or travel?
- Do you have kids?
- Who is your closest relative to notify in case of an emergency?
- What do your parents do for a living?
- If you get pregnant, will you continue to work, and will you come back after maternity leave?
- We've always had a man/woman do this job. How do you think you will stack up?
- How do you feel about supervising men/women?
- What do you think of interoffice dating?
- Do you smoke or drink?
- Do you take drugs?
- How tall are you?
- How much do you weigh?
- How many sick days did you take last year?
- Do you have any disabilities?
- Have you had any recent or past illnesses or operations?
- How far is your commute?

Pre-Interview Class Questions and Responses (02/21/2011)

- Do you live nearby?
- Have you ever been arrested?
- Were you honorably discharged from the military?
- Are you a member of the National Guard or Reserves?

References

1. Removing Doubt in an Interview – Eric Hoss
2. [Interview Questions and Answers](#)

HSHM Mock Interview

Appendix F

Candidate: _____

Interviewer: _____

Date: _____

You were asked to evaluate this candidate as an overall fit for the job that they are applying. Based on your interview and the topics you covered, evaluate the candidate using the following methods:

Overall Rating:

Please rate the candidate on a scale from 1-5 based on the mock interview:

- 5 Candidate definitely exceeded requirements/
- 4 Candidate made an extra effort.
- 3 Candidate meets requirements. Did not do any more or any less/
- 2 Candidate did not meet requirements.
- 1 Candidate did not attempt or put forth any effort.

Overall Rating:

<u>Selection Criteria:</u>	5 Exceeds	4 Above average	3 Meets	2 Below average	1 Not a Fit	N/A
Show up early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments:

Summarize your interview with the candidate, stressing strengths and/or weaknesses identified. Describe the candidate's responses to your questions or why you feel an answer was or was not suitable.

Recommendation:

- Hire
- Hire under conditions (specify conditions in text box below)
- Hire after further career development (specify areas of further development)
- Do not hire

Sample Questions that can be used:

Tell me about what experiences you have had in this line of work.
Can you tell me what some of your duties were at your other jobs?

HSHM Mock Interview

What would you say are the characteristics should be of our staff?
Why should we hire you?

Appendix G

Hints and Tips

Interviewing Checklist

Interview Planning Checklist Items	Yes	No	Notes
Identify any doubt you may have: <ul style="list-style-type: none"> • Past job experience • Amount of schooling • Experience in job • Short amount of time at jobs 	<input type="checkbox"/>	<input type="checkbox"/>	
Networking: <ul style="list-style-type: none"> • Friends and family • Former work associates 	<input type="checkbox"/>	<input type="checkbox"/>	
Create folder of accomplishments from previous jobs	<input type="checkbox"/>	<input type="checkbox"/>	
Identify references and check with them if you can use them	<input type="checkbox"/>	<input type="checkbox"/>	
Research the job and the company that you are applying for <ul style="list-style-type: none"> • Internet • Staff members at the job • Friends and Family 	<input type="checkbox"/>	<input type="checkbox"/>	
Schedule a mock interview	<input type="checkbox"/>	<input type="checkbox"/>	
Prepare to answer some common interview questions: <ul style="list-style-type: none"> • Can you tell my about yourself? • Why did you choose to apply for this job? 	<input type="checkbox"/>	<input type="checkbox"/>	
Create new professional email address if you have a non-professional one: <ul style="list-style-type: none"> • Firstname.lastname@x.com 	<input type="checkbox"/>	<input type="checkbox"/>	
Change your voicemail to a professional voicemail	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Interview Planning Checklist

Interview Planning Checklist Items	Yes	No	Comments
Dress appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Arrive 15 minutes early	<input type="checkbox"/>	<input type="checkbox"/>	
Turn off your cell phone	<input type="checkbox"/>	<input type="checkbox"/>	
Give a firm handshake and say "Thank you for the interview."	<input type="checkbox"/>	<input type="checkbox"/>	
Body language: <ul style="list-style-type: none"> • Sit up straight • Eye contact • Speak clearly and loud enough 	<input type="checkbox"/>	<input type="checkbox"/>	
Interview Planning Checklist Items	Yes	No	Comments
Send a Thank You note	<input type="checkbox"/>	<input type="checkbox"/>	
Identify what questions your answered well	<input type="checkbox"/>	<input type="checkbox"/>	
Identify what questions were not answered well	<input type="checkbox"/>	<input type="checkbox"/>	
Be honest with yourself and see what you could have done better	<input type="checkbox"/>	<input type="checkbox"/>	
If you did not get the job, call the interviewer and ask them what you could have done better	<input type="checkbox"/>	<input type="checkbox"/>	
Interview Planning Checklist Items	Yes	No	Comments
Did they arrive a few minutes early?	<input type="checkbox"/>	<input type="checkbox"/>	
Are they dressed appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	
Did they shake your hand and say thank you?	<input type="checkbox"/>	<input type="checkbox"/>	
Did they know about the job they applied for?	<input type="checkbox"/>	<input type="checkbox"/>	
Interview Planning Checklist Items	Yes	No	Comments
Tell me about yourself?	<input type="checkbox"/>	<input type="checkbox"/>	
How did you hear about us?	<input type="checkbox"/>	<input type="checkbox"/>	

Performance Interview Planning Checklist

Tell me about what experiences you have had in this line of work.	<input type="checkbox"/>	<input type="checkbox"/>	
Can you tell me what some of your duties were at your other jobs?	<input type="checkbox"/>	<input type="checkbox"/>	
What would you say are the characteristics should be of our staff?	<input type="checkbox"/>	<input type="checkbox"/>	
Why should we hire you?	<input type="checkbox"/>	<input type="checkbox"/>	