

# BRING YOUR GAME

## CURRICULUM GUIDE



TTITUDE



TTENDANCE



PPEARANCE



MBITION



GCEPTANCE



PPRECIATION



CCOUNTABILITY

DEVELOPING THE WORKPLACE SKILLS EMPLOYERS DEMAND

[www.BringYour-AGame.com](http://www.BringYour-AGame.com)



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# Welcome!

## SEVEN FOUNDATIONAL WORKPLACE BEHAVIORS

BRING YOUR  GAME



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No matter where in the world you are, what sector you operate in, or who you serve, we are all facing one of the biggest workforce challenges in modern history – the absence of foundational workplace skills. More than 75 percent of hiring managers say that the incoming workforce lacks an adequate work ethic, leading to what we call the “Work Ethic Gap”. The gap is responsible for limited employment, declining engagement, and unsustainable levels of terminations. Rather than simply accept this as the new normal, The Center for Work Ethic Development is helping organizations build these workplace skills. Through curriculum, certification and consulting, we equip organizations around the world to better prepare their local workforce for employment and lifelong success.

What you have in your hand is the cornerstone of our global efforts – the curriculum guide to our signature training program, *Bring Your ‘A’ Game*. Designed to be easy enough for first-time trainers and practical enough for professional educators, the *Bring Your ‘A’ Game* curriculum is created specifically to be adapted into almost every environment. Already used by educators, workforce development trainers, and community-based organizations around the world, it develops the seven foundational workplace skills of work ethic. Through an innovative instructional design methodology, participants use a process of discovery to build awareness, then understanding, and finally self-actualization to sustain long-term skill development. In short, it makes common sense become common practice.

This curriculum guide will be your roadmap to developing these foundational workplace skills with your participants. This introduction section will give you all of the background and information you need to deliver the training. The remainder of this curriculum is devoted to 65 experiential exercises to help you develop these skills in your participants. The interactive and engaging design of the curriculum produces both measurable skill gains and rave reviews from participants.

Thank you for your commitment to bridging the “Work Ethic Gap” and developing these life-changing skills. We are confident it will make an impact on your participants, their families and community.

Welcome to *Bring Your ‘A’ Game* –  
We are excited to partner with you!





# INTRODUCTION TO *BRING YOUR 'A' GAME*

*Bring Your 'A' Game* is an engaging curriculum for developing the seven foundational workplace skills of work ethic. Unlike boring online training programs, this curriculum is instructor-led, interactive, and consistently delivers lasting impact. Developed with the needs of educators and workforce development professionals in mind, it is fully customizable to meet the changing demands of serving unique populations.

1. The seven workplace skills are based on interviews with more than 1,500 national employers
2. The curriculum includes 65 modular experiential activities so that each trainer can focus on just the content that is most relevant to their participant's needs
3. With more than 50 hours of content, organizations can choose any length of training, from a 45-minute introduction to integration over an entire year of training
4. Following completion, participants are eligible to earn their Certificate of Work Ethic Proficiency by demonstrating mastery through our online assessment

The curriculum was developed using research-based instructional design with the goal of not just developing skills, but creating lasting behavioral change. By combining experiential learning, a peer-to-peer methodology, and a flexible design, the curriculum engages both intellect and emotion. The result is an interactive learning experience that delivers outcomes.








- The simplified design allows anyone to be an effective facilitator, without having to be a subject matter expert
- Experiential exercises increase retention of learning by allowing participants to contextualizing the content into their daily lives
- Participants validate the concepts of the training through peer to peer learning which leads to immediate adaptation of the skills being taught
- The flexible and modular design of the curriculum reduces wasted training time by letting facilitators focus only on the skills that need improvement

Work ethic is seen by many as something that you are either born with or that you learn in your childhood. The reality is that by breaking down the concept of work ethic into the seven foundational workplace skills, it can be developed by anyone at any age. This Curriculum Guide is designed to be your primary resource in teaching *Bring Your 'A' Game* and developing those workplace skills. Throughout this overview section we will give you all of the background information you need to understand not only what to do, but also to help you understand why the curriculum is designed the way it is.



# WORK ETHIC MATRIX

The Work Ethic Matrix is designed to demonstrate how the seven foundational workplace skills come together to improve employee performance and produce business results. When an employee learns that skill it produces a positive outcome that gives employers the business results they want.

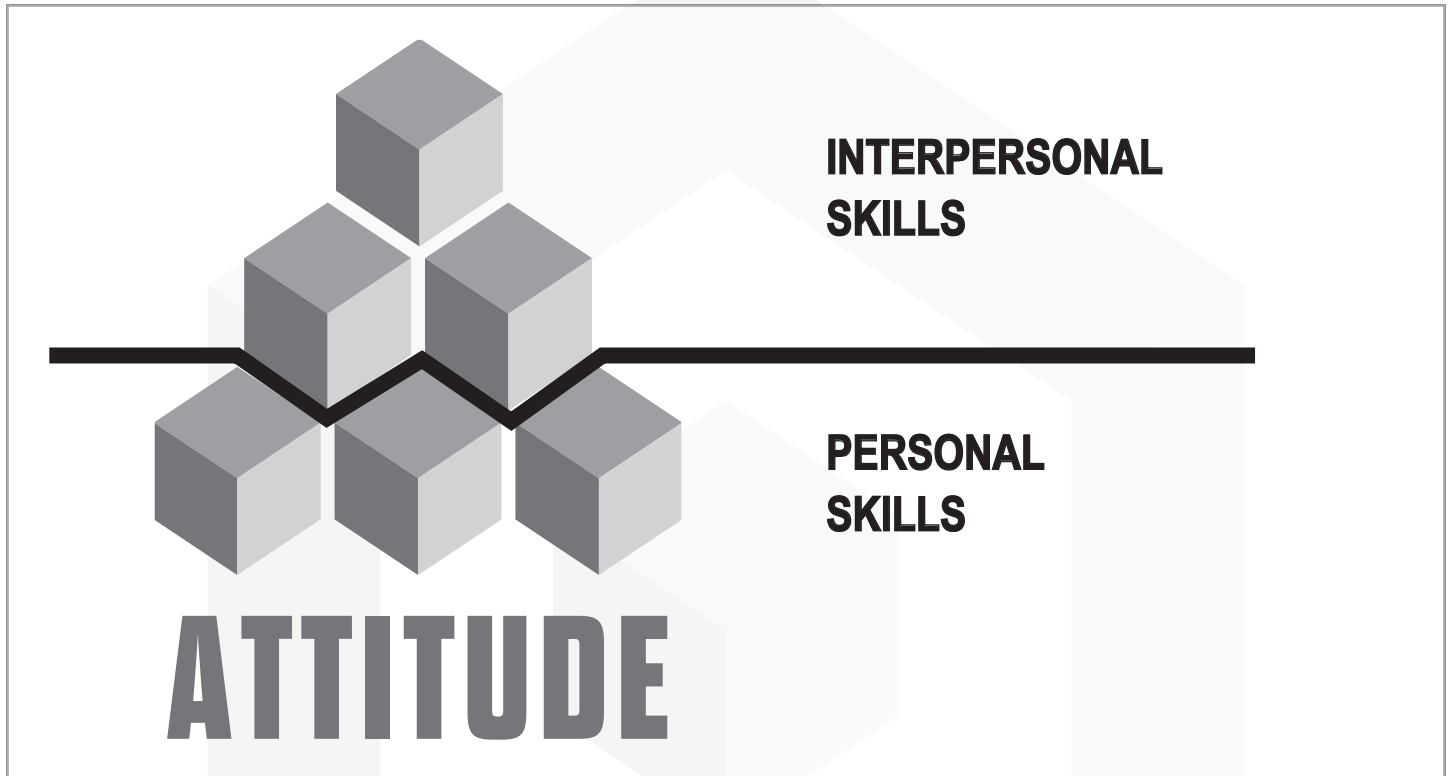
VALUE	SKILL	OUTCOME	BUSINESS RESULT
Positivity	 ATTITUDE	Employees display enthusiasm and passion	Increased employee engagement
Reliability	 ATTENDANCE	Employees show up when scheduled	Decreased employee absenteeism
Professionalism	 APPEARANCE	Employees present consistent brand image	Increased average sale
Initiative	 AMBITION	Employees go beyond basic expectations	Improved productivity
Respect	 ACCEPTANCE	Employees adhere to policies and rules	Decreased terminations
Gratitude	 APPRECIATION	Employees give authentic service	Improved customer satisfaction
Integrity	 ACCOUNTABILITY	Employees are trustworthy	Less employee theft and shrinkage





# WORK ETHIC DEFINITIONS AND OUTCOMES

Attitude is the foundation of the building blocks of success. While all seven workplace skills are important, we've found that a positive attitude facilitates growth in every other skill, making it the foundation and key to success. Beyond that, the remaining skills are divided into two Skill Sets: the skills that focus on internal behaviors (Personal), and the skills that are about interacting with others (Interpersonal). No matter where the skill falls, each one has a very specific definition and set of employer expectations.



## FOUNDATION – ATTITUDE

Definition: Staying positive in every situation. Take control of the way you react.

Employees who bring a positive Attitude to work will:

- Approach work with a winning attitude every day
- Choose to present a positive outlook, even when times are tough
- Do all of their jobs – the easy and the hard
- Make an effort to be positive with others



# PERSONAL SKILLS

Personal skills focus on internal behaviors of an individual. Of the seven workplace skills, Attendance, Appearance and Ambition all fall into the category of personal skills.



## ATTENDANCE APPEARANCE AMBITION

### ATTENDANCE

Definition: Showing you're reliable in every phase of your life. Be on time, every time.

Employees who bring reliable Attendance to work will:

- Come 100 percent prepared to work
- Build a personal brand that includes timeliness
- Demonstrate commitment to others by being punctual
- Drive their successes at work with consistent attendance

### APPEARANCE

Definition: Being professional both in the way you look, and the way you act. Choose to be a pro.

Employees who bring a professional Appearance to work will:

- Dress appropriately for work, from the time of their interview until the end of their employment
- Recognize that they have agreed to wear what the company has defined as the appropriate dress code
- Understand the impact that their appearance has on the image of their employer
- Know that appearance is more than just the clothes people wear

### AMBITION

Definition: Taking initiative and adding value. Do more than the minimum.

Employees who bring Ambition to work will:

- Take steps to learn more about their jobs and the company they work for
- Establish long-term goals, work toward them and, ultimately achieve those goals
- Demonstrate increased productivity by accomplishing more than the bare minimum
- Identify obstacles that are getting in the way of their success and find ways to overcome those obstacles



# INTERPERSONAL SKILLS

Interpersonal skills refer to the abilities of a person to communicate effectively and positively with others. Of the seven workplace skills, Acceptance, Appreciation and Accountability all fall into the category of interpersonal skills.



## ACCEPTANCE

Definition: Having respect and following direction. Be coachable and play well with others. Employees who bring Acceptance to work will:

- Know what is expected of them and be able to explain why they agreed to do it
- Demonstrate respect for their managers and coworkers
- Learn from differences by seeing and valuing others
- Be willing to try new ways of doing things
- Conduct their work relationships in a way that does not interfere with work

## APPRECIATION

Definition: Demonstrating your gratitude towards others. Provide selfless service. Employees who bring Appreciation to work will:

- Recognize that consumers decide which businesses they will support based upon the customer service that employees provide
- Be gracious to others, even if they don't feel like it at the time
- Treat customers in a way that lets them know they are always respected
- Smile on a regular basis
- Identify behaviors that go above and beyond the basic levels of customer service

## ACCOUNTABILITY

Definition: Living honestly and having integrity with every decision you make. Refuse to rationalize bad decisions. Employees who bring Accountability to work will:

- Follow the rules at work, even when no one is looking
- Build a reputation for trust and accountability
- Maintain honesty and integrity, even when they make a mistake
- Have standards for their own actions and follow company rules
- Build good habits by being honest, no matter the cost



# INSTRUCTIONAL CONCEPTS

There are three essential instructional concepts used in the development of *Bring Your 'A' Game* Curriculum. This formula is built into every exercise, no matter which concept is being developed. It is the combination of experiential learning, using a peer-to-peer model, and an adaptable application that produces the consistent outcomes that *Bring Your 'A' Game* is known for around the world.

## EXPERIENTIAL LEARNING

Participants learn best when engaging in the lesson, instead of being lectured. Experiential learning throughout the curriculum incorporates course content with daily life through the use of activities, exercises, and assignments. Experiential learning is most effective when powerful debriefing questions are asked, including:

- a. Did you notice . . .
- b. Why does this happen?
- c. Does this happen in life?
- d. Why does that happen?
- e. How can you use that?

## PEER-TO-PEER MODEL

Peer-to-peer learning leverages participants' strengths, and collaboration with peers. Trainers shift their focus from giving information to participants and instead, facilitate cohesive social learning. *Bring Your 'A' Game* works best when the following peer learning techniques are utilized:

- a. Think-Pair-Share: Think as an individual, then talk with one partner, and ultimately share your findings with the group.
- b. Reciprocal Teaching: Have participants teach their peers, in order to get more from the lesson themselves.
- c. Student Teams Achievement Divisions (STAD): Place small groups of learners with different levels of abilities work together to accomplish a shared learning goal.
- d. Socratic/Group Seminar: Set participants in a circle of chairs to have a group discussion. They must continue to ask one another questions until the discussion is resolved.

## ADAPTABLE APPLICATION

In this training program, we discuss both workplace skills and the intrinsic motivation needed to make these skills part of a daily routine. The exercises work best when each participant is able to apply the learning to their own unique life experiences and motivations. With that in mind, exercises are designed to integrate multiple learning styles and allow facilitators to contextualize the content to meet the needs of all participants. This flexibility combined with the multiple levels of content produces content that is both easily understood and quickly applied.



# CURRICULUM DESIGN

This curriculum guide is designed to assist facilitators in developing the seven foundational workplace skills with a minimal preparation time. *Bring Your 'A' Game* uses an evidence-based learning model that follows a simple formula that can be expanded to provide remarkable depth. The four-step formula creates awareness, builds ownership, deepens understanding, and creates lasting change. Simply put, participants discover What to do, Who is responsible, Why they should care, and then take their 'A' Game to Work.

## WHAT

The first step in creating long-term behavior shifts is to create an understanding of the expectations with the participants. These activities are designed to introduce the seven workplace skills of work ethic. Each skill is clearly defined, as are the specific behaviors employers expect demonstrated in the workplace. There are nine activities in the What section.

## WHO

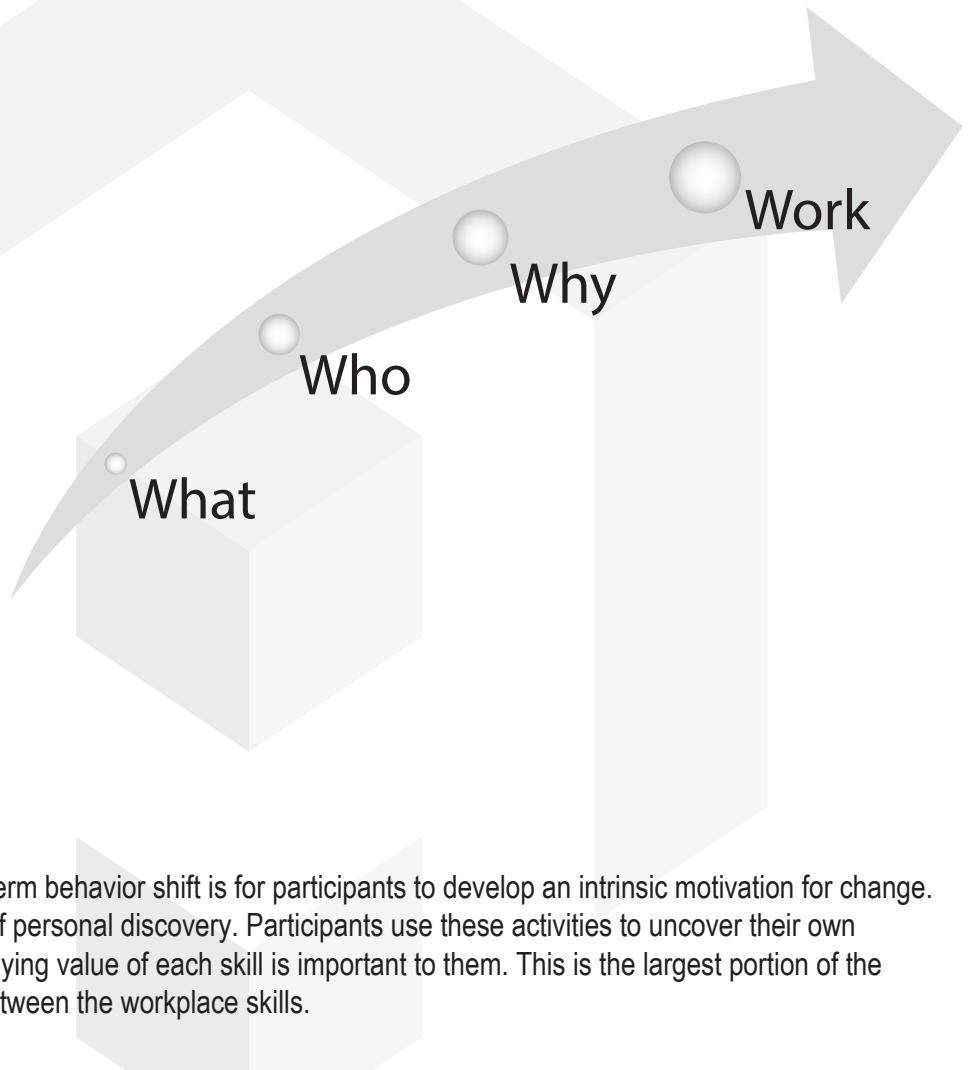
Once participants have knowledge about the definitions and expectations of each skill, the next step in creating a behavioral shift is taking ownership. Activities in this section highlight the need for each individual to make the personal choice to improve these skills – and to build the foundation of a positive attitude. To help develop this sense of personal ownership and positivity, there are 10 activities in the Who section.

## WHY

The most critical part of creating long-term behavior shift is for participants to develop an intrinsic motivation for change. This happens only through a process of personal discovery. Participants use these activities to uncover their own motivations and find out why the underlying value of each skill is important to them. This is the largest portion of the curriculum, with 42 activities divided between the workplace skills.

## WORK

While the learning that happens in the classroom is the foundation, the most critical step is transferring that knowledge and passion into long-term behavior change. The final section is designed to help participants develop tools to transform their classroom experience into real-world success. The Work section has four activities to build concrete action steps to deliver results once the program is completed.





# FLEXIBLE CONTENT DELIVERY

*Bring Your 'A' Game* is designed using a modular approach that allows customization around both content and instructional depth. The 65 exercises are all designed so that they can be delivered independently or in combination. They can be integrated into existing curriculum, or presented as a stand-alone workshop. These options create a “one size fits one” solution that allows maximum flexibility in application. There are only four exercises that we require as part of *Bring Your 'A' Game* – what we call the **CORE**.

## CORE

These four foundational activities are designed to get to the heart of each of the four steps. The **CORE** activities represent the minimum level of training for *Bring Your 'A' Game* and will take approximately 60 minutes. These four activities constitute the **CORE** of the program, and while very basic, provide an introduction to the workplace skills. They can be built upon and supplemented with as many or as few additional activities as needed, to build additional depth and knowledge.

# FLEXIBLE SUPPORT MATERIALS

The *Bring Your 'A' Game* Curriculum is designed to be easy to use and allow for flexibility in how it is delivered. In the same way, there is also flexibility in what resources you need to use – there are both required and recommended materials. The minimum requirement is for the instructor to have a Curriculum Guide (this book), and for each participant to have a Participant Workbook. Additional information about both the required and recommended materials is listed below.

## PARTICIPANT WORKBOOKS (REQUIRED)

A new participant workbook is necessary for each participant in the *Bring Your 'A' Game* program. Participants use the workbook to complete activities, review content, and reflect on their experiences throughout the training. Ensure that participants have their own workbook prior to starting the training.

## TEXTBOOKS (RECOMMENDED)

To reinforce classroom learning and appeal to your visual learners, we recommend having a copy of the *Bring Your 'A' Game* textbook for every participant. Each of the seven workplace skills is explained in detail, so participants can learn more about each of them in greater details. While these textbooks can be kept by the participants at the end of the course, they could also be reused by additional participants.

## MULTIMEDIA RESOURCES (RECOMMENDED)

The multimedia resource kit contains several supplemental visual components of the training including a PDF PowerPoint presentation and videos. Each kit is stored and delivered on a convenient USB thumb drive.

To find out more about purchasing any of the resources, please contact The Center for Work Ethic Development at [info@workethic.org](mailto:info@workethic.org) or (303) 433-3243.





# CREATING YOUR CUSTOMIZED TRAINING PLAN

A critical component of the effectiveness of *Bring Your 'A' Game* is the development of customized training plans. These allow each organization, and even every trainer, to deliver content that specifically meets the needs of their target audience. Creating a customized training plan is simple, and it starts with determining which of the four primary objectives you want to achieve: basic overview, specific skill development, skill set development, or general employability.

- **BASIC OVERVIEW** – This objective is designed to give participants basic awareness of the seven workplace skills
  1. Use only the **CORE** activity from each of the four steps
- **SPECIFIC SKILL DEVELOPMENT** – This objective is designed to give participants a deeper knowledge of one or more of the seven workplace skills
  1. Determine which skill(s) you want participants to develop
    - Suggestion: Use a pre-class assessment to determine skill gaps
  2. Use **CORE** activities for What, Who, and Why sections
  3. Supplement Why **CORE** activity with two or three additional activities from the desired skill
    - Note: For the Attitude skill, use additional activities from the Who section
- **SKILL SET DEVELOPMENT** – This objective is designed to give participants a broad knowledge in either the set of skills that focuses on personal or interpersonal outcomes
  1. Determine the focus on the personal or interpersonal skill set
  2. Use the **CORE** activity for the What section plus the corresponding Skill Set activity
  3. Use the **CORE** activity for the Who section
  4. Use two or three activities from each of the included skills
    - Note: Personal Skills include Attendance, Appearance and Ambition; Interpersonal Skills include Acceptance, Appreciation, and Accountability
  5. Use the **CORE** activities for the Why and What section
  6. Finish with the corresponding Work activity for the desired Skill Set
- **GENERAL EMPLOYABILITY** – This objective is designed to give participants a deep understanding of each of the seven workplace skills
  1. Use the **CORE** activity for the What and Why sections
  2. Use one to three additional activities from the Why section
  3. Use the What activity for Attendance and one to three additional activities from the Attendance section
  4. Repeat this process for each of the remaining workplace skills
    - Note: Also add the **CORE** Why activity when presenting Accountability
  5. Use the **CORE** activity for the Work section and add one of the three final activities
    - Suggestion: following the completion of the training, have participants take the exam to earn their Certificate of Work Ethic Proficiency

All of these training plans can be delivered over multiple sessions, worked into existing curriculum, or delivered as a stand-alone workshop. They are yours to customize and the most important aspect is that they fit into a system that works for you.



# TRAINING SET-UP

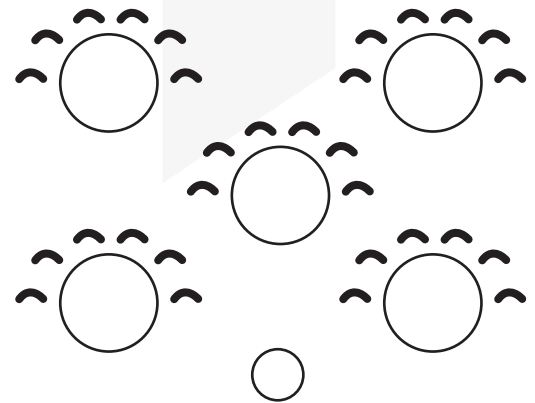
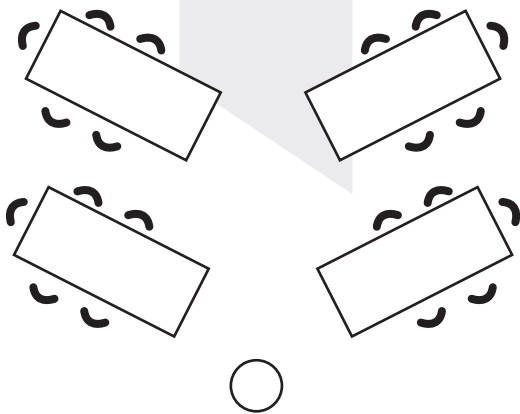
A critical part of delivering a successful *Bring Your 'A' Game* training is creating the right learning environment. Because the training is built on interaction and peer-to-peer learning, the physical environment needs to foster connection and dialogue. Here are some recommendations to get your training started right.

## SETUP RECOMMENDATIONS

1. Set the room in round tables or other seating where the participants can easily see and connect with each other.
2. The training is designed for groups between 10 and 35 participants. However, it works best when you have them pre-set in groups of around five people.
3. Give participants nametags or table tents so that you and the rest of the class can call everyone by name. These can either be made ahead of time, or you can let participants make their own.
4. Have *Bring Your 'A' Game* Workbooks for each participant – and consider writing each participant's name on their workbook beforehand so it gives them a sense of ownership.
5. Use flip chart or other posters to put inspirational quotations on the walls of your training room.
6. If purchased, use the Inspirational PowerPoint Presentation that was included in your multimedia resources. Have it playing while participants are coming in the room and while you're on break.
7. Build a customized training plan to ensure that you are able to achieve the objectives for your *Bring Your 'A' Game* training.

## ROOM SET EXAMPLES

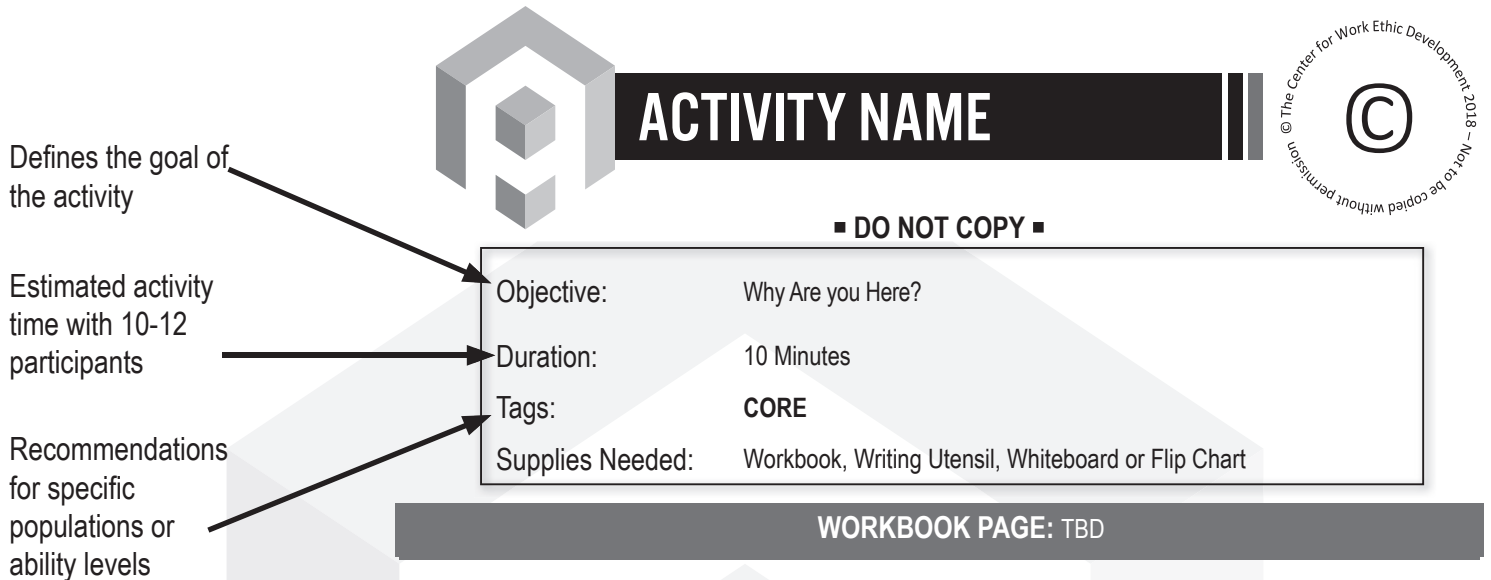
Depending on what type of tables you have, here are two examples of how to set up the room to maximize interaction and shared accountability.





# DELIVERING AN ACTIVITY

Each activity uses a simple design so the facilitator knows exactly what to say and do with a minimum of preparation. The top of the design features an Introduction Snapshot that explains the basics of every activity.



The bottom bar shows trainers what page to direct the class to in their Participant Workbook. The curriculum guide also has a sample version of the participant workbook page following each of the activity pages.

Below the *Introduction Snapshot* are the instructions for conducting the activity. These are broken into 4 sections to make it consistently simple to facilitate.

- **Prep:** This section describes all preparation required before the activity begins – this can also include collecting stories or examples. Note: supplies needed for the activity are already provided in the Introduction Snapshot.
- **Say:** To assist facilitators in how to set the stage for each activity, this section provides statements and questions to give your participants. While phrasing and questions with quotation marks around them are designed to be read as written, experienced facilitators can paraphrase these once they are comfortable with the content.
- **Do:** Each activity has step-by-step instructions to keep the facilitation as simple as possible. These simple steps will include both how to facilitate the activity and may also include some additional discussion points.
- **Recap:** The recap section allows facilitators to ask the critical questions to check for understanding and allow for discovery. For some activities there may also be an opportunity to reflect on the learning through a Journal Entry in the Participant Workbook.



# FACILITATION OF *BRING YOUR 'A' GAME*

While they have similar goals, there is a significant difference between teachers/trainers and facilitators. Traditionally, teachers are the ones with knowledge and expertise in a particular field. They impart that knowledge through a variety of means to their students. Facilitators build on the knowledge base of the group of students to find the answers to questions. For example, teachers provide direct instruction via lecture while facilitators assist participants to discover learning via discussion. A key component of the design and efficacy of *Bring Your 'A' Game* is using a facilitation approach that emphasizes question asking and discovery. Here are some tips to help everyone improve their facilitation technique.

## FACILITATING TIPS:

- Remember that the foundational workplace skills are something participants need to experience to learn. Always look for new ways to involve the participants in groups.
- When participants are completing worksheets or doing individual activities, play some upbeat music; it keeps the energy in the room moving.
- Use music or a timer for group exercises so participants know when time is getting close. It adds an element of positive pressure.
- Have prizes for activities where participants list items or are in competition with other teams. Small items like candy or awarding “points” helps engage and motivate participants.
- Divide groups differently each time to force participants to get up and move around the room.
- Use the recommended *Bring Your 'A' Game* presentation (included in the multimedia resources) or create your own presentation to display. This will make it easier for the participants to see the definition and answer the questions – especially for visual learners.
- Look for opportunities to make the activities into work-based role plays or discussions. The more participants can contextualize the learning into their daily lives, the more likely they are to learn.
- Place things that participants can play and fiddle with during the training. They can use these as creative tools for brainstorming activities, and can dramatically help kinesthetic learners.
- Support every answer from every participant. Use positive body language and feedback to each and every response. For answers that need more clarification or that may be incorrect, ask other participants for their help. This builds respect and will foster greater discussion.
- Movement helps keep participants engaged and involved. Find ways to get the group moving through exercises, rotating teams, or paired activities.
- Share your own personal and professional experiences throughout the training. Personal stories help participants connect to the material and makes you more relatable.



# HOW TO USE ACTIVITY TAGS

To assist trainers in determining which activities to include in their training sessions, all of the activities are marked with different Tags. These Tags give a quick overview of who the activity would be best suited for – though each activity can be modified to fit any audience. Here is a list of the Tags used in the curriculum, and their meaning:

**CORE:** this is the required activity for each section

**ONE-ON-ONE:** an activity that could be easily modified to be presented in an environment with a single participant

**LARGE CLASS:** an activity that is appropriate for a large class, where multiple participants can benefit from working together, and then presenting their findings to the class

**HIGH ENERGY CLASS:** an activity that is appropriate for a class with high energy and high levels of participation

**ALTERNATIVE LEARNING STYLES:** an activity that is appropriate for a class that needs multiple learning styles (auditory, visual, tactile, energy, and changing learning environments)

**LOW LITERACY LEVELS:** an activity that is appropriate for participants with lower literacy levels or who are intermediate (level 3) or high intermediate (level 4) in English as a Second Language

**JOB SEEKERS:** an activity that is appropriate for participants who are currently looking for employment

**EXTENSIVE EMPLOYMENT EXPERIENCE:** an activity that is designed for participants who have been in the workforce for a long time and may be transitioning to a new job or industry

**LIMITED EMPLOYMENT EXPERIENCE:** an activity that is appropriate for participants who have either little or no previous work experience

**PERSONALITY SHAPES:** an activity that uses the psycho-geometric shapes from the “What Shape is Your Personality?” Who Activity – participants will have needed to go through that activity first



# MAXIMIZING SELF-REFLECTION

Self-reflection is important because it provides the participant with an opportunity to check for understanding, concretely identify what they learned, and what they are going to do about it in their personal and professional journey. To facilitate self-reflection, Journal Entries located at the end of an activity include questions for reflection on the curriculum. The Journal Entries should be completed immediately after an activity to ensure that the participant does not miss the intended outcome of the activity.

## AT THE END OF YOUR TRAINING

### WRAP UP RECOMMENDATIONS

In addition to the Work activities at the end of the program, use the following statements and questions to reinforce the learning from your class.

- All skills are easy enough learn and perform, but hard to make habitual.
- Think about how you can use the seven foundational skills together all the time.
- What skills do you want to retain and share with others?
- How can you be a role model of these skills for others?

### CERTIFICATION PREPARATION

Following completion of a minimum of eight hours of *Bring Your 'A' Game* training, participants can take an assessment to earn their Certificate of Work Ethic Proficiency. If you have already purchased access to certification assessments, email [support@workethic.org](mailto:support@workethic.org) to get yourself and your participants set up in the online system. If you are interested in purchasing certification assessments for your participants, email [info@workethic.org](mailto:info@workethic.org) to get a customized quotation.





# GOALS OF WHAT

The first step in creating long-term behavior shifts is to create an understanding of the expectations with the participants. *Bring Your 'A' Game* has identified the seven workplace skills that are the building blocks of work ethic. In this section there are activities designed to introduce the seven skills, *Bring Your 'A' Game* definitions, and employer expectations.

At the completion of the What activities, participants should be able to:

- Have an awareness of the seven foundational workplace skills that are the building blocks of work ethic
- Understand the definitions of each workplace skill
- Know the expectations that employers have in demonstrating each skill

The **CORE** activity for the What Section (*Why Are You Here?*) introduces participants to the seven foundational skills, but doesn't go into detail about their definitions or employer expectations.

The next two activities (*All About Me* and *Working With Others*) focus just on the skills for the personal and then interpersonal Skill Sets. They establish the definitions for each skill, but don't go into the employer expectations.

Each of the workplace skills then has a specific activity that goes into depth about both the definition and employer expectations. These activities are best delivered in combination with *Why* activities from the corresponding skill.



# WHY ARE YOU HERE?



## ■ DO NOT COPY ■

Objective:	The goal of this activity is to introduce the 7 workplace skills of work ethic.
Duration:	15 Minutes
Tags:	<b>CORE</b>
Supplies Needed:	Workbook, Writing Utensil, Whiteboard or Flip Chart, Markers

## WORKBOOK PAGE: 1

- **Prep:** Before the session, write the 7 work ethic skills on the whiteboard or flip chart. After writing the 7 skills, hide them before starting the class.
- **Say:** “Employers seek it; performance depends on it; satisfaction is a result from it; and career progress is the return of it. What is it? A good work ethic! A good work ethic is key to being successful at anything in life – and will make you a more valuable employee. That being said, work ethic means different things to different people.”  
**ASK PARTICIPANTS:**  
“What does work ethic mean to you?”  
“What does a person with good work ethic look like? What do they do?”  
“Why do you think employers are looking for people with strong work ethic?”
- **Do:** **STEP ONE** – Explain that research has shown that work ethic isn’t just one thing. It is a set of 7 workplace skills. Reveal the 7 work ethic skills and have participants write them on page 1 in their workbooks.  
**STEP TWO** – Give participants 2 minutes to rank each skill from 1 through 7. Have them use the number 1 for their strongest skill and the number 7 for their weakest skill.  
**STEP THREE** – Give participants 4 minutes to complete the 3 questions on page 1.  
**STEP FOUR** – Have participants pair up and share their answers with each other.
- **Recap:** **ASK PARTICIPANTS:**  
“What were some of the skills that you are strongest in? Did you and your partner have the same one?”  
“Which skill do you think is the foundation of the 7? Why?”  
“What are you looking most forward to learning about the *Bring Your ‘A’ Game* skills?”



# WHY ARE YOU HERE?

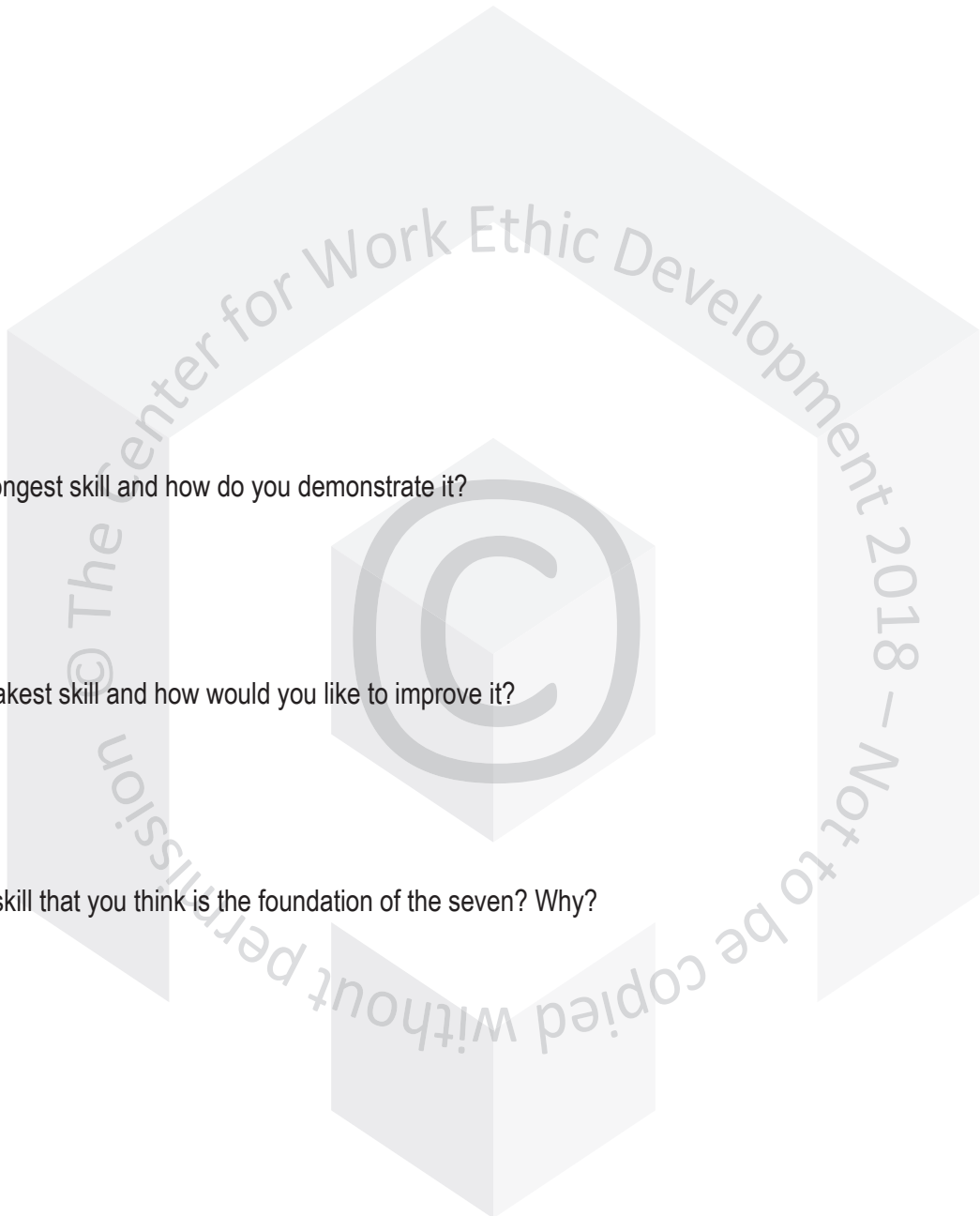
List the seven skills of *Bring Your 'A' Game*:

- 
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What is your strongest skill and how do you demonstrate it?

What is your weakest skill and how would you like to improve it?

Name the ONE skill that you think is the foundation of the seven? Why?





# GOALS OF WHO

Once participants have knowledge about What the definitions and expectations are of each skill, the next step in creating a behavioral shift is taking ownership. Each individual has to make the personal choice to improve these skills – no one else can do it for them. These exercises are designed to get participants to take ownership of their own development.

The **CORE** activity in this section introduces participants to the skill of Attitude and asks them to make a commitment to their own personal responsibility. Making this choice to have a positive attitude is the foundation that all of the other skills are built on. The remaining exercises work on furthering the development of a positive attitude and strategies to maintain positivity in the face of adversity.

**“Staying positive in every situation. Take control of the way you react.”**  
*Bring Your ‘A’ Game definition of Attitude*

## EMPLOYERS EXPECTATIONS

Employees who bring a positive Attitude to work will:

- Approach work with a winning Attitude every day
- Choose to present a positive outlook, even when times are tough
- Do all of their jobs – the easy and hard
- Make an effort to be positive with others

ATTITUDE ACTIVITY	TAGS
Making the Choice to Have a Positive Attitude	<b>CORE</b>
Which Skills Pay The Bills	One-On-One, Extensive Employment Experience
Nothing Stays the Same But Change	High Energy Class, Low Literacy Levels
Power of Perception	Job Seekers
Attitude Top 10 List	High Energy Class, Limited Employment Experience
“Yes I Can”	Large Class, Job Seekers
Change Your Outlook Change Your Outcomes	One-On-One, Extensive Employment Experience
What Shape is Your Personality	Limited Employment Experience, Personality Shapes
Emotions Are Contagious	Alternative Learning Styles, Low Literacy Levels
Managing Emotions	One-On-One



# LEARNING OBJECTIVES

SKILL	VALUE	OUTCOME	BUSINESS RESULT
Attitude	Positivity	Employees display positivity and enthusiasm	Increased employee engagement

## **ATTITUDE DEFINES HOW YOU APPROACH YOUR JOB EVERY DAY**

How you view your job directly impacts your attitude at work. It is essential to be aware of what you think and say because the language you choose can have an impact on how you feel about yourself and others. Your attitude influences your success in life. **Participants will understand the impact of having a positive attitude and make a commitment to be positive.**

## **ATTITUDE DETERMINES HOW FAR YOU GO IN A JOB**

When you have a positive attitude, you are in control of your emotions and a positive attitude has a direct correlation on your job performance and opportunities. Whether it's your coworkers, supervisors, or customers, it is easier to deal with challenging relationships with a positive attitude. Controlling your emotions will help you go farther at work. **Participants will develop strategies to create a positive attitude and learn how attitude is perceived in the workplace.**

## **YOU ARE IN CONTROL OF YOUR OUTLOOK**

There is only one person in the entire world that can control your emotions: YOU. Sometimes, people want to make their attitudes the fault of someone else: a customer, a coworker, or even their managers. Being in control of your emotions can help you see work as an opportunity and not just a paycheck. **Participants will learn to control their emotions and minimize negative thought patterns.**

## **YOU ARE IN CONTROL OF YOUR ATTITUDE**

Having the "right" job specific skills, aren't enough for getting and keeping a job. Your attitude and how you manage change in the workplace is vital to your job success. Change is inevitable, and during those times of change and difficulty, your attitude to the situation is 100% within your control. **Participants will know the difference between job-specific and workplace skills and how to manage change.**

## **BOTH POSITIVE AND NEGATIVE EMOTIONS ARE CONTAGIOUS**

You might think your attitude isn't relevant to anybody else. However, your emotions are contagious, and they impact other's moods. When you choose to be positive, people around you will be positive. **Participants will recognize how their emotions impact others. They will also learn how to relate to people with different personalities than their own.**



# MAKING THE CHOICE



## ■ DO NOT COPY ■

Objective:	The goal of this activity is to teach participants the definition of attitude and have them understand the employer expectations of having a positive attitude at work.
Duration:	25 Minutes
Tags:	<b>CORE</b>
Supplies Needed:	Whiteboard, Flip chart, Workbook, Writing Utensil

## WORKBOOK PAGE: 10

- **Prep:** Read the Attitude chapter in the textbook to familiarize yourself with key concepts and examples. Familiarize yourself with the *Bring Your 'A' Game* definition of Attitude, and the employer expectations. Before the session, write the word "Attitude" on the whiteboard or a flip chart.
- **Say:** "When you have a positive Attitude, it makes dealing with challenges easier. However, this is not always easy because it means having to see the glass as half full. Today, we are going to discuss what Attitude means to you, learn the *Bring Your 'A' Game* definition of Attitude, and become familiar with the employer expectations of a positive Attitude at work. Now, close your eyes, and imagine somebody who has a positive Attitude."  
**ASK PARTICIPANTS:**  
"When you think about this person, what does he or she do, act, or sound like?"  
"How does this person react to having a bad day, or hearing bad news? What have you learned from this person about being positive in challenging situations?"  
"How do you feel when you are around someone who is consistently negative?"
- **Do:** **STEP ONE** – Ask participants to write their definition of Attitude in their workbooks on page 10. Ask for volunteers to share their Attitude definition.  
**STEP TWO** – Under the word Attitude on the whiteboard or flip chart, write the *Bring Your 'A' Game* definition of Attitude and have participants write it in their workbooks. Ask for volunteers to share what that definition means to them.  
**STEP THREE** – Give participants 2 minutes to draw a symbol that represents this definition of Attitude in their workbooks. When finished, ask for volunteers to share their drawings and explain what they mean.  
**STEP FOUR** – Give participants 2 minutes to review the employer expectation definitions in their workbooks on page 10.
- **Recap:** Give participants 5 minutes to complete the Journal Entry on page 10.  
**ASK PARTICIPANTS:**  
"Why should you choose to have a positive Attitude at work?"  
"Which of the expectations did you choose to focus on? Why?"  
"Is it easier to have a positive Attitude at work or at home? Why?"





# MAKING THE CHOICE

My definition of Attitude:

*Bring Your 'A' Game* definition of Attitude:

In the space below, draw something that represents a positive Attitude:

## EMPLOYER EXPECTATIONS

Employees who bring a positive Attitude to work will:

- Approach work with a winning Attitude every day
- Choose to present a positive outlook, even when times are tough
- Do all of their jobs – the easy and hard
- Make an effort to share good attitudes

## JOURNAL ENTRY:

Which of these expectations do you think is most important for you to focus on?

What steps will you take to commit to the employer expectation you chose?



# WHAT SHAPE IS YOUR PERSONALITY



## ■ DO NOT COPY ■

Objective:	The purpose of this activity is for participants to view their personality, as well as the personality of others, through geometric shapes and learn how to work with different personalities.
Duration:	30 Minutes
Tags:	Limited Employment Experience, Personality Shapes
Supplies Needed:	Workbook, Writing Utensil, Whiteboard or Flip Chart, Markers

## WORKBOOK PAGES: 17 & 18

- **Prep:** Review the description of each shape on page 17 before the session. The concept introduced here is 'psycho geometrics', though we refer to it simply as 'shapes'. The shapes toward which a person gravitates are external signs of a person's personality.
- **Say:** "To be successful in life, you have to get along with people who have different personalities. It is important to understand what motivates different people because it might be different than you. Today we are going to take a simple personality profile that will help you identify your personality type. It will also help you discover your strengths and motivations."  
**ASK PARTICIPANTS:**  
"Have you ever had to work with somebody you just didn't understand? How did you interact with them?"  
"Do you ever feel as if other people do not understand you? Why?"  
"How many of you have ever taken a personality profile like Myers Briggs or DISC to help you understand different personality types?"  
"What did you learn about yourself from the profile?"
- **Do:** **STEP ONE** – Ask for volunteers to read each of the shape descriptions out loud. As the description for each shape is being read, ask participants to highlight or underline 3 keywords or phrases to help them remember the personality.  
**STEP TWO** – Have participants:
  - Circle the shape whose description they like the most
  - Put a star by the shape they like second most (this might be the shape they wanted to choose first but chose another one instead)
  - Put a check mark next to the shape they liked the least



**STEP THREE** – Once participants have circled, starred and checkmarked their shapes in the workbook, explain to them that:

- “The shape you circled represents your strongest personality style and is what drives your behavior.”
- “The star represents your fall back personality style and is the behavior you will most likely go to under stress.”
- “The check represents the shape you will likely have the most conflict with and is usually the most different from your dominant style.”

**STEP FOUR** – Break participants into groups of 3-5. Give each group 5 minutes to list what they believe the strengths and challenges of each shape are on page 18 in their workbooks. They can use page 17 as a reference.

**STEP FIVE** – When everyone is finished, take 5 minutes and ask the class to share the strengths and challenges of each of the shapes with the class.

■ **Recap:** **ASK PARTICIPANTS:**

“What did the shapes teach you about yourself?”

“What did the shapes teach you about others?”

“Why is it important to know more about the different personality styles?”



## WHAT SHAPE IS YOUR PERSONALITY



**SQUARES** are organized and hard workers. Squares like structure and rules and dislike situations in which they don't know what is expected of them. "Tell me the deadlines and I'll get the job done," Squares say – And they deliver. They prefer working alone to teamwork. Logical, they think sequentially .. A, B, C, D. They collect loads of data and file it so information is easy to locate: but have trouble saying, "I've got enough information." Squares are slow to make decisions and are resistant to change. They will always ask 'why' when asked to do a task differently.



**TRIANGLES** are natural leaders. Triangles are decisive and able to focus on the goal. Triangles have confidence in themselves and in their opinions. Triangles will not hesitate to tell everyone else the way the world is. Triangles can be dogmatic and shoot from the hip. They like recognition and are delighted to tell people about their accomplishments. Triangles can be self-centered and egotistical. They put stock in status symbols. American business has been run by triangles. Triangles make decisions quickly and are energized by change when it moves toward a goal.



**PENTAGONS** are seekers and explorers and searching for ways in which they can grow and change. Pentagons ask 'who am I?' and 'what is the world about?' They are the most receptive of the five shapes to new learning. Pentagons are the only shape that's not frozen, and they can cause their co-workers confusion when they change from day to day. All people go through pentagon periods when they're in a state of change. Pentagons have difficulty making decisions as they can see all sides. They thrive on change as they want to experience new ways of doing things .



**CIRCLES** are people people. Circles have the most empathy, perception and consideration for the feelings of others. Circles listen and communicate well. They read people and can spot a phony right off. Circles like harmony and have the greatest difficulties in dealing with conflict and making unpopular decisions. They are easily swayed by other people's feelings and opinions. Circles can be an effective manager in a relaxed work place, but have difficulty in political environments with strict rules. Circles prefer that other people make decisions and they would be happy if nothing ever changed and the workplace was one big happy family.



**LIGHTNING BOLTS** are creative, 'what if?' people who are always thinking of new ways to do something. Their minds never stop and they do cognitive leaps from A straight to D. Lightning bolts see the forest and miss the trees. They don't like highly structured environments. Lightning bolts don't tolerate the mundane and have a short attention span. Lightning bolts must get excitement at work. They are highly motivated by change and see it as fun. They are quick to make decisions, but rarely consider the impact of their choices.

In collaboration and good teamwork, you need all shapes. Squares to get work done. Triangles for leadership and decisiveness. Pentagons to keep questioning. Circles to keep harmony. Lightning bolts for ideas and enthusiasm.

Based on the concept of Psycho Geometrics by Dr. Susan Dellinger