Train the Trainer Soft Skills Series

Objective: Goal is to design a Soft Skills Assessment/Tool for LBCC staff to reflect upon and grow with hopes to build this workshop into a class.

Outcomes:

--CASE Advisors and LBCC Staff model and encourage students to utilize soft skills.

--LBCC staff teaches to the "end result"—academic and professional success.

--Students practice "soft skills" while they attend LBCC.

--CASE's responsibility is to "start the wave."

I. Students Gaps and barriers to Success at LBCC

a. Learning how to leave personal baggage behind

Not allowing personal life to de-rail academic and professional lives.

b. Planning

--Culture of Poverty indoctrinates a sense of urgency that leads to solving the problem without future planning—"survival mode."

--Culture is the fall back for our students; it is our job in ways to un-teach the entrenched culture of our students.

--It makes no sense to be in college to gain technical skill without learning the essential soft skill set to allow students to be successful in their academic or professional endeavors.

--80% of employees are fired not because they lack technical skills, but lack soft skills.

c. Openness and Willingness to Other Points of View

--See conflicts as shades of gray rather than black and white.

--Power/Hierarchy

--"What is happening "now" in the moment vs. what may become in the "down the road."

   d. Professionalism

     --Use and abuse of technology (cell phones, tablets, laptops)

     --E-mails

II. Institutional Values

  a. Appearance
    --How do your values align with the Company's/Institution's?
    --Employees have a choice to make—align, complain or remove themselves.

  b. Communication

    --Not just what we are saying, but how we say it.

    --In an e-mail/text culture don't put to print/publish that can come back to bite you.

  c. Accepting Feedback

    --Shape the conversation as "Choose or choose not to use, this feedback is for you to learn."

    --We are not attacking the individual, but helping them to grow as an employee/student.

III. EQ vs. IQ

  --Emotional Quotient vs. Intellectual Quotient

  --Some researchers believe that we are born with the EQ while others view it as a learned behavior.

  --Empathy—To understand, but not allow self to remain emotionally objective: to understand.

  --Sympathize—To understand and allow self to become emotionally engaged: to fix.

IV. Student Scenarios

  a. Girlfriend and Boyfriend
  b. Struggling single father with two part-time jobs

Page 2 of 3   Train the Trainer - Soft Skills Series

LBCC