

Soft Skills @ Work

Managing Me Module

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Managing Me

Summary	
<p>Goal:</p> <p>Acquire an understanding of self-management skills, particularly related to the workplace when self-employed.</p> <p>SMART Objectives:</p> <p>Specific, Measurable, Achievable, Realistic, and Time-sensitive</p> <p>By the end of this module, students should be able to:</p> <p>Understand the meaning and positive effects of self-management especially when self-employed.</p> <p>Identify work-based self-management skills.</p> <p>Recognize what can get in the way of self-management.</p> <p>Identify methods and techniques to monitor and self-evaluate self-management skills.</p>	<p>Instructor:</p> <hr/> <p>Delivery Method(s):</p> <p>Activities and discussion with self-exploration</p> <hr/> <p>Length:</p> <p>Four Topics</p> <p>Total Length: 5 hours</p> <hr/> <p>Any Applicable Business and/or Soft Skills?</p> <p>Business Skills:</p> <ul style="list-style-type: none"> • Exploring Business as an Opportunity • Sharpen Your Entrepreneurial Skills • Professionalism Pays • Working/Living in the Same Space • Plan as You Expand - Keeping Tabs on Cash
<p>Take Away Message(s):</p> <p>By the end of this module, students will be able to produce an effective personal framework and process to apply self-management skills when self-employed.</p>	

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Instructor Preparation

Title of Module: Managing Me

Instructor:

The following introduction may be useful to set the stage for discussion and application as students think about and plan for community integration and self-employment.

Several activities may be needed in order to frame the instruction for this module. There may be value in helping students understand the differences of their community environment (or the community they will be released to) prior to incarceration and after release.

This might be done through a few short pre-activities that focus on comparison – a snapshot of “prior to incarceration” and now or “after incarceration.” This can be accomplished by having students compare newspaper and magazine articles, advertising, pictures, movies, documentaries and/or products/services in a “then and now” type of structure. To access, download/print from the internet. Investigation can include differences in language/vocabulary as well as methods of interaction and interface. The point is to engage students in a comparison of before and after so they begin to conceptualize what might get in the way of their ability to self-manage.

Other discussions may include descriptions of what students did when they had time to recreate or how they spent free-time and what they might do after release.

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Agenda – topics to be covered in the module and length of each item

Topic: Managing Me

Allotted

Time: 5 hours

- A. Positive Effects of Self-Management (1 hour)
- B. Work-Based Self-Management Skills (2 hours)
- C. Recognizing What Can Obstruct Self-Management (1 hour)
- D. Methods and Techniques to Monitor Self-Management Skills (1 hour)

Materials & Supplies – items needed in order to carry out the agenda and classroom activities

- 1. Handouts: Scenarios for Role-Play, Steps to Effective Self-Management, Self-Management Skills List, Excel Graphic – Goals, Self-Monitoring & Evaluation
- 2. Students will need their notebooks and journals for Lesson B
- 3. One envelope and six 3 x 5-index cards for each student

Classroom Preparation – steps to follow when setting up the learning environment

- 1. Flip chart/pad with markers or board/markers for instructor
- 2. Classroom configuration conducive to group discussion, integration and role-play
- 3. Computers for students with access to Excel flow chart software or Word Smart Art

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Curriculum Content

A. Positive Effects of Self-Management

(1 hour)

Objective: Understand the meaning and positive effects of self-management especially when self-employed.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Facilitate a whole-class discussion about self-management by asking the following questions; allow time for discussion for each question.

Potential Questions:

What does the term self-management mean?

What does it mean personally to you to self-manage?

How do you see it as important, especially if you are self-employed?

What do you see as the positive results of being able to self-manage?

What are the negative effects if you are not able to self-manage?

Where do self-management skills come from?

Guide and help students arrive at conclusions/responses that reflect the following (in their own words):

Self-management skills are the skills found in initiative, drive, determination, perseverance, resilience and self-efficacy.

Self-management involves identification and regular practice of day-to-day tasks and behaviors one engages in to control or reduce negative impacts.

Self-management takes place when the student engages in specific behaviors that promote a positive direction (a part or all of the job/work is completed; a new customer is served well, etc.).

Self-management refers to students' abilities, regardless of how acquired, to manage that which might interfere with product/service completion.

Summarize by highlighting the positive elements of what students have said.

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B. Work-Based Self-Management Skills

(2 hours)

Objective: Identify work-based self-management skills.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Introduce the skills element of self-management skills by weaving the statements and concepts from the Lesson A together with a definition and description.

Self-management skills are those abilities that let students experience a higher level of effectiveness and productivity when they are performing routine work tasks.

In a microenterprise environment self-management refers to techniques, skills, and strategies that one puts in place to effectively and efficiently direct their activities toward completion if the goal. That might involve goal setting, decision making, identifying a clear focus, work/task planning, scheduling and tracking of tasks to complete work efficiently and on time, self-evaluation, self-intervention, and self-development.

Explain to students these are commonly known as executive functions or higher order thinking skills and they are critical to the processes of completing the work, especially in a microenterprise situation where there is no one to keep the students on track or support the processes of getting work done.

Well-developed self-management skills will help keep the business and the work flowing. Some examples might include the ability to manage life style changes inherent in moving into a community after incarceration, monitoring time and tasks as a sole proprietor, handling cash flow and money, etc.

Throughout the class, the following soft skills or executive functions have been addressed:

- Motivation
- Values
- Learning to Learn
- Cognitive Skills and Thinking
- Communication Skills (Listening, Speaking, Writing, Interpreting)
- Goal Orientation
- Prioritization

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- Organization Strategies
- Time Management
- Critical Thinking
- Problem Solving
- Ethical Behavior
- Customer Service and Professionalism

Ask students to go back through their notebook/journals and think about the skills they have learned or enhanced. As they review everything, they should identify their top five or six self-management skills.

Have students write the top five or six self-management skills in their journal and describe what about each skill selected is important in regards to self-management.

NOTE: The instructor should write the definition of self-management skills on the board/flip chart and may need to remind students of the definition as they are reviewing their notebooks/journals.

Treasury Envelope

This activity helps develop and/or solidify each student's self-management skills and creates a "Treasury Envelope" for use/review after release. The goal is to explore each other's self-management abilities, techniques, skills, and strategies as well as build self-esteem as students share their strengths and find out more about their top self-management skills.

Start by explaining that self-management skills are extremely important and each student could fill an envelope full with their knowledge, skills, and abilities. However, some abilities, techniques, skills, and strategies are highly important in examining personal self-management; they are the five or six skills the student has self-identified. That is what we want to put in our "Treasury Envelope" – the top self-management skills.

Distribute six 3 x 5 cards to each student. Ask students to write their first name on each of the cards and below their name list one of their selected top self-management skills (each student should have five or six cards with their name and one self-management skill listed – a different skill per card).

When students complete the cards, have them stick the cards on a flip chart or board.

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Pair students with someone who has the same or similar self-management skill and direct the pairs to have a conversation about the similarities and differences of their skill. During this time, students should write key words generated from the discussion to more clearly define their selected skill.

Give pairs about ten minutes (five minutes for each student in the pair). When time is up have students put the card in their "Treasury Envelope."

Repeat the activity until five or six rounds have occurred or there are no more matches.

If there are no more matches but a number of cards are still on the flipchart or board, match students with someone they have not paired with and have them each describe what the skill, in terms of self-management, means to them and why it is important. Remind students to put each card in their "Treasury Envelope" prior to moving to the next discussion.

During the discussions, students will learn new things about each other as well as become more conversant in their strengths.

NOTE: Depending on the number of students in the class, the instructor may wish to limit the number of rounds by having students only place the top two or three self-management skills on the flipchart.

At the end of the activity suggest that after they have begun their microenterprise they open their "Treasury Envelope" and read their cards and notes every time they need encouragement or support on tasks.

C. Recognizing What Can Obstruct Self-Management (1 hour)

Objective: Recognize what can get in the way of self-management.

📖 CONTENT PRESENTATION AND LEARNER PARTICIPATION

Now that students have addressed their top self-management skills/attributes, it is time to identify what can interfere with effective self-management.

This activity can be done in teams of two or three students as well as individually.

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Review a format for self-management improvement:

- Define behavior
- Identify impact of behavior

Give each team (or individual student) a behavior that needs to be changed to an effective self-management technique, skill, or strategy.

Have teams (or the individual student) role-play the behavior that needs to be changed making sure:

- the behavior and impact on work tasks are clearly displayed, and
- the solution or intervention leading to effective self-management is presented.

The instructor should see the following in each role-play:

- Behavior defined
- Behavior impact
- Emphasis or rationale for changing the behavior
- An initial goal statement

After each role-play, students watching should be prepared to give two to three positives about the role-play and then add any ideas or thoughts that would add to the concept of effective self-management skills.

Behavior-based areas that can get in the way of effective self-management are listed on the **Scenarios for Role-Play** worksheet. Feel free to add others as needed.

Close the lesson with a review of the following steps that will promote effective self-management using the **Steps to Effective Self-Management** handout:

- Isolate and define the undesired behavior.
- Identify the impact of the behavior.
- State the emphasis or rationale for changing the behavior.
- Spot when the behavior occurs; assess impact on work tasks.
- Write a goal statement (use Goal Orientation module #6).
- Will the solution or intervention lead to more effective self-management?

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D. Methods and Techniques to Monitor Self-Management Skills (1 hour)

Objective: Identify methods and techniques to monitor and self-evaluate self-management skills.

CONTENT PRESENTATION AND LEARNER PARTICIPATION

Instructor should facilitate the following discussion:

- What does the term self-evaluation mean?
- What does it mean to monitor and evaluate self-management skills?

Have students look over the **Self-Management Skills List** and identify three skills they feel would be important to monitor and self-evaluate as a sole proprietor microenterprise business.

Using the handouts in Soft Skills Module 6 - Goal Orientation , and have students identify steps they will use to monitor and self-evaluate each of the three self-management skills chosen.

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Finally have each student do a flow chart using Excel of their monitoring and self-evaluation steps as a visual graphic to help keep them on track. Students should follow the template provided on the **Excel Graphic – Goals** handout. Students can also use the SMARTS strategy to assist from the **Self-Monitoring & Evaluation** handout.

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Scenarios for Role-Play

The following worksheet outlines behavior-based areas that can get in the way of effective self-management. Use for team/student role-plays:

Impulsivity – You accepted several jobs all due by the middle of the week. You did not pay attention to the due dates, just the money that you would make if you took all the work. Now you are in a pickle and have to work the next three days and nights as well as the weekend to make all the deadlines. You know you made decisions to accept the work rather impulsively and want to change that behavior... What is your solution?

Social networking – You are working on a job that is due by tomorrow at 3:00 pm. It is 11:00 am and you are sort of behind, but you decide to take a break and catch up with your friends on face book. The next thing you know it is 7:00 pm and you have not worked on the job, still due tomorrow. You think to yourself – this social networking is addictive and when I start, I cannot stop – I need to change this behavior... What is your solution?

Computer gaming – You have phone calls to return to potential customers; in fact some of these phone calls are several days old. You want to return them but you started an internet game and you are stuck on level 7. Just as soon as you beat that level, you will return the calls. Later in the evening, you contemplate that the behavior of playing the internet games instead of doing work is taking over. You decide you want to change the behavior... What do you do?

Stress and anxiety – You have been asked to produce some work that is complex and involves a lot of graphic design. You are worried about doing it right as you know it could lead to other opportunities. However, the stress and anxiety you are feeling is getting in the way of getting the work done. You started, but now you feel stuck, not sure how to proceed. You want to change the behavior... What do you do?

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Emotional reactions – Lately you find yourself somewhat impulsive and unorganized. You are not sleeping well and you are having difficulty concentrating on your work. This appears to be leading to a constant feeling of being out of control of your emotions. You decide you want to change the behavior... What do you do?

Self-assessment – You have been working by yourself now for six months. You have worked really hard, put loads of effort into getting your business up and running, and have made every deadline. The problem is that you have not been getting any feedback from your customers. Feedback is important; how do you know whether you are doing things according to the customer needs/wants. You want to change the behavior... What do you do?

Predicaments and quandaries – You have been having difficulties with a couple customers. You produce what they want, or at least what you think they want from what they have asked for, but when you deliver the finished product they are not happy and they tell you so. Your immediate reaction is to get upset and blame them for not being clear. You want to change the behavior... What do you do?

Cannot say no – Lately you have been feeling overwhelmed, overtired, and behind both family and work wise as well as personally. You have been trying to evaluate why this feeling is constantly present and have come to believe that it may be because you cannot say no to a request for work, someone's need for help or an invite for some fun. You recognize that this feeling has been present for a while and is substantially affecting your work. You want to change the behavior... What do you do?

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Steps that Promote Effective Self-Management

Isolate & define undesired behavior

Identify impact of behavior

State emphasis/rationale for changing behavior

Spot when behavior occurs
Assess impact on work tasks

Write goal statement
Use Goal Orientation Module 6

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Self-Management Skills List

Based on what you know about yourself, select three self-management skills for improvement.

Can make important decisions independently	Can meet deadlines/timelines
Get along with customers	Work under stress/pressure
Precise	Motivated
Flexible	Positive attitude
Careful	Dedicated
Certain	Thorough
Dependable	Imaginative
Committed to highest quality of work	Responsible
Efficient	Energetic
Enthusiastic	Good sense of humor
Loyal	Mood
Neat	Organized
Persistent	Prompt
Swift learner	Accountable
Follows directions	Works quickly
Uses initiative	

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Excel Graphic – Goals



Self-Monitoring & Evaluation

Specific

Am I being specific about the self-management skill I want to improve?

Measurable

Have I identified clear steps that I can monitor and check off ?

Have I set the times for measuring and reflection?

Action Oriented

How will I track my progress?

Realistic

Am I committed to working on this self-management skill?

Is this approach realistic?

Timeframe

Have I identified an adequate amount of time to improve this self-management skill?

Stumbling blocks

What things might get in the way of improvement?

Are there things I should pay attention to in order continue to improve?

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