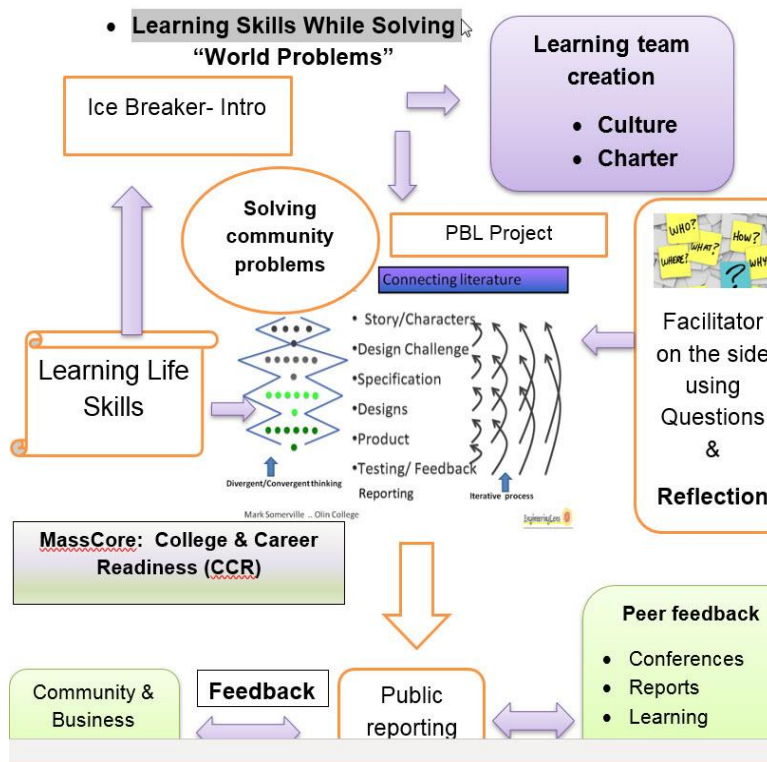




Pre-employment Learning Handbook



Uniqueness:

- Team culture
- Ownership mindset
- Engineering mindset
- Growth mindset
- Life-skills
- Holistic approach
- Process thinking
- Problem solving
- AI Understanding

Bill Wolfson

Project Academy Inc.

7/18/2019

Pre-employment Learning Handbook



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1.1 Background:

Our pre-employment program is designed to give young adults, who dropped out of school or have graduated HS but have little direction, the life skills and attitude training to become a successful part of the community. The program is designed to include the community and business partners to ensure success for the individual. Needs of the young adult will be assessed; such as transportation, family commitments, legal and others to make the training possible and successful.

We look for young adults that have:

- o a positive Attitude:
- a good Aptitudes **for doing certain** kinds of things easily and quickly.

Our approach is to train young adults to be productive and great employees with skills that make them valuable in most service or industrial jobs. These new employees have the life-skills that companies need to be successful in addition to the technical skills to do the job. The program is over a 14-week period and provides a holistic environment to the student.

1.2 Business Needs:

Businesses are reporting that a major need for their success are employees with life skills such as; interpersonal skills, communication skills, teamwork, critical thinking, decision making and problem solving. Our program intends to work with local community & businesses to ensure that we provide these skills in addition to a positive attitude and seeing problems as opportunities.





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1.3 About us:

Project Academy is a 501 (C)3 non-profit corp. whose purpose is to serve the community by successfully preparing entry level people & high school students to be productive in the work environment, education & society organizations. Our students see themselves as owners of their own business with a positive attitude, caring for the customers with continuous improvement and looking to learn and get better at what they do.

1.4 Our beliefs(tenants).

1. People will change careers equally as jobs in their life-time.
2. Life-skills are transferable between careers/jobs
3. Think of yourself as in your own business. ... Your boss is your customer. Build your brand.
4. Problems are opportunities ... “the bigger the problem the bigger the opportunity”. Vinod Khosla
5. Use the engineering mind-set to focus on all the activities surrounding your work.
6. Most young adults have the capability and desire to do the right thing but need the correct environment to dream

1.5 Our Mission Statement: To have our students see the benefits of using life-skills and a team learning culture that successful connects with business and society organizations. For our employees, we will create a positive environment for their growth. Our purpose is to make our community a better place for us being there.



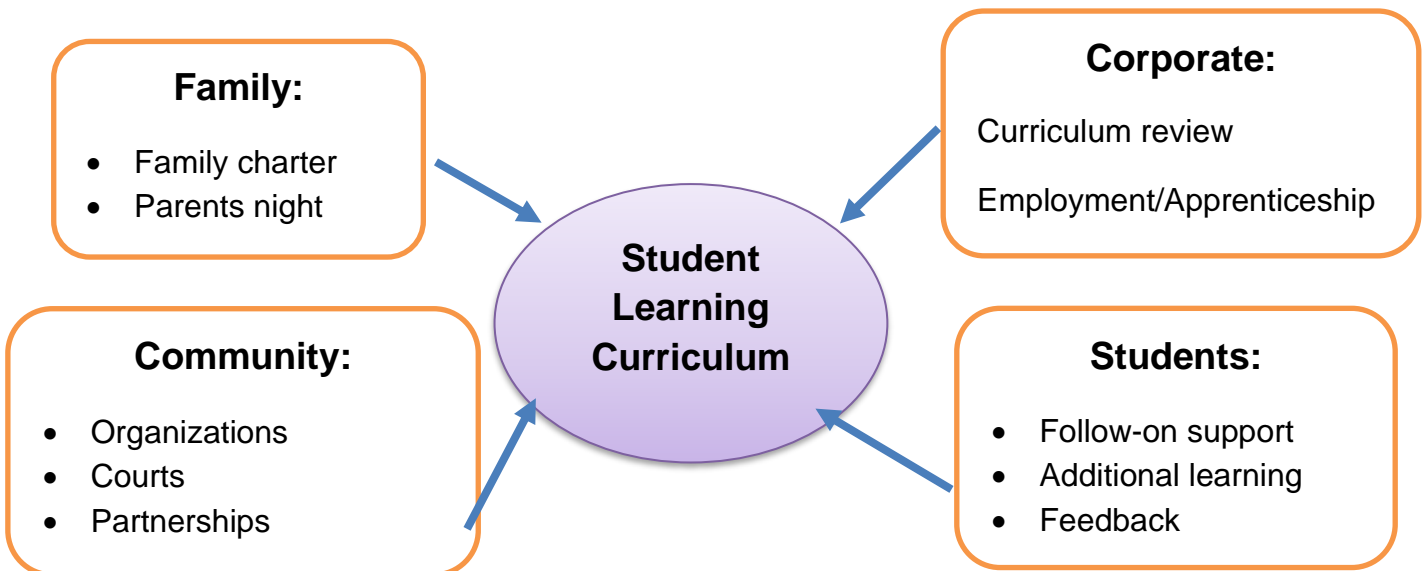
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"I didn't value experience as much as character, creativity, and common sense, which I suppose was related to my having started Bridgewater two years out of school myself, and things out is more important than having specific knowledge of how to do something" ... Dalio, Ray. Principles: Life and Work my belief that having an ability to figure

Student take away (Outcomes):

- Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness
- Act with integrity and make responsible decisions that uphold moral principles
- Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on mutual respect
- Be resilient and have the ability to turn challenges into opportunities
- Be an outstanding employee for the company and grow in opportunities

Holistic Approach: ...help create the dreams for our students



Pre-employment Learning Handbook

| |
|--|
| Training plan |
| Jobs ... tie in with companies |
| Logistics: |
| Tie in with court system |
| Family & community |
| Follow-up services |
| Life-long learning |
| Problems are opportunities |
| People involved/own their learning |
| Mentors, Tie into other organizations |
| Building your brand & electronic... Your work identity |

1.6 Benefits of Pre-Employment Training to the community:

- **Building a community and culture of a learning team:** Learn about and how to develop a learning culture that is like a sports team. How to handle disagreements and work together to solve a problem.

| Area | Benefits |
|--------------------------|--|
| Society | Character traits, Problem solving, Design thinking, Soft-skills, Social & Emotions learning (SEL) |
| Citizenship | Thinking skills (creative and critical thinking, questioning, reflection), Values, Character development |
| Work | Process methods, Collaboration, Innovative thinking, Financial understanding |
| Lifelong learners | Excitement in learning, Risk taking, Feedback, Values |



Pre-employment Learning Handbook

2.0 Responsibilities

This is your handbook:

“Faber Est Suae Quisque Fortunae”

“Everyone is the maker of their destiny” 4th street school, Sydney, Australia

Your initial responsibility:

It is important for you to understand that you will build your own knowledge by using questions of why, how, what, when, & where

You will learn to think using creative questions as well as critical thinking

question that will support you in your growth in a career or as well

college. You will see that you need to become a lifelong learner to survive.

Commitment to each other:

In order to be successful, the organization; Project Academy, and the student must agree to following the training plan, time contracts and commitments of the plan, showing up and being prepared are critical for success both in this training as well as the work environment. Project academy will support the students outside needs of services such as transportation, legal, housing & food. These requirements will be learned in the beginning interview process. Project Academy also commitments to provide on-going support after the student finds employment. High standards and expectations will be the norm for both parties. The students will commit to viewing this program with a long-term attitude and Grit to get it completed successfully.

2.1 Attendance:

Commitment for attendance is critical for success in this program. It is important to not missing classes during the 14 weeks. This is a skill that is very important in the work environment. Project Academy and your new employer needs to be able to count on your being there. ***“80 percent of success is just showing up” —Woody Allen***



Pre-employment Learning Handbook

Weekly feedback sessions:

Each week, the teams will discuss the past weeks learning and write down what went right or wrong. The teams will share their perspective with other teams and discuss their finding. Feedback will be shared with Project Academy to improve the program. The results shall be visually posted each week.

2.2 Project Academy's responsibility/culture:

A holistic approach will be used where students' strengths and needs are assessed; a learning environment using project based learning is established for learning college and career readiness skills (CCR) and finally a community structure that is available for on-going learning and support.

Project Academy will foster a working environment (Culture) that treats individuals as partners. It will establish a community of people who will work together for the common good of the team. Classroom atmosphere will balance trust, risk-taking, originality and respect. It will be an innovation-friendly environment that embraces fast-cycle sharing, supports risk taking, and celebrates learning from failure... establishing a protective environment. The approach of continuous improvement will be practiced throughout the program.

Project Academy's culture statement:

| Key Word: | Description: |
|-----------------------------------|---|
| Expectations | We will have high expectations to achieve the best results for things we strive for. Our outlook will be to always make things better than what we found. |
| Trying something different | We should be willing to take risk in doing our projects and activities. We are looking for amazing things to be accomplished by all of us. |



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| Key Word: | Description: |
|---|---|
| Believe in people | Each of us are unique in what we can do and accomplish. We look for the good versus the bad in our make-up. We should strive to become better in our outlook. |
| Community | Our organization does not exist alone but is part of a community of others. We should strive to continuously be looking to make it better and be an active member. |
| Values: | Caring, Empathy, Striving for the best. Loving kindness, Trust, Respect, Curiosity, Thinking skills (creativity, critical, questions, reflection), Responsibility. No excuses |
| Language: | We should communicate with our fellow team member to achieve results that make them look better and have a positive outlook towards them. Our body language is a smiling face that looks at you in a positive way. We greet each other when we meet. and are polite and not aggressive. |
| Rituals: | We should take the time to celebrate our actions and communicate what we are planning or achieved. We use visual measurement to communicate and keep each of us posted on our schedule |
| Overall symbol: | “Faber Est Suae Quisque Fortunae” <i>Everyone is the maker of their destiny</i> |
| Our vision, goals, mission and purpose | Our organization documents are posted, clearly reviewed and discussed. We shall include where necessary, time frames, measurements and expected outcomes to make sure these items are real. |
| Mindset thinking: | Ownership mindset ... <i>think like an owner</i> Cultural engineering mindset ... <i>manage tasks around a project</i> Growth mindset ... <i>The brain is like a muscle use it or lose it</i> Team mindset: ... <i>work together like a winning learning team.</i> |



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2.3 Following on services after the training:

Project Academy will provide the students with a monthly evening meeting to provide the following:

- Listening session to understand and provide feedback on student comments.
- Provide support for building their marketing brand.
- Will create a web blog to provide to students for communications.
- Will create following on classes for student supported needs.

2.4 Student Engagement: Have a discuss about the following;

Why do you think it's important to learn life-skills? What key words would they use to describe them? Have you use them in a sports team?

Ask the students:

- What class they had that made them feel good about learning?
- What was it about it that did it for them?
- If they have no answer, what teacher did they have that did not help them and why?
- Why do they think it is important for them to be good learners?
- Identify your highest hopes and deepest fears in life?

Recognize that you own your learning and are responsible for its success

Think of yourself as in your own business of learning, what are you going to do to be successful?

“Students need to change their disposition toward school away from being directed by someone else to an attitude of working for your-self—agency, self-discipline, initiative and risk-taking are all important on the job.”



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Students should use a to-do list, develop a personal learning plan and create a portfolio of their best work

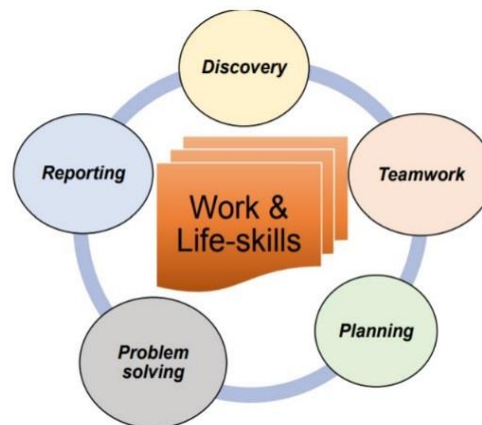
They learn to self-manage their time, reflect on how things are going against the plan and how-to check-in when they know they need support.

We are creating a new kind of employee... mindset thinking

- Customer focus & process design
- End to end design
- Inter-personal skills/ team player/ problem solver
- Able to handle constructive criticism
- Focus on hard work and results
- Desire to learn and excel
- Teamwork and thinking outside the box
- Good communications and non-verbal skills
- Eager to work out issues
- The bigger the problem the bigger the opportunity

3.0 Approach to learning:

- **Mindset thinking:**
- **Questioning process**
- **Project based learning**
- **Process thinking**
- **AI understanding**
- **A team effort and you**
- **Life-skills**
- **Community**
- **Business math & communication skills**
- **Problem solving**



3.1 Elements

3.1.1 Mindset thinking



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Students are shown how to be an owner of their own business; what's involved with their customers, suppliers and staff. Thinking like an owner allows you to interface and understand your boss and constantly improving your skills.

| | |
|--|---|
| Owners mindset thinking: | Students are shown how to be an owner of their own business; what's involved with their customers, suppliers and staff. Thinking like an owner allows you to interface and understand your boss and constantly improving your skills. |
| <u>Engineering mindset thinking</u> | Activities around the process that cover all the details to make it successful. Its assuring that all the team are aware of items, deliverables are met, problems solved, and the customer is informed. |
| Growth mindset | Brain Plasticity... The brain is like a muscle ... Use it or lose it. |

3.1.2 Questioning Learning The students have to own the process. It's not the teacher asking the question.

Pick a text, picture or video to have the students look/read at about the subject we want them to learn. After they complete to task, ask them the following:

- What question do you want to ask about this Text, Video, Picture?
- What excited you, or made you sad about what we discussed? **Involve the group** ...Do they agree or have other questions or thoughts?
- What question comes to mind as you consider this painting/text?
- What are the different levels of questions like the [BloomTaxonomy?](#)



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3.1.3 Project based learning... *Self-direct learning*

- Getting to know each other
- Team creation ... ***learning & building a culture***
- Picking a problem to work on
- Problem solving
- Public reporting

3.1.4 **Process thinking...** A series of actions or steps taken in order to achieve a particular end.

The right kind of people will be focused not on the boss but on the customer; not on individual performance but on team performance; not on the task but on the outcome. Process understanding is a key factor in achieving success.

3.1.5 **AI Understanding:** Most companies will be experimenting with the introduction and use of AI within its corporate structure. It will take all employees to be part of the successful implementation. From a recent HBR article 6/2019, employees must be verse in the following skills:

1. Interdisciplinary learning and working
2. Self-motivation
3. Data usage
4. Creative ownership

3.1.6 **Team approach:** Teamwork is a critical skill that people in companies need to be successful. “If we had to name the employees must be well versed in the following skill sets: characteristics of these people the list would include working with others, helping others, focusing on results, being hardworking, working for the greater good, desiring to learn and excel, eager to work out issues, able to handle constructive criticism, to be good listeners and communicators, communicators, a willingness to be an



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“unsung hero,” ambitious but not to the detriment of others, and assertive but not aggressive. How’s that for the dream employee? Aptitude is more about the ability to learn and tends to differ among organizations. A financially focused job requires an aptitude for understanding math, accounting, financial statements, and financial relationships, while a utility or science-based position requires relevant technical skills. But aptitude also includes an ability to understand what others in the organization do. An employee might not need to be able to parse a financial statement, but she has to understand how financial people work and the role they play in the organization’s success”. Mike Hammer

3.1.7 Business math & Written communication skills

Business algebra: Learning about simple equations, graphs and units will be introduced in a fun and thought-full way

Written communications skills: Classes will show how to present ideas and thoughts using key thoughts outline and elevator type presentations.

3.1.8 Problem solving:

3.2 Project Rubric:

| | Not yet demonstrating | Beginning | Progression | Mastery |
|----------------------------|-----------------------------|---|----------------------------|---|
| Team Work | Sees this as just a group | Recognizes that this means working together | Understand about a culture | See themselves as making their teammates successful |
| SEL skills | Not well behaved | Stops to think about control | In control most times | Works well with others |
| Independent studies | Doesn't know where to begin | Can build a schedule | | Does independent work |
| Problem solving | | Knows the steps | Lays out a plan | Masters each step |



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| | Not yet demonstrating | Beginning | Progression | Mastery |
|------------------------------|----------------------------|--------------------------------------|--|--|
| Business focus | Not sure what this means | Beginning to understand “the Agenda” | Articulate about the customer needs | Can set measurements to make the customer and company successful |
| Process understanding | | Lays out the elements | Can set the flow map | Provides the measurements |
| Questioning skills | Random questions | Yes/no questions | Understands open ended questions | Uses questions as part of the learning process |
| Reflection | Does not think of the past | Understands what they learned | Connects the thoughts in discussion of what they learned | Uses their discuss to learn from what they did |
| Presentation skills | Randomly tells a story | Begins to organize their thought | Organizes their thought | Organizes and understands what their customers need |
| | | | | |

3.3 Life-Skills (soft skills): Students become cognitively aware of their life skills while doing activities:

Our approach is unique in that it brings together the needs of both sides in the workplace. Our program shows the new trainees how that can interface with the companies’ values while building their strengths to become a needed employee or owner. The company gets an employee with a culture and values that fit nicely into a corporate culture.

The following is a grouping of the life-skills that will be incorporated in the training:

Attitude (positive attitude, focus, emotions, flexible, moral leadership)

- **Social & emotional learning** ([character development](#), [empathy](#), responsibility, [self-esteem](#), flexibility, self-discipline)

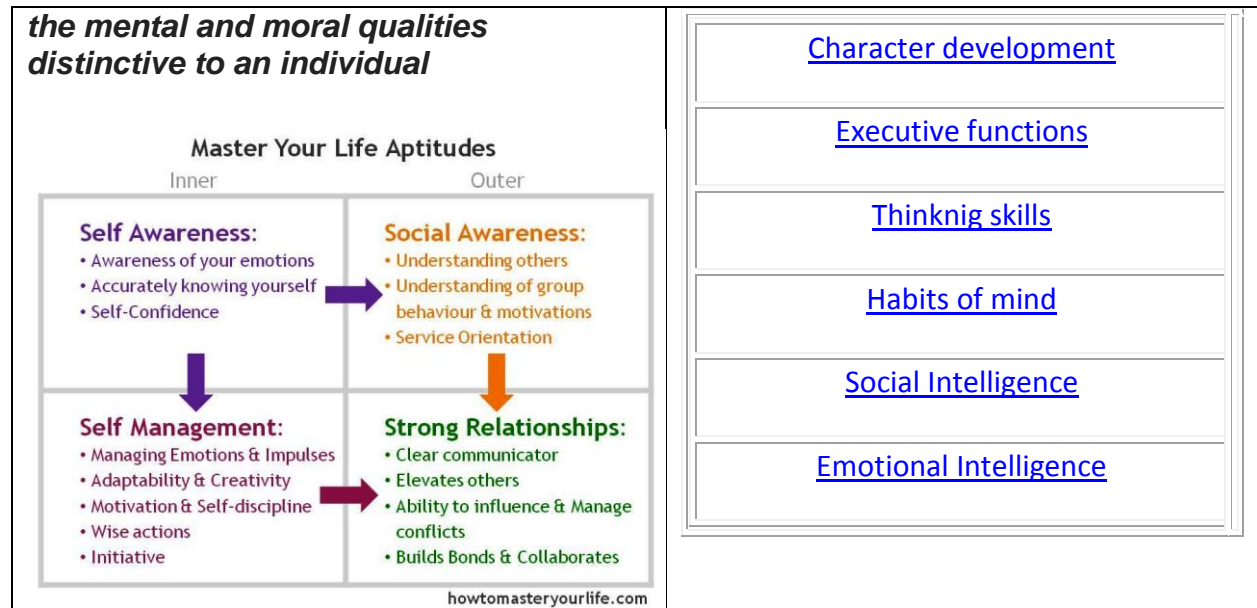


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- **Team-work** (charter, respect, values, [listening](#), trust, diversity, culture,) ... **working like a sports team**
- **Problem-solving** ([creative & critical thinking](#), decisions, planning, curiosity, [reflection](#))
- **Personal skills**, ([financial-literacy](#), [time-management](#), [communication](#)(verbal & non-verbal, goal setting)
- **Business literacy** (quality, processes, matrices, change management reporting, [leadership](#), judgment, customer focus, info. mapping)

Key individual interface Email, Social networking, YouTube, Self-branding skills (Who you are), Networking

Social & Emotional learning (SEL) graphic pictures



Pre-employment Learning Handbook

| | | | | | |
|--|--|---|--|---|--|
| <p>Self-Awareness & Self-Esteem</p> <ul style="list-style-type: none"> • Self-Appreciation • Maximising Strengths • Managing Weaknesses • Building Confidence | <p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy Skills • Appreciating Diversity • Respect • Honesty • Trust | <p>Self-Management</p> <ul style="list-style-type: none"> • Anger Management • Stress Management • Dealing with: <ul style="list-style-type: none"> • Sadness • Frustration • Disappointment • Motivation • Positive Thinking | <p>Relationship Management</p> <ul style="list-style-type: none"> • Communication Skills • Teamwork • Assertiveness • Negotiation • Conflict Management • Friendship Skills | <p>Cognitive Skills</p> <ul style="list-style-type: none"> • Problem-Solving • Presentation Skills • Organising • Goal Setting • Financial IQ • Critical-Thinking • Decision-Making | |
|--|--|---|--|---|--|

Business Needs

| | |
|---|---|
| <p>2022 Skills Outlook</p> <p>Growing</p> <ol style="list-style-type: none"> 1 Analytical thinking and innovation 2 Active learning and learning strategies 3 Creativity, originality and initiative 4 Technology design and programming 5 Critical thinking and analysis 6 Complex problem-solving 7 Leadership and social influence 8 Emotional intelligence 9 Reasoning, problem-solving and ideation 10 Systems analysis and evaluation <p>Source: Future of Jobs Report 2018, World Economic Forum</p> | <p>Declining</p> <ol style="list-style-type: none"> 1 Manual dexterity, endurance and precision 2 Memory, verbal, auditory and spatial abilities 3 Management of financial, material resources 4 Technology installation and maintenance 5 Reading, writing, math and active listening 6 Management of personnel 7 Quality control and safety awareness 8 Coordination and time management 9 Visual, auditory and speech abilities 10 Technology use, monitoring and control |
|---|---|

3.4 Learning process/Tools: Tools are used within the learning to make it more fun that engages the student to enhance the learning. Each class hour is broken into three sessions

Class time organization:

- 15 min. of class learning/discussion video's , tutorials
- 30 min. of Exercise / Activities by the teams



Pre-employment Learning Handbook

- Break

Tools:

- [Improv.](#)
- [Drawing exercise](#)
- Problem solving
- Team building games
- [Socratic Questioning](#)
- Seminars on relevant topics
- Video tutorials available on the web

3.6 The following are our Uniqueness:

The program focuses on teaching life-skills to create a well-rounded individual who will fit into the work environment. It uses the concept of mindset thinking around the following:

- Ownership mindset ... ***Think like an owner***
- Cultural Engineering mindset ... ***Provide leadership & management of a project***
- Growth mindset ... ***Your brain is like a muscle, use it or lose it***
- Team mindset ... ***To be successful. need to work together***
- Brand mindset ... ***Who are you and how to show the world***
- Life skills ... ***Students become cognitively aware of their life skills while doing activities***

3.7 The Agenda by Mike Hammer

Our program incorporates the elements from the book by Mike Hammer that details what a great company must do. These skills are an integral part of curriculum. Our belief and experience is that if the students have internalized these concepts they will make great employee.



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| | |
|-----|---|
| 1. | Make your-self easy to do business with. |
| 2. | Add more value for your customers. |
| 3. | Obsess about your processes. |
| 4. | Turn creative work into process work. |
| 5. | Use measurement for improving, not accounting. |
| 6. | Loosen up your organizational structure. |
| 7. | Sell through, not to, your distribution channels. |
| 8. | Push past your boundaries in pursuit of efficiency. |
| 9. | Lose your identity in an extended enterprise. |
| 10. | End to end process measurements |

From our experiences in business & education, we have created a curriculum that sifted out the manual part of work and created thinking employees with unique mindset thinking and life-skills to be productive in your organization. ***These are the people that AI will be difficult to replace.***

3,8 Training videos:

Videos that are available on youtube and other sites will be incorporated in the class room training.

<https://www.youtube.com/user/macmillanELT> Also available is <https://www.skillsyouneed.com/> an organization that provide tutorial on life skills.



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4.0 Schedule

4.1 Course details:

| Major area | Theme |
|--|--|
| Introduction / Creating a learning collaborative in the classroom / pre-Assessment of engineering knowledge and thinking skill awareness | Attributes, Values, Teacher Skills and the relation to excellence in academics and the larger world of work. Developing the outcome goals for the class. |
| Work in teams | Part of Team Project ... Collaboration, decision making, brain writing |
| Problem framing and solving Empathy | Part of Hands on Learning ... understanding what the true problem is and tinkering with ways to solve the problem |
| Creative and critical thinking skills around the design process | Learn the tools of brainstorming, brain-writing, and decision making for divergent and convergent processing skills |
| Brain Plasticity ... Growth mindset <ul style="list-style-type: none">• Carol Dweck, Ph.D• Claude M. Steele Ph.D | ... we continuously are able to learn new things Two 30 minutes discussions a total of 60 minutes spent teaching not math but a single idea: that the brain is a muscle. Giving it a harder workout makes you smarter. That alone improved their math scores. |
| Habits of Mind | Built into projects and continuous discussion |
| Infusion of thinking skills | Create an appreciation for life-long learning by providing opportunities to develop creative and critical thinking skills |
| Dialogue | ... 6 Hats How to create dialogue and not shouting matches. Using dialogue question |
| Professionalism | Respectful dealing with others |



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| Major area | Theme |
|--|--|
| Entrepreneurships / Innovation | Business processes... Persistence, problems as opportunities, finding humor, accuracy in your work, remain open to continuous learning |
| Conclusions, Self-Assessment Quality focus | Understand why you did certain things, What can you learn from your actions to improve How can you use data to improve? |
| Community support <ul style="list-style-type: none"> • Job training • Internships • Technicians • Apprenticeships • Mentors | <ul style="list-style-type: none"> • Get a partnership with industry that provides career opportunity if we provide a person with good soft-skills. Retail stores, Warehouses, etc. • Relationship with non-profits that focus on this area. |

4.1.1 Team Work People who work together will win, whether it be against complex football defenses, or the problems of modern society... Vince Lombardi

Organizational Team ... Come together as a team to achieve a common goal.

Organizations have a culture:



- Elements of Culture
 - Language
 - Communication
 - Symbol
 - Gesture, sound, color, design
 - Values
 - Goodness and beauty
 - Beliefs
 - Shared ideas
 - Norms
 - Rules and expectations
 - Rituals
 - Rites and Public ceremony

The sum of attitudes, customs, and beliefs that distinguishes one group of people from another.

Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.

Organizational Culture

What do we want it to be?

•**Example:** the team/ school will foster a culture of a learning environment, with all treated as adults and with respect.

•**Key values are:**

•Respect, Trust, Empathy, Kindness, Curiosity, Innovation, Persisting, Flexibility, Continuous learning. Humor and Taking

Schedule

| Time | Activity |
|------|----------|
|------|----------|

Pre-employment Learning Handbook

| | |
|--|---------------------------|
| | Culture Discussion |
| | Community |
| | Creating charter |



The community will operate will the following norms:

- Build bridges and learning from other societies
- Working towards stretch goals
- Measurements are for learning and continuous improvement
- Making the world a better place

Creating a team charter First, create a team charter to define the purpose of the team, as well as each person's role. Present this charter at the first team meeting, and encourage each team member to ask questions, and discuss his or her expectations. Next, consider organizing team building exercises. When chosen carefully and planned well, these exercises can help "break the ice" and encourage people to open up and start communicating.

The Charter Covers:

- Goals (Fun,),
- How will we be measured at the end,
- Roles that the team will do, (Scribe, Captain, Planner, Advisor, Tester, Public reporter,)
- Our values, ... Curiosity, Trust, Flexibility ,,
- Deliverables?
- How will we handle conflicts?

Learning aids:

| Processes | Activities |
|---|---|
| One-pager | Conflict resolution |
| Discussion ...very good overview to begin | Team charter work sheet |
| Flow-map ... of the process | Team roles work sheet |



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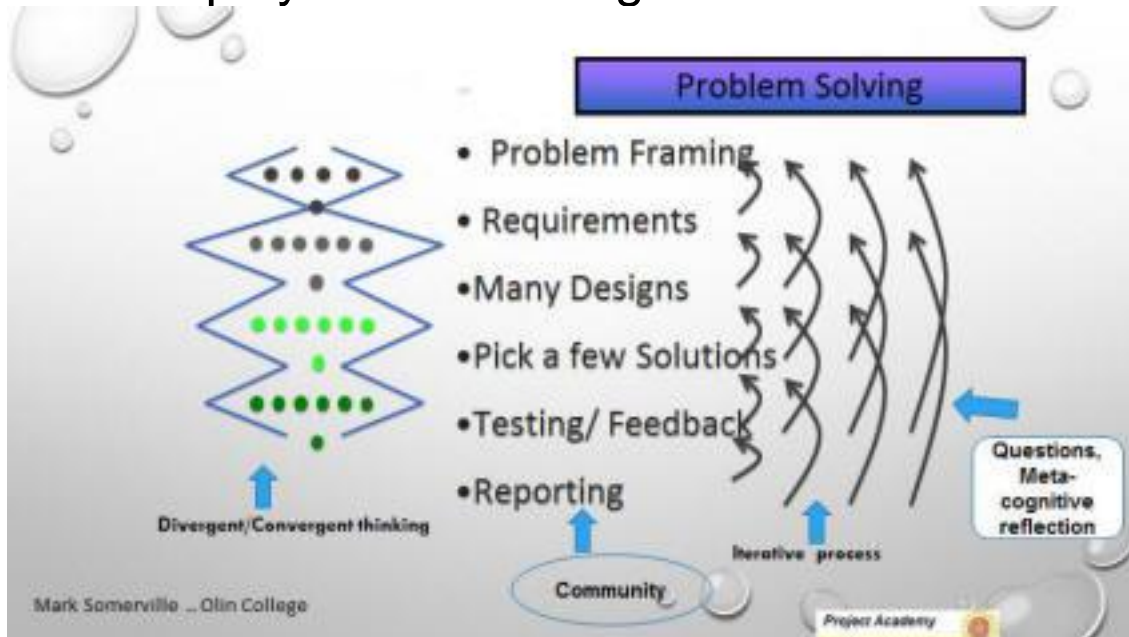
| | |
|---|---|
| <p>Five principles teaching students to work in teams is one of the most important goals of a twenty-first-century teacher.</p> | <p>Listening skills</p> |
| <p>Wonderful Principles</p> <ul style="list-style-type: none"> • Respecting Others • Show Support • Encourage Participation • Give Positive Feedback • Listen Before You Speak • Honest | <p>Like a sports team</p> |
| | <p>Team work sheet</p> |

4.1.2 Problem Solving... Tools

| Description | Details |
|---|---------|
| <p>Dr. Deming ... 14 points Softskills ... Conway</p> | |



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| Task | Explanation |
|--------------------------------|---|
| Divergent/ Convergent thinking | |
| Iterative process | |
| Questioning | http://www.projectacademy.org/Documents/questions_relationship%20to%20the%20engineering%20Design%20Process_071207.pdf |
| Problem Framing | http://www.projectacademy.org/fuller/problem-framing.pdf |
| Requirements | http://www.projectacademy.org/Documents/Requirements_03102011.pdf |
| Research | |
| Many designs | Brain Storming / Writing Shaping |
| Pick | Decision making |
| Testing/ Feedback | |
| Reflection | http://www.projectacademy.org/fuller/reflection-skills-012017.pdf |



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| | |
|--------------------|---|
| Reporting | http://www.projectacademy.org/Documents/elevator-pitch-09182016.pdf Preparing the presentation: http://www.projectacademy.org/fuller/Presentation%20Day%20Check%20list.pdf |
| Celebration | |

4.2 Monthly class details

Month 1

| Week 1 Introduction/ Course objectives Problems as opportunities Teamwork/life-skills Who am I? My skills; | Day | Learning | Life-skills | |
|--|------------|---|--|--|
| | 1 | Intro, Ice breakers, My likes (what interests me) | Attitude | |
| | 2 | Building a team, culture, values | Positive attitude | |
| | 3 | Role playing, Improv Negotiation | Keeping your focus | |
| | 4 | Mapping our learning, mindset , brain plasticity | Controlling your emotions | |
| | 5 | Why teams are important to be successful | Flexible | |
| Week 2 • Study project: Trip to the mall to observe retail work force Selecting a problem, Team rules Problem-solving | Day | Learning | Life-skill | |
| | Day | Learning | Life-skill | |
| | 1 | Work place problem to solve | Respecting others | |
| | 2 | Research the problem we will work on | Active listening | |
| | 3 | Field trip... How do people act when serving the customer | Working together | |
| | 4 | Problem activity | Being reliable | |
| | 5 | Problem solving | Understanding the problem-solving process | |
| • Discussion web tools; problem solving Process • Collaboration 6 hats • Engr. Is everywhere | | | | |
| Week 3 | Day | Learning | Life-skill | |
| | 1 | Testing, Reflection | Responding to conflicts in a positive manner | |
| | 2 | Elevator pitch | Helping customers | |



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| | | | |
|--|------------|---|---|
| Study project: Trip to the Waltham manuf. Museum or MIT Physical appearance | 3 | Field trip | Time management |
| | 4 | Branding ... what does it mean and how does it apply to us. | Planning ahead |
| | 5 | Work environment, customer, processes, metrics; a day at work | Work place ethics |
| Week 4 Trip to the Framingham hospital; Reflection/ Re-due Personal Hygiene & Dress Non-verbal skills | Day | Learning | Life-skill |
| | 1 | Work environment, planning | Info mapping writing |
| | 2 | Social & Emotional learning | Thinking skills (creative & critical), questions & reflection |
| | 3 | Field trip -self-directed work team | Measurements & Feedback |
| | 4 | Branding, interviewing, dealing with others | Problems as opportunities |
| | 5 | Preparing for the project | |
| Discussion web tools; problem solving Process • Collaboration 6 hats • Engr. Is everywhere | | | |

Month 2 Week 5,6,7,8,

Working as a Team & Problem solving... Follow-up on second 4 weeks

- Create team organization & guidelines
- Pick problem to solve and report on
- Using good reporting tools (elevator pitch, mapping)
- Mistakes are what we learned from

Picking a problem

Month 3



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| Week 9 Process designer Customer needs and the business improvement Working between two organizations | Day | Learning | Skills | |
|---|------------|---|------------------------|--|
| | 1 | Critical & creative thinking | Asking questions | |
| | 2 | Communication | Listening | |
| | 3 | System thinking | Thinking skills | |
| | 4 | Common sense | Reasons | |
| | 5 | Make your-self easy to do business with | | |
| Week 10 Assessment/ measurements Balance scorecard | Day | Learning | Life-skill | |
| | 1 | Process | | |
| | 2 | End to end processing | | |
| | 3 | Measurement | | |
| | 4 | Financial thinking | | |
| | 5 | Reflection | | |
| Week 11 Finance literacy Entrepreneurship | Day | Learning | Life-skill | |
| | 1 | Goal setting | | |
| | 2 | Customer value | | |
| | 3 | Personal management tools | | |
| | 4 | Testing process | Learning from failures | |



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| | | | |
|--|------------|---|------------------------|
| | 5 | entrepreneurship pathways provide value by engaging opportunity youth and developing noncognitive skills. | |
| Week 12 Summary/ Review Failure is a form of learning | Day | Learning | Life-skill |
| | 1 | Elevator pitch | |
| | 2 | Presentation skills | |
| | 3 | Branding process | |
| | 4 | Community presentation | |
| | 5 | Celebration | |
| Elevator pitch: http://www.projectacademy.org/Documents/elevator-pitch-09182016.pdf Presentation check-list: http://www.projectacademy.org/fuller/Presentation%20Day%20Check%20list.pdf | | | |
| Month 4 + | | | |
| Week 13 Evidence Based: Create and iterate approaches based on research and experience with partners across the labor market Partnership Oriented: Collaborate with existing players to pursue the fastest, most effective path to change | Day | Learning | Life-skill |
| | 1 | Critical thinking | |
| | 2 | Customer value | |
| | 3 | Change management | |
| | 4 | Data analyzes | Learning from failures |
| | 5 | Engineering mindset | |



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| | | | |
|---|------------|-------------------------|-------------------|
| Week 14 Are we creating another category of worker? Project Planner? | Day | Learning | Life-skill |
| | 1 | Process designer | |
| | 2 | Change management | |
| | 3 | Info.-mapping, | |
| | 4 | math (algebra, tables) | |
| | 5 | | |

5.0 Example of a day's training ... Lets focus on training in the team formation

People with the kinds of backgrounds that indicated they were **highly motivated** and had the **ability to learn new ways** of doing things

| Module Description | Module Description | Learning Objectives Students will be able to: | Behavioral Goals |
|--------------------|---|---|--|
| Team format | Though a series of activities students will develop a team charter and learn various life-skills for working together Teams will compete in various games & Improv activities. | Understand to similarities of a learning team to a sports team • Relate the team to a community organization | Students will be able to work together and deal with issues in a positive manner • Interpersonal skills will be practiced |

From our monthly schedule; **Day 2, 5 Week 1...** Why teams are important to be successful

Each classroom hour



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- 15 min. of class learning/discussion
- 30 min. of Exercise / Activities by the teams
- Break

Tools

| | | |
|-------------------------|--------------------------------------|-----------------------------|
| Improv. | • Drawing exercise | • Problem solving |
| Team building games | Socratic Questioning | Seminars on relevant topics |

Overview:

create a learning team that has shared values and a set of developed norms; Below are the table of classes from the mail schedule.



| <i>hour</i> | Day 2 | | Day 5 |
|--------------|------------------------------|--|----------------------|
| 1 | Discussion of what is a team | | Summary of our team |
| 2 | Sports team discussion | | Improvement |
| 3 | What is Culture | | Spaghetti tower |
| 4 | Culture | | Creating the charter |
| lunch | | | |
| 6 | Building the charter | | Team positions |
| 7 | Charter | | Boss vs Customer |
| 8 | Role-play | | Reflection |

Team learning

- How should it operate?
- How does it compare to a sports team?
- What are our roles?
- How am I successful?
- How do we communicate and collaborate together?



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Essential Questions

1. What do I bring to the team?
2. What are our commitments to one another?
3. What differences exist between us?
4. How will we operate?
5. How will we know we are succeeding?

- Comparison to a sport team
- Creating a learning team charter
- What roles will we have in our team
- Diversity, Values of a culture, Listening skills, Collaboration,

Team Charter:

- Overview of the Team function
- Measurable team goals, roles, Deliverables
- How will we measure success?
- Expectations ... How are we going to work together? Handle conflicts?

Three questions to answer *Yale Center for Emotional Intelligence*

1. How do you want to feel as a team?
2. What can we each do in order to have those feelings more often?
3. How will we handle conflicts when they arise

Building the team culture

Creating teams- Like a Sports/Music team:



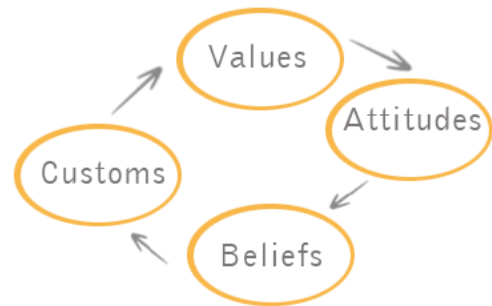
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... Listen to each other; become a learning team... What is our culture?

- Overview of the project
- Measurable team goals, roles, deliverables

Create a team charter, The Charter Covers:

- Goals (Fun,),
- How will we be measured at the end,
- Roles that the team will do, (Scribe, Captain, Planner, Advisor, Tester, Public reporter,)
- Our values, ... Curiosity, Trust, Flexibility ,,
- Deliverables?
- How will we handle conflicts?



teaching students to work in teams is one of the most important goals of a twenty-first-century teacher



• Elements of Culture

- Language
 - Communication
- Symbol
 - Gesture, sound, color, design
- Values
 - Goodness and beauty
- Beliefs
 - Shared ideas
- Norms
 - Rules and expectations
- Rituals
 - Rites and Public ceremony





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6.0 Business & Community Involvement

6.1 Business

Businesses are reporting that a major need for their success are employees with life skills such as; interpersonal skills, communication skills, teamwork, critical thinking and problem solving. Our program intends to work with local businesses to insure that we provide these skills in addition to a positive attitude and seeing problems as opportunities.

Become a supplier of applicates for Apprenticeship and mentorship programs. Project Academy provides the up-front life-skills while the other programs provide the specific job-related skills.

- A voice of the business ... need to operate efficiently
- A voice of the customer ... What the customer wants and will pay for

6.2 Community

Involving parents in projects is productive for several reasons. Projects show parents what quality learning in the twenty-first century can be.

Parents enjoy seeing their children as motivated, enthusiastic students. And parents recognize that the skills taught through projects will be critical to their children's success.

- Ask parents to serve as judges. Parents can sit on panels for presentations and use rubrics provided to assess student performance.



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- During an exhibition, have parents circulate among students and ask questions. Give parents prompts before the exhibition. Debrief with parents.
- Have a student-teacher-parent discussion after the project. What did parents see that they liked? What do they question? What suggestions do they have?
- Plan with parents. Thinking about projects for the year ahead? Sit down with a small team of parents and plan together.

Hammer, Michael. Faster Cheaper Better The Crown Publishing Group.

Hammer, Michael. The Agenda

Articles about Workplace Skills:

| | |
|--|---|
| Quick guide to teaching workplace skills | Realcare-curriculum-employment-skills |
| Mid-career life skills | Hand-book-career-guides |
| SoftSkills-give-workers-big-edge | JPMorgan New-skills |
| Skill gap & how to address it ... McKinsey | The growing importance of social skills in the labor market |
| Securing a new job | |

