

## Session I : Why Are You Here? Introductions

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### Agenda

Introductions  
Course Binders  
Taking a Stand  
Ground Rules & Responsibilities  
Other Tools  
Alphabetize  
Final Activities

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### Words and Ideas

taking a stand  
want to  
need to/have to/must  
course  
goal  
employment  
path  
ground rules  
consequence  
responsibility  
agenda  
tools  
chart  
welfare  
dependent  
self-sufficient  
alphabetize

## T.O.O.L.S. For Work

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What You Need to Know about this Course:

**T.O.O.L.S.** stands for **Taking Our Own Learning Seriously.**

Course Goal

*Taking Our Own Learning Seriously* will help us decide the next steps on our employment path.

Ground Rules

1. Be on time.
2. Call if you can't come.
3. Bring your binder to every session.
4. Pay attention in sessions.
5. Do your assignments in sessions and at home.

Consequences

1. You may be dropped from the course if:
  - you are absent and did not call.
  - you miss 2 sessions in a row.
  - you miss a total of 3 sessions.
2. If you are a CalWORKs recipient and you are dropped from the course, you will be referred back to your Employment Services Counselor.

Responsibilities

In sessions, you are expected to practice improving your communication skills. Please practice by using sentences like these:

1. I don't know.
2. I don't understand.
3. Why is this important?
4. Can you help me?

Agenda

Every session begins with an agenda that shows what things will be done in the session.

Words & Ideas

Every session has words that are defined and discussed.

Alphabetize

At the end of every session, the words introduced are alphabetized.

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### **Overview of T.O.O.L.S. for Work**

**T.O.O.L.S. for Work** is a 13 session course that helps participants decide the next steps on their employment path.

1. Why Are You Here: Introductions
2. How People Learn
3. Remembering What You Learn: Practices
4. Get There from Here: Set a Goal
5. Get There from Here: Reach a Goal
6. What You Can Offer: Skills
7. What's Important to You: Values
8. What Employers Want: SCANS

## T.O.O.L.S. For Work

9. The Culture of Work
10. Reading and Writing
11. Getting By or Getting Ahead: Motivation
12. Employment Goals
13. Next Steps

T.O.O.L.S. For Work

**Sun**      **Mon**      **Tues**      **Month** \_\_\_\_\_  
**Wed**      **Thurs**      **Fri**      **Sat**

T.O.O.L.S. For Work

**Sun**      **Mon**      **Tues**      **Month** \_\_\_\_\_  
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## **Session 2: What's Your Style: How People Learn**

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### Agenda

Today's Agenda

Review

Learning Styles

Directions

Asking Questions

Feedback

Homework

Responsibilities

Alphabetize

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### Words and Ideas

review

learning style

listening

seeing

reading

doing

imitate

practice

explore

directions or instructions

following directions

giving directions

employment

employer

employee

feedback

evaluation

## T.O.O.L.S. For Work

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### Feedback and Attitude—Performance Review

Al had been working at the bakery for almost three months. It was time for his work review. Mr. Stein called Al into his office. There was a work review form on Mr. Stein's desk. Al felt nervous. He had never had a work review on any job.

"Have a seat, Al," said Mr. Stein. "You've been with us for almost three months. How do you feel about your job?"

"I like my job," said Al. "I've worked hard to learn everything."

"I hear you are becoming a good baker," said Mr. Stein. "Your supervisor has filled out this work review form."

Al could see that his supervisor thought he was doing well on most things. He got good marks on knowing about his job and getting along with others. The highest mark was on his attitude. The only low mark was on work habits. Al had been late five or six times. Twice, his baby-sitter had been sick. Other times, he'd had car trouble.

Mr. Stein liked Al's work. "We want to make you a regular employee," he said. "However, when you're late, it causes problems for the bakery. Al, you must get to work on time."

"I'm sorry about being late. I've had problems with the baby-sitter and with the car. I will solve these problems right away. I know it is important to be on time."

"Good," said Mr. Stein. "We are depending on you now. Next Monday, you can sign up for health insurance. Your pay will increase by one dollar per hour. I hope you will be with us for a long time."

From *You're Hired*, Book 2: Getting the Right Job, Clark, pages 86-7

### Questions to Consider

1. Have you ever gotten feedback at work?
2. Why do employers need to evaluate your work?
3. How did Al respond to Mr. Stein's feedback?
4. What part of Al's response do you think convinced Mr. Stein to keep Al on the job and give him health insurance and a raise?

## Session 3: Remembering What You Learn: Practices

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### Agenda

Today's Agenda

Review

Importance of Remembering

Memory Practice & Games

Evaluate

Responsibilities

Alphabetize

Homework

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### Words and Ideas

memory

remember

noun

practice

practice

list

list

game

pattern

evaluate

evaluation



**WE LEARN AND REMEMBER:**

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what we talk about with others

80% of what we experience personally

95% of what we TEACH someone else

William Glasser

## T.O.O.L.S. For Work

## **Session 4: Get There from Here: Set a Goal**

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Agenda

Today's Agenda

Review

Goals as Tools

Set a Goal

Homework

Alphabetize

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Words and Ideas

verb

tools

goal

want

need

set a goal

values

reach a goal

list

Setting and Reaching a Goal  
from The Green Team  
by Tana Reiff

“We hear you are really good with lawns,” Mr. Santana said. “We’ll give your way a try. If it doesn’t work, we’ll call someone else.”

“Great!” said Tony.

“And can you bring your own mower?” Mr. Santana asked.

Up to now, Tony had not used his family’s mower on other lawns. But he liked that mower a lot. He took special care of it. He always kept the blades clean and sharp.

“Sure, I’ll bring my mower,” he told Mr. Santana. Then he added, “But I will have to charge extra.”

After Tony hung up the phone, he thought of something else. How in the world was he going to get the mower to the Santana’s house? He began to wish he hadn’t agreed so quickly.

“Hey, Dad, can I take our lawn mower to a job tomorrow after school?” Tony asked his father.

“You want to take *our* lawn mower?” said Mr. Ramirez. “How are you going to get it to your customer’s house?”

“I have to figure a way to tow it,” Tony said.

“Well, even so, I’m not sure I want you using our mower on your jobs. That will add a lot of extra wear and tear on it. If it breaks down, will you be able to pay for the repairs?”

Mr. Ramirez saw the disappointed look on Tony’s face. “Tell you what,” he said. “You may use our mower for two months. After that you should buy your own mower with the money you make.”

“That’s fair,” said Tony.

Tony spent that evening building a flat trailer. He laid boards across two-by-fours. He hammered a floor and sides together. He attached wheels. Then he built a ramp to load the mower onto the trailer. Finally he hitched the trailer to the rear bumper of the family car with a tow bar. . . .

Tony towed the family mower to the Santana house.

It was a big lawn. The mower didn’t like the wet grass. Tony had to stop again and again to pull grass out of the blades. Cutting wet grass wasn’t really good for the lawn either. Still, Tony managed to get the job done.

Tony looked at the check he received from the Santanas. “This check will not go to buy clothes,” he told himself. “This check will not be used to buy even a plain, old lawn mower.” The trouble Tony had mowing the Santanas’ wet lawn told him something. The message was that he needed a bigger, stronger mower. He tucked the check into his jacket pocket.

The next day Tony took the check to the bank. He opened a savings account so he could put away money to buy a mower that meant business. . . . At the end of each job

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Tony got paid. The next morning he would take all of the checks to the bank. Part of every check went into his savings account toward the new mower. . . .

Tony was doing great things with his customers' lawns. But wet grass was always a problem. And if the grass was too tall, the mower missed a patch here and there. Then Tony had to run over the whole lawn a second time. He knew he needed a bigger mower.

And it couldn't be just *any* big mower. It had to be heavy duty. And it had to be a mower that you could ride on.

One rainy day Tony went to a lawn and garden store. It had a showroom full of heavy-duty riding mowers. As Tony walked through the big glass doors, his eyes went straight to one mower. It was big, and it was painted bright red. "I'll feel like a farmer on his tractor," Tony said to himself. He put his hand on the mower's front fender. It was shiny, but it felt like a rock. He kicked the tires. They're built to last, he thought to himself. The mower even had headlights, so he could work in the dark if he had to.

"May I help you, sir?" a man's deep voice said.

"Uh, yes...yes you may," Tony began. "This mower here looks pretty good. I run a little lawn-care business. I'm looking for a mower that will do a good job on all kinds of lawns."

"Then this is your machine!" said the salesman with a smile.

He went on to tell Tony all about the big mower. The powerful engine could get the mower through the tallest grass. The big tires could grip the steepest hills. This machine could do any thing. And the body had a ten-year warranty against rust.

"It sounds like just what I need," said Tony. Then he asked the question he had been putting off.

"And what's the price?"

The salesperson told him the price. Tony wasn't sure he had heard right, so he asked again. He *had* heard right! The number nearly knocked Tony off his feet.

"Thank you very much," he said in a low voice. "But that's out of the question."

So the salesman quickly showed Tony two other mowers.

The first model he pointed out had a much smaller engine, no lights, and no rust warranty. The body was blue.

The other model had a smaller engine, but it wasn't *too* small. It had lights. It had a five-year rust warranty on the body. And it was red. Tony couldn't explain it. But there was something about that color that he really liked.

Tony thought that this model would be fine. But it still cost a lot of money.

"Maybe we can work something out," said the salesperson. "We have a special program for small businesses like yours. How about if we finance that machine over three years?" He took Tony into his office and worked out the numbers.

Tony would be paying the store quite a bit of money each month. Their interest rates for a three-year loan were very high. He *might* be able to manage it -- but it would be tight. He wondered if this finance plan was the best he could find.

"Let me think about it for a few days," Tony told the salesman.

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Tony went straight to his bank. He sat down with a loan officer. He found out that the bank could finance the mower for a lot less money. The only difference was that he would have to pay \$1,000 as a down payment.

"I'll have to think about it," Tony told the loan officer as he left the bank.

Tony went home to think. He knew how much money he had already put away. He knew how much more he would need to make the down payment. In time he could come up with \$1,000. But it would take him another two months. He was already saving a big part of what he made. Putting away even more money would leave him very little to spend on other things.

Tony went to the person he usually went to for advice -- Tio.

As always, Tio was working in his garden. "Every business needs its tools," he said. "It takes money just to get a new business going. Some people don't see this when they're just starting out. A new business may not make any money for a long time. You have to *spend* some money to *make* money."

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“It’s lucky that I live with my parents,” Tony said. “I don’t need very much to get by. But I want to have my own place someday. I want to get married. I want to make a good living. I like my work -- but I want to make money at it!”

“Sure you do,” said his uncle. “But first you must decide something. Will you stay with this business long enough to make money at it? And how long can you get by before your business *has* to make some money?”

“I’ll think some more,” said Tony.

The next day was sunny. Tony had a lot of lawns to catch up on. He had time to think as he pushed the mower around in circles. All day he added up numbers in his head. He thought about how important this business was to him.

By that evening Tony had made up his mind. For the next few weeks he’d cut down his spending. He’d save every penny he could toward a down payment on the new mower. After that he’d stick to his tight budget. He knew he would *have to* if he was going to make monthly payments on the mower.

Tony had decided to turn his lawn care work into a serious business. It was a big step. But he was ready.

In his mind, Tony could see himself riding his new mower. In his mind, he was riding fast. He was cutting more grass than he could ever cut with a push mower. In his mind, he was almost flying.

From *The Green Team*, Reiff, pages 22-25, 30, 33-39

## **Session 5: Get There From Here: Reach a Goal**

### **Agenda**

Today's Agenda  
Review  
Reach a Goal  
Succeed or Fail  
Alphabetize  
Responsibilities  
Homework

### **Words and Ideas**

fail

succeed

self-esteem

self-confidence

priority

priority order

motivation

measure

measurable

vague

specific

reasonable

**Reaching a Goal Worksheet**

Goal	What I Can Do: Action Steps
	1.  2.  3.  4
	1.  2.  3.  4
	1.  2.  3.  4
	1.  2.  3.  4



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**Reaching a Goal Checklist**

	<b>Reasonable</b> Yes or No How do you know?	<b>Specific</b> Yes or No How do you know?	<b>Measureable</b> Yes or No How do you know?
Goal			
Action Steps 1. 2. 3. 4.			
Goal			
Action Steps 1. 2. 3. 4.			
Goal			
Action Steps 1. 2. 3. 4.			
Goal			
Action Steps 1. 2. 3. 4.			

## **Lesson 6: What You Can Offer: Skills**

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### **Agenda**

Today's Agenda

Review

What Kind of Person Are You?

What Can You Do?

Skills You Value

How Jobs Are Changing

Responsibilities

Alphabetize

Homework

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### **Words and Ideas**

adjective

offer

skill

hard skills

soft skills

verb

value

communication

evaluate

Industrial Age

Information Age

Secretary of Labor

Secretary of Education

commission

achieve/achieving

necessary

## Skills Worksheet

**What Kind of Person Am I?** Use adjectives to describe yourself.

**What I Can Do** Use verbs to describe what you do.

**Skills I Value** Use nouns to name the skills you care about.

## T.O.O.L.S. For Work

## Session 7 : What's Important to You: Values

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### Agenda

Today's Agenda  
Review  
Being the Boss  
Attitudes  
Performance  
Consequences

Alphabetize

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### Words and Ideas

values  
employer  
compare  
attitude  
responsible  
friendly  
team player  
careful  
flexible  
persistent  
polite  
honest  
performance  
performance review

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### What's the Attitude?

Pretend you are a customer who is looking for a particular product to buy. You call the store to get information and

- the clerk puts you on hold and forgets about you.
- the clerk answers your questions in a short, hurried way.
- the clerk takes a message for one of the salespeople to call you back, but he or she never does.
- no one answers the phone.
- the clerk tells you to come in and look around yourself for the product you want.
- the clerk is unfriendly.

How do you feel when you are treated this way?

Will you shop in this store?

Will they lose your business and your money?

If you were the boss in this store, what would you do?

Adapted from 150 Ways to Keep Your Job, Lobb, Page 52

## T.O.O.L.S. For Work

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### Values and Performance

#### Getting Ahead

I know a lot about the factory where I work. I know more than some of the other workers because I've worked in a lot of departments.

I started out doing trimming, packing, pressing, and shipping. I switched back and forth between these different departments. Because I knew a lot, the managers always called on me. Now I work in the clerical department. That department needed somebody for filing. There was so much work. I don't know how I got this job, but whenever anybody needed help, someone would say, "Haydee can do it." I was always friendly, and I always helped them.

I guess knowing both Spanish and English helped. Sometimes I translate for the assistant personnel director. He's the man who hires for the shop.

I like to keep busy. That's why the bosses like me. We also have some computers now, and I learned how to use them for my job. I like to work. I do a good job. That's how I got ahead.

-- Haydee Quintana

Puerto Rico

From The Working Experience, Book 2

What are Haydee's values?

How do her values show in her attitude?

Describe Haydee's job performance. Does it show what her values are?

Adapted from The Working Experience, Book 2, Smith & Ringel, Page 46

## T.O.O.L.S. For Work

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### Attitudes, Actions and Values

Derrick was a great mechanic. He had no trouble finding work. But he never seemed to last long on any one job. In fact, he had worked at 4 different jobs in the last year.

Derrick said he'd just had bad luck with picky bosses. His first boss fired him for leaving tools lying around. The second boss fired him for arguing about some of the jobs he was asked to do. He lost the third job for talking about his boss behind her back. He lost his last job because he never finished his work on time.

Derrick was a well-trained mechanic. But he was getting nowhere on the job. His problems had nothing to do with his work skills. Derrick needed a quick course in "Getting Along with Your Boss."

From 150 Ways to Keep Your Job, page 20

Why is it important not to:

1. leave tools lying around?
2. argue about what you are asked to do?
3. talk behind your boss' back?
4. be late finishing your work?

Can you guess from Derrick's attitudes and actions what his values are?

Would you want to hire Derrick?

Why?

Why not?

Adapted from 150 Ways to Keep Your Job, Lobb, Page 52

## T.O.O.L.S. For Work

### What are the Consequences?

Action or Attitude	Consequences At Home	Consequences At Work
You don't finish the work you're supposed to do.	example:	example:
You make several mistakes in your work.	example:	example:
You arrive an hour late.	example:	example:
You can't get along with your family members, your boss, or co-workers.	example:	example:
You put your work off until the last minute.	example:	example:
You don't take anything very seriously.	example:	example:
You take pride in doing your best work.	example:	example:

Adapted from 150 Ways to Keep Your Job, Lobb, Pages 7-8



## Session 8: What Employers Want: SCANS

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### Agenda

Today's Agenda  
Review  
SCANS  
Foundation Skills  
Competencies  
Homework

Alphabetize

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### Words and Ideas

SCANS  
Industrial Age  
Information Age  
generic  
know-how  
foundation  
competencies  
basic  
qualities  
resources  
facilities  
personnel  
interpersonal  
system  
technology  
troubleshoot

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### SCANS: The Skills Employers Want Most

In 1990, the US Secretary of Labor and the US Secretary of Education together studied how schools could prepare students to be better workers. Employers said that workers, even those who had done well in school, did not come to the job with the skills needed to be good workers. The Secretaries knew that the US was moving from the Industrial Age to the Information Age very fast. This change was creating many more jobs for people with higher level skills. It was also reducing the need for workers who can only do the same job over and over, who are not interested in learning new skills or who don't work well on a team.

The new Information Age jobs need workers who can:

- solve problems.
- learn new skills.
- use a skill they already know in a new way.

The Secretaries met with a group of 35 people from education, labor unions and businesses to form a commission. This group was called SCANS, the Secretaries Commission on Achieving Necessary Skills. Part of their job was to:

- identify generic skills that could be used in all job fields to be a successful worker.
- decide how good workers needed to be in using those skills.

In 1992, SCANS said that Workplace Know-how has 2 levels:

1. Foundation Skills

The skills and attitudes a worker has that are a base for his or her competencies.

2. Competencies

## T.O.O.L.S. For Work

General, work-related skills that are based on the foundation skills and are necessary for success in all jobs fields.

Adapted from SCANS Student Handbook, Staff Development Institute, pages 32–34

**SCANS Workplace Know-how  
Foundation Skills**

**1. Basic Skills**

- reading
- writing
- arithmetic/mathematics
- listening
- speaking

**2. Thinking Skills**

- creative thinking -- creates new ideas, uses imagination
- decision making -- makes best choice based on facts
- problem solving -- sees problem, then creates and completes a plan of action
- knowing how to learn -- uses learning practices that work
- reasoning -- uses logic to form opinions and decide things
- seeing things in the mind's eye -- understands charts, symbols, pictures, etc.

**3. Personal Qualities**

- responsibility -- works hard to reach a goal
- self-esteem -- believes in own value and self worth
- sociability -- gets along well with others
- self-management -- plans for and controls himself or herself

- integrity/honesty -- chooses to do the right thing

Foundation skills are usually learned through school and family. Employers expect workers to bring these foundation skills to the workplace and use them to support the 5 competencies needed to do most jobs well.

Adapted from SCANS Student Handbook, Staff Development Institute, page 35

**SCANS Workplace Know-how  
Competencies**

- 1. Resources** -- Uses them wisely, doesn't waste them
  - time
  - money
  - materials and facilities
  - personnel
- 2. Interpersonal Skills**
  - works well with others
  - teaches others new skills
  - serves their clients or customers
  - works with people from different cultures
  - works to get agreement about how to get things done
  - acts as a leader
- 3. Uses Information**
  - gets and evaluates information
  - organizes and maintains information
  - interprets and communicates information
  - uses computers to do the above steps
- 4. Works with Systems**
  - understands how systems work  
(how the business is organized, how technology works, how personnel work together)
  - works within the system
  - checks and makes sure the systems are working correctly
  - improves and designs systems
- 5. Technology** -- Uses different equipment
  - chooses the right technology to get the job done
  - uses technology to complete jobs
  - takes care of and troubleshoots technology

Adapted from SCANS Student Handbook, Staff Development Institute, page 35

## **Session 9: The Culture of Work**

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### **Agenda**

Today's Agenda

Review

Jobs & Workplace Culture

Things I Do at Work

SCANS and Me

Homework

Alphabetize

Homework

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### **Words and Ideas**

job

workplace

culture

work

persistent

adapt

system

improve

## T.O.O.L.S. For Work

### ON THE JOB AND AT THE WORKPLACE

<b>BASIC SKILLS</b>	Examples of when I do these things at work	It is important because
I read well.		
I write well.		
I add, subtract, multiply or divide.		
I listen to understand.		
I use good grammar and appropriate language.		
<b>THINKING SKILLS</b>		
I have good ideas.		
I think things through before acting.		
I solve problems.		
I use my best learning style.		
I use logic before acting.		
I see things in my mind's eye.		
<b>PERSONAL QUALITIES</b>		
I am responsible.		
I believe in my own value.		
I get along well with others.		
I can control myself.		
I am honest.		
<b>USING RESOURCES</b>		
I make good use of my time.		
I am careful with money.		
I am careful with supplies and equipment.		
I don't waste people's time.		
<b>INTERPERSONAL SKILLS</b>		
I work well with others.		
I teach others new skills.		
I serve my customers.		
I work with people from different cultures.		
I work to get agreement on the ways things will be done.		
I act as a leader.		

## T.O.O.L.S. For Work

### ON THE JOB AND AT THE WORKPLACE

<b>USES INFORMATION</b>	Examples of when I do these things at work	It is important because
I evaluate information.		
I organize information.		
I communicate information.		
I use computers for the above.		
<b>WORKS WITH SYSTEMS</b>		
I understand how systems work.		
I work within the system.		
I make sure systems work correctly.		
I improve and design systems.		
<b>TECHNOLOGY</b>		
I use different equipment.		
I choose the right equipment for the job.		
I take care of & troubleshoot equipment.		

# T.O.O.L.S. For Work

## SCANS and Me Checklist

SCANS	Usually	Sometimes	Not much
<b>Basic Skills</b>			
I am good at reading			
I am good at writing			
I am good at math			
I listen to understand			
I use good grammar & appropriate language			
<b>Thinking Skills</b>			
I have good ideas			
I think things through before acting			
I am a good problem-solver			
I use my best learning style			
I use logic before acting			
I can see things in my mind's eye			
<b>Personal Qualities</b>			
I am responsible			
I believe in my own value			
I get along well with others			
I can control myself			
I am honest			
<b>Resources</b>			
I make good use of my time			
I am careful with money			
I am careful with supplies & equipment			
I don't waste people's time			
<b>Interpersonal Skills</b>			
I work well with others			
I can teach others new skills			
I serve my customers			
I work with people from different cultures			
I work to get agreement on the way things will be done			
I act as a leader			
<b>Uses Information</b>			
I get and evaluate information			
I organize and maintain information			
I interpret and communicate information			
I use computers to do above steps			
<b>Works with Systems</b>			
I understand how systems work			
I work within the system			
I make sure systems work correctly			
I improve and design systems			
<b>Technology</b>			
I use different equipment			
I choose the right equipment for the job			
I take care of and troubleshoot equipment			

Adapted from Working, User's Guide for Workplace Applications, H & H Publishing