

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

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