
Module 4

Professionalism

First Days on the Job

Professional Behavior at Work

Friendships

Handling Conflict



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Purpose



The purpose of this Module is to inform students about professional behavior at work, including how to handle the first days on the job, new friendships, and conflict.

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

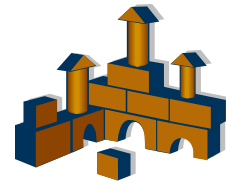
Module Objectives



Students will:

- Understand the characteristics of a professional employee
- Understand the importance of complying with the policies and procedures of the employer
- Become familiar with activities on the first days of a job
- Recognize the characteristics of positive friendships at work
- Become familiar with strategies for handling conflict at work

Alignment with NYS Learning Standards



Career Development and Occupational Studies (CDOS)



Standard 1: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

(Elementary)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (b) demonstrate an awareness of their interests, aptitudes, and abilities
- (c) know the value of work to the individual and society in general
- (e) demonstrate understanding of the relationship of decision making to the attainment of future goals

(Intermediate)

Standard 2: *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

(Elementary)

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
 - (a) identify academic knowledge and skills that are required in specific occupations
 - (c) solve problems that call for applying academic knowledge and skills

Standard 3a: *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

(Elementary)

Key Idea 3a-2: (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (b) demonstrate the personal qualities that lead to responsible behavior

Key Idea 3a-4: (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

- (c) relate to people of different ages and from diverse backgrounds

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task

(Intermediate)

Key Idea 3a-2: (Thinking skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skill

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

Key Idea 3a-4: (Interpersonal Skills): Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations

- (a) demonstrate the ability to work with others, present facts to support arguments, listen to dissenting points of view, and reach a shared decision

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) understand the material, human, and financial resources needed to accomplish tasks and activities

Family and Consumer Science



Standard 1: *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

(Intermediate)

Key Idea 1-1: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

- (c) Students will recognize the mental, social, and emotional aspects of good health
- (d) Students will apply decision-making process to dilemmas related to personal health

Standard 2: *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

Key Idea 2-1: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

- (d) Students apply basic rules of health and safety to a variety of home and work place situations

Standard 3: *Students will understand and be able to manage their personal and community resources.*

Key Idea 3-1: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

(Elementary)

- (a) Students understand the kinds of resources available in their community and make informed decisions related to their own use

(Intermediate)

- (e) Students understand how working contributes to a quality living environment

(Commencement)

- (a) Students analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self
- (e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

Health



Standard 1: *Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.*

(Commencement)

Key Idea 1-1: Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

- (b) Students will demonstrate necessary knowledge and skills to promote healthy development into adulthood.

Standard 2: *Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.*

(Commencement)

Key Idea 2-1: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

- (b) Students will evaluate personal and social skills which contribute to health and safety of self and others

Background Information



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 4**.

- **Professionalism on the job is important in all work settings, regardless of the requirements of the job.**

The students may not be able to envision themselves as “professionals,” but they will be expected to adhere to basic professional standards, policies, and procedures, even if they do not see co-workers acting professionally. Professionalism consists of the following basic rules of the workplace:

- Proper, clean apparel
- Knowing policies and procedures and following them, even if others take short cuts or ignore rules
- Following organizational policy about appearance
- Polite language and civil communication
- Arriving on time or early for work
- Late or absent only for legitimate reasons (and the problem could not be avoided)
- Reporting to a supervisor if late or absent
- Assisting supervisor in finding substitute workers if expected
- Making an earnest effort to learn the tasks of the job
- Asking questions for clarification
- Showing respect and cooperation with supervisors, even if supervisors appear to be unreasonable
- Respecting the privacy and space of co-workers
- Taking breaks only when authorized
- Making personal phone calls only during authorized breaks
- Recognizing that volunteering is not the same as working for pay, requiring consistent attendance and professional work behaviors
- Accepting progress reports and performance reviews as opportunities to learn and plan for the future
- Speaking only positively (both at work and after hours) about the employer, supervisor, and co-workers, even if others are speaking negatively or changes need to be made.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 4.

- **The consequences of unprofessional behavior can make work stressful and unpleasant, and could result in probation or losing the job.**

Employees who abuse time and attendance policies may develop a negative reputation and may lose their job.

Employees who respect their co-workers understand the importance of arriving at work on time, and working the entire time during their shift.

Professional employees know that whenever an employee arrives late or takes a day off, the workload of others increases. Schedules have to be readjusted, distribution of work is changed, and work may not get completed.

Professional workers consult with supervisors before making any schedule changes.

Professional workers always have a backup plan so that they are prepared for potential problems with time and attendance, such as transportation, clean uniform, etc.

Students who have medical challenges that may affect their ability to be consistent with time and attendance should discuss backup plans with supervisors so that the work can still be completed.

- **The first day of work on a new job can be very stressful.**

Proper planning can ease the tension when preparing for a new job. Questions asked in advance will help with planning, especially when the questions pertain to:

- work hours
- breaks
- transportation options
- lunch break
- uniform or dress code
- pre-employment paperwork
- tools and equipment required.

The most important step in preparing for a new job is to allow extra time in getting ready on the first day.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 4.

During the first few weeks at work, new employees should maintain perfect time and attendance, and stress positive attitude and strong work ethic. They should keep it up!

They should not join groups or form friendships right away because it is not possible to know the work history or reputation of employees.

New employees should make it clear that they want to get to know everyone. If they are assigned to a supervisor or mentor, they should make a point to learn anything they can from them, asking questions and gathering information – without participating in gossip.

They should keep personal information private and not share personal troubles or frustrations.

New employees should keep up good work habits beyond the probationary period (which may be one month or six months long).

- **Friends are not always easy to find at work, but they can make the day much more enjoyable.**

It is important that students understand the difference between a true friendship, where a co-worker is supportive and kind, and a supposed “friendship” that interferes with productivity and professional work.

It should take time to develop friendships at work, to ensure that the friends are positive influences and supportive. The first co-workers that the students meet, even if they are friendly, may not be the best friends to have at work.

Friends are *not* a positive influence if they:

- Distract employees from working
- Encourage employees to break the rules
- Isolate employees from other workers
- Are workers who have a negative reputation or attitude
- Make an employee feel pressured, uncomfortable, or unsafe

The students can be good friends with other workers by being helpful and supportive and not interfering with anyone’s success on the job.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 4.

Friendship does *not* mean:

- Clinging or dependency
- One-sided, self-centered conversations
- Borrowing, lending, sharing – unless there is a clear agreement and there is a pattern of timely returns
- Questioning, criticizing, disagreeing
- Breaking confidences or gossiping
- Invading privacy or personal space
- Encouraging activities that are unsafe or illegal
- Interference with family life or other relationships.

It may take several interactions before determining whether a friend is going to be loyal and a good influence.

Friendships at work can make the workplace a comfortable place to be, but employees should not cultivate friendships that:

- Isolate them from other employees
- Align them with individuals or groups
- Interfere with family responsibilities, sufficient rest, saving money, etc.
- May result in poor reputations, lack of confidentiality, unfair competition, or office gossip
- Interfere with getting the work done.

It is important to meet as many people as possible on the job, developing a variety of connections and friendships. It is especially important to avoid joining groups that are antagonistic to the supervisor, or are well known for their complaining.

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 4**.

- **Conflict is when people have friction over something that is meaningful to them. It is usually generated from differences in *needs, perceptions, expectations, and values*.**

Sometimes employees have different ***needs*** when they are working.

Examples of differences in NEEDS might be:

- A need for attention
- A need for details
- A need for space
- A need for decisions

For example, one employee may perceive a supervisor as loud and demanding because the employee grew up in a quiet household, while another may have grown up with loud adults and are not bothered by the manager's tone of voice.

One employee may perceive a co-worker as sarcastic and mean, while another employee may perceive that same co-worker as funny. These differences in perceptions can come from personal history and personality traits such as sense of humor and level of sensitivity.

A valuable skill in the workplace is the ability to look at a situation from a variety of points of view and thinking about how others may perceive the situation.

- **One of the most common sources of conflict at work is a difference in *expectations*. Sometimes employees and supervisors are not clear about what is expected.**

Differences in expectations can come from:

- Poor communication
- Personalities
- Past work experiences
- Personal standards

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 4.

For example, one employee may expect co-workers to come to work a few minutes early to prepare for a shift, while another employee may have different expectations and arrive right before the shift begins. Until they figure out an agreement, this difference in expectations can cause tension in the workplace.

A supervisor may expect employees to do everything right the first time. This can cause a conflict if the expectation is unrealistic. Discussion of basic work expectations can resolve conflicts and prevent future disagreements.

- **One of the most difficult challenges at work can be when employees have different *values*, such as values related to religion, cultural tolerance, or attitudes about money.**

Sometimes employees just have to decide that they just don't agree and these topics will be avoided in the workplace. However, if different values interfere with work or violate policies or procedures, then supervisors should be informed.

Most conflicts at work originate from differences in needs, perceptions, expectations and values. Some of the students may have difficulty understanding the *origins* of conflict, but they can learn to recognize the signals that conflict is brewing.

- **Some students may not be able to picture conflicts that can occur at the workplace.**

Discuss how conflict with other people can happen anywhere. The students should keep in mind the following:

Conflict is when people disagree about something. Conflict can be avoided if employees recognize that everyone has different needs and those needs should be considered during the work day. If they talk about their needs they can agree to compromise to avoid tension.

Conflict can result when employees perceive situations differently. It may be difficult, but before getting upset or frustrated, it is important to try to see a situation from a different point of view.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 4.

Conflict starts out with a feeling of tension, then builds to frustration. The next phase of conflict is usually blame (gossiping, pointing fingers, complaining). It is unprofessional to blame others and can escalate the conflict. Students can defuse conflict if they stop themselves before starting to blame others. If they are being blamed, they should ask to talk to a manager.

Good “team players” at work are cooperative, willing to share information and tasks, helpful to co-workers, and motivated to achieve a goal. All of these behaviors can prevent possible conflicts.

Students can defuse conflict with another employee as soon as they start to feel tense or frustrated. Defusing consists of stopping, calming down, and asking if there is a way to solve the problem. Just by raising the issue in a calm manner they can find out if the other employee has different needs, perceptions, or expectations. A conversation can have a profound influence on preventing and resolving conflicts.

Sometimes conflict is going on around an employee. Students should not get involved in the conflicts of others, and should not take sides.

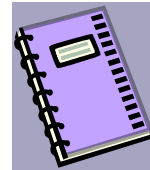
Module Vocabulary



Before conducting job readiness activities in this module, review the following key vocabulary words with the students:

- ❖ Professional
- ❖ Attendance
- ❖ Orientation
- ❖ Probationary period
- ❖ Friend
- ❖ Frustration
- ❖ Conflict
- ❖ Anger
- ❖ Appearance
- ❖ Attitude

Module Journal Topics



Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”

Suggested journal topics:

- How I can be a good friend.
- How I can make friends at work and still be professional.
- What I will want to find out about on the first days of my new job.
- How I will handle it if I get frustrated at work.

Activities

Module 4



Activity #1 – Characteristics of Professional Workers

Description of Activity

In this Activity students learn about professional behaviors at work.



Supplies



- ❖ A large box containing
 - Alarm clock
 - Clean uniform or shirt
 - iPod
 - Cell phone
 - Fancy jewelry
 - Tank top (men and women's)
 - Flip flops
 - Picture or poster of a movie star
 - Baby doll (representing a child)
 - Watch
 - Large bag of candy
 - Nail polish
 - Sign-In Sheet
 - Time Sheet
 - Pillow
 - Comic book/magazine
 - Squirt Gun
 - Chewing gum
- ❖ Sample Employee Handbook(s)

Handouts

- ❖ Attendance
- ❖ On Time
- ❖ Clean
- ❖ Comb
- ❖ Smile
- ❖ Hard worker
- ❖ Award
- ❖ Money
- ❖ Pride

Activity Directions

ASK: How do good workers behave? What do they do that shows that they take work seriously?

Accept all responses, but emphasize the characteristics of professional workers described in the Background Information.

- Define *professional* as taking employment seriously and following the basic rules of the workplace.

Pull out of a large box the following items.


- Each time ask if the item is something that would be used at work by an employee who takes their work seriously (and acts professionally).
- Discuss how some items are appropriate during breaks, but should not be used while working. Others should not be taken to work at all, especially if the employee handbook forbids it.
 - Alarm clock
 - Clean uniform or shirt
 - iPod
 - Cell phone
 - Fancy jewelry
 - Tank top (men and women's)
 - Flip flops
 - Picture or poster of a movie star
 - Baby doll (representing a child)
 - Watch
 - Large bag of candy
 - Nail polish
 - Sign-In Sheet
 - Time Sheet
 - Pillow
 - Comic book/magazine
 - Squirt Gun
 - Chewing gum

Some co-workers are not very good role models. Explain that every workplace requires workers to be professional, even if the students see behaviors that show that some workers do not take their jobs seriously.


ASK: What would happen if you broke the rules and you were not very professional?

Explain about employees being written up, on probation, or fired from their jobs.

- Display the following handouts. Discuss how professional workers, or those who take their jobs seriously, are very good at time and attendance, appearance, and attitude.



Handouts



- ❖ **Time and Attendance**
Handouts Attendance and On Time.
(Emphasize that professional employees show up at work when they are expected and are always on time – maybe even a little early.)
- ❖ **Appearance**
Handouts Clean and Comb.
(Review basic hygiene.)
- ❖ **Attitude**
Handouts Smile and Hard Worker.
(Remind students that they have been given a particular job because other people think they can do it. They should be proud of their job.)

ASK: What do you think would be the rules of most employers?

- Access to buildings
- Workplace safety
- Break schedules and locations
- Smoking on the grounds
- Forbidden items such as weapons
- Health and personnel privacy
- Evaluation schedules
- Paycheck deductions such as unions, uniforms (if relevant)
- Display of personal items such as photographs

Optional: Display Employee Handbook(s) and describe contents.

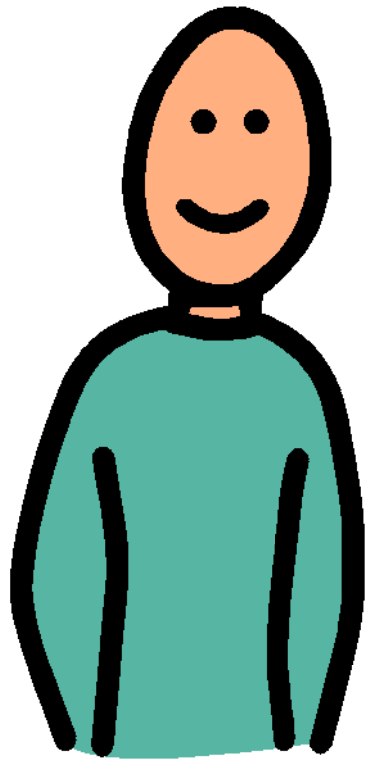
ASK: Do you know what a “perc” is at work?

Define “percs” such as snacks, company picnics, day care on site, bus service, etc.

ASK: What happens when you take your work seriously?

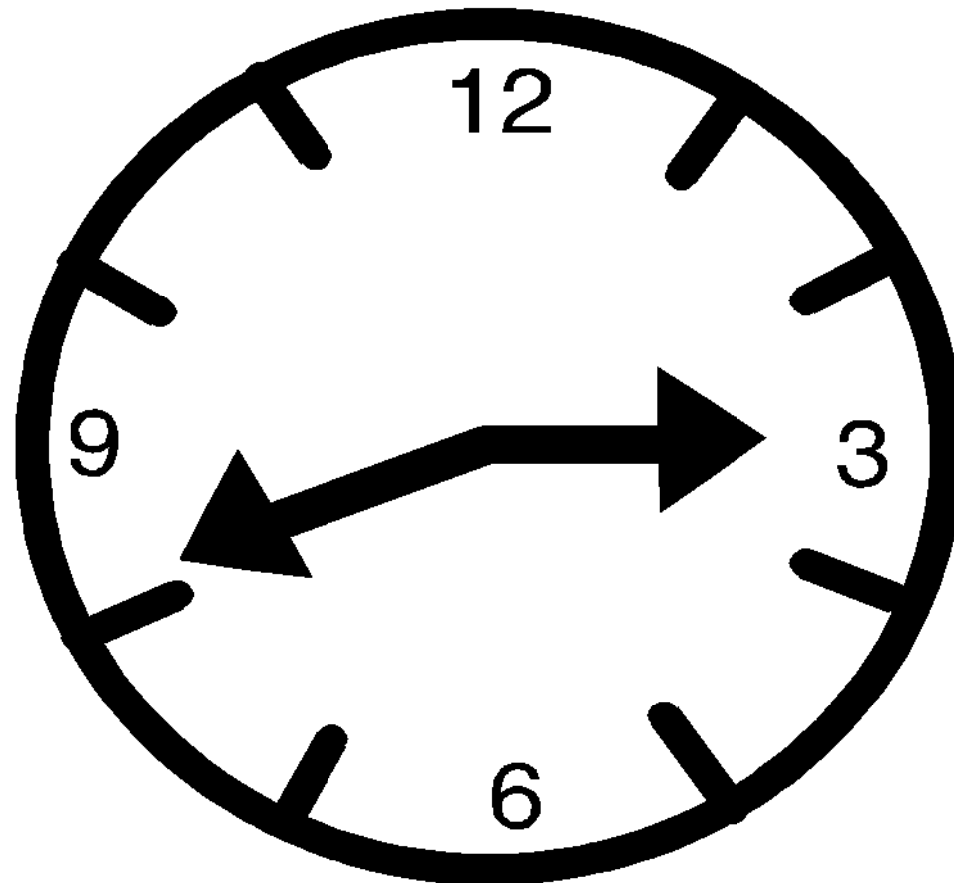
- Display handouts Hard Worker, Award, and Money and point out the rewards of professional behavior at work, such as awards, recognition, raises, promotions, new tasks, special privileges, etc.
- Display the handout Pride and explain that the best benefit of taking work seriously is a sense of pride.

Attendance

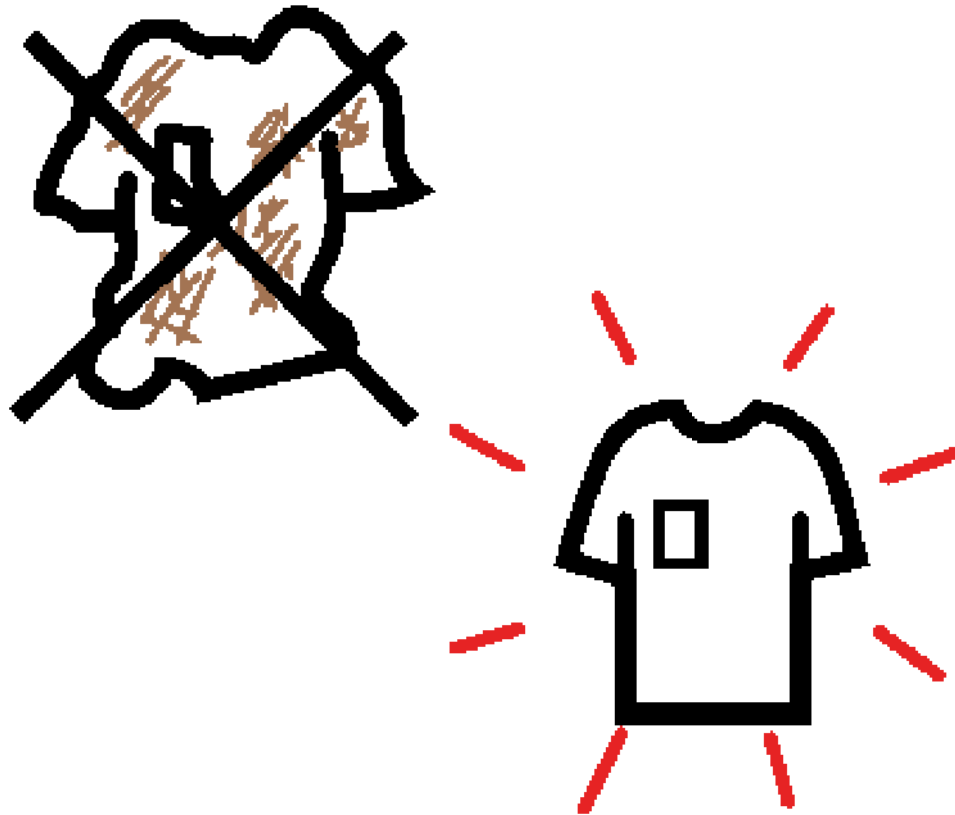


MONTH					
S	M	T	W	T	F

On Time



Clean

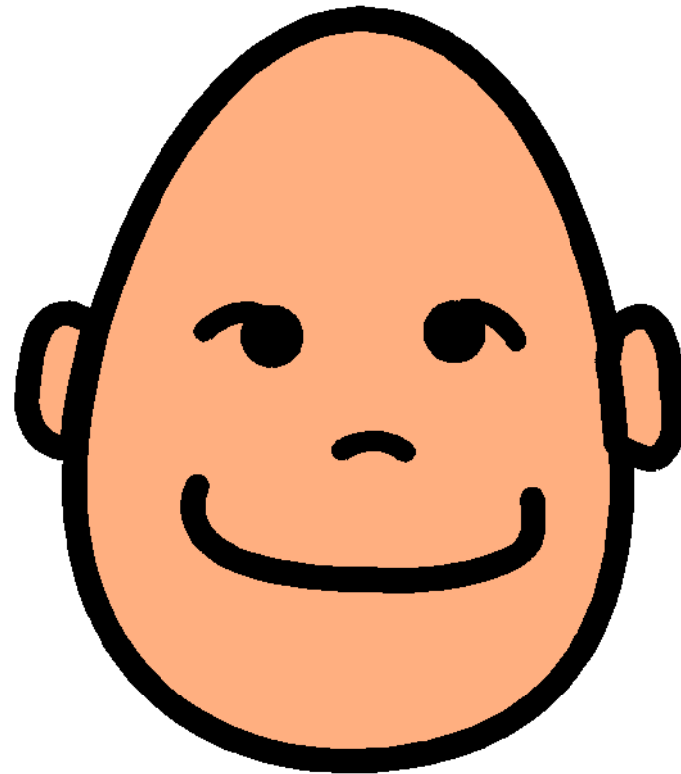


Comb



Module 4 Comb

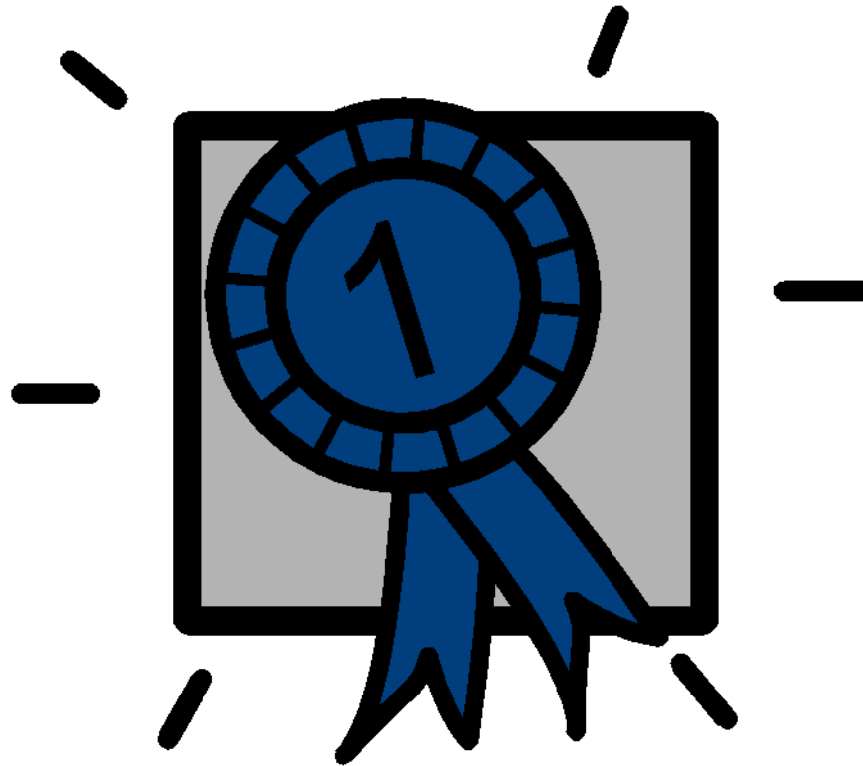
Smile



Hard Worker



Award



Module 4 Award

Money



Pride



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #2 – Professionalism-Get All A's!

Description of Activity

In this Activity students will learn that professional workers have a positive attitude, clean and neat appearance, and excellent attendance.



Supplies



- ❖ The words Attitude, Appearance, and Attendance on the board or poster for display

Activity Directions

- Describe to the students the characteristics of a professional worker as outlined in the Background Information.
- Emphasize that the students should try to get an A+ in professionalism. Discuss the meaning of each term that begins with an “A.” (The students should try to get “All A’s” when they are working.)
 - Attitude
 - Appearance
 - Attendance

ASK: If someone at work had a bad attitude, what would you see?

ASK: If you were in a job interview and you wanted to show the interviewer that you have a positive attitude, what examples about yourself would you provide? What shows that you have a good attitude?

- Discuss the situations on the next page, stressing that excellent workers plan ahead and concentrate on getting all A’s.



Attitude
Appearance
Attendance

ASK: What would be the professional thing to do?

- You were having a difficult morning and you missed the bus to work.
- You desperately need to take a bathroom break, but it's not your time for a break.
- Your sister's car constantly breaks down.
- You are exhausted from problems at home and are not always feeling focused at work.
- You and your doctor are working on identifying the best medication for you, but in the meantime you are having side effects that interfere with your concentration.
- A customer is really giving you a hard time.
- A co-worker is really annoying.
- Your supervisor is always pressuring everyone.
- Your uniform has a food stain on it.
- Your co-workers are gossiping and not working and you are very interested in what they are saying.
- Your supervisor is constantly piling on more work.

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #3 – First Days of the New Job

Description of Activity

In this Activity students will become familiar with activities on the first days of a new job.



Supplies



- ❖ *Payroll Stub*

Handouts

- ❖ *Worried?*

Activity Directions

- Explain to students that you are going to be discussing the first days on the job.

Reassure the students that everyone is a little nervous when they start a new job, but employers have many different ways of helping new workers feel comfortable. Describe:

- Orientation
- Tour
- Training
- Probationary period

Explain that students can start a new job properly by making sure that they arrive on time (even early). They should not be concerned about asking a lot of questions, and may need demonstrations on how to do the work that they have been assigned.

Reassure students that it might take a few weeks to feel comfortable on the job. It takes a while to learn everyone's name, to understand the task assignments, and get used to the routine.

ASK: What would you like to know on a new job?

Accept any responses, but suggest that they might want to know:

- Where they will be working
- What their job responsibilities will be
- What hours they will be working – and what the schedule will be
- Who will assist them in their job -- and who will work with them on projects
- Who they should go to if there is a question or problem
- When they will have breaks – and can break for lunch.

Some students may need to make arrangements for accommodations related to their disability. The Instructor should bring the subject up, even if students do not mention it.

Discuss strategies for discussing reasonable accommodations with supervisors and co-workers. Include:

- When to reveal a disability (if not discussed during the interview or prior to hiring)
- Who to talk to about a disability (co-workers, friends at work, and supervisors)
- What is a “reasonable accommodation” and how to work with a supervisor to make the necessary arrangements.

(Note that this topic is also discussed in Module 2 and Module 5.)

- Discuss the handout *Worried?* so that the students have a chance to talk about what might be concerning them about their new job. (Some students may be able to discuss the questions on the handout in small groups or pairs.)
- As a large group discuss the worries and explain that their concerns are common for anyone starting anything new.

Explain that new employees often feel several emotions over the first few days of a new job:

- | | |
|-------------|----------------|
| ➤ Confused | ➤ Excited |
| ➤ Lonely | ➤ Exhausted |
| ➤ Isolated | ➤ Frustrated |
| ➤ Motivated | ➤ Disorganized |

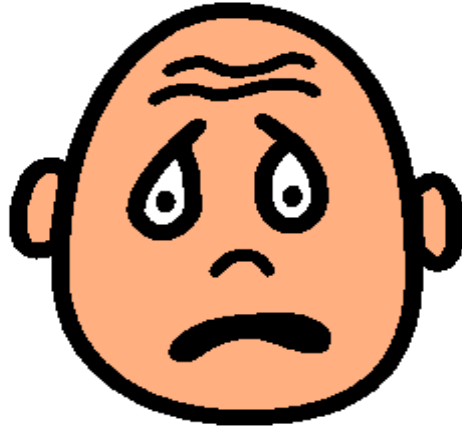
Discuss how these emotions are normal, and once the job does not feel “new” any more and adjustments have been made to new schedules, the emotions will probably be more like *pride*, *comfort*, and *enthusiasm*.

- Present the group with these situations and discuss possible responses:

- Tomorrow is your first new job on the second shift, starting at 3:00. You can get the bus to work at either 2:30 or 2:45. What should you do?
- On your first day on the job you are sent to an orientation session. The first assignment is a pile of paperwork. You don't understand all of it, so you ask questions to the new employee sitting next to you. The two of you get along right away. By the third day of the orientation you realize that your new friend is clinging to you but you want to meet new people. How do you meet more people at work?
- You are invited to sit in the cafeteria during your lunch break with a co-worker who has been training you. After a few minutes you realize that the co-worker and his friends are complainers. They criticize everything, even the boss, without worrying about being overheard. You really want to stay clear of them in the future. How do you meet new people without insulting the complainers?
- You want to save money, so you bring your lunch and take the bus. The team of employees in your department go out to eat every Friday. What can you do?
- The job is a lot more complicated than you thought it would be, and you are feeling overwhelmed. You don't want to whine, but working at your job is a lot harder than you thought it would be. How do you cope during this transition to a new job?

- Distribute copies of check stubs from a paycheck and discuss the categories listed on the check stub such as FICA, union dues, etc.

WORRIED?



As you think about your first day on a new job, what are you worried about?

Who can answer some of your questions?

What do you need to do to make sure that you are prepared for the first day on a new job?

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

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Activity #4 – Friendships at Work

Description of Activity

In this Activity students will learn about the importance of developing positive friendships at work.



Supplies



- ❖ Stapler or sample tool that might be shared at work
- ❖ Prior to this season, ask students to bring a picture of a good friend.

Handouts

- ❖ New Friends
- ❖ Friends at Work
- ❖ Friends Talk
- ❖ Friends Help
- ❖ Friends Share
- ❖ Friends Are Polite
- ❖ Friends Are Honest
- ❖ Friends Are Kind
- ❖ Friendship Boundaries

Activity Directions

Introduce the activity by explaining that friendships can develop at work, but sometimes it is hard to determine if someone is really a good friend.

ASK: How do you know if someone is a good friend?

Accept all responses, but focus on the qualities listed below. Give specific examples for each quality, including examples related to disabilities.

Good Friends:

- enjoy being with you
- choose to spend time with you
- are honest, but kind
- are polite and respectful
- are helpful
- are supportive and encouraging
- don't hurt your feelings

Optional:

ASK: Describe one of your good friends.

Share pictures of friends

- Display the following handouts so that they are visible by the entire group. Explain the meaning of each handout and how it relates to friendships at work.



Handouts



❖ ***New Friends***

(Explain that friendships can develop at work, but only after students take some time to determine if it is a positive friendship. Good friends are approving and supportive.)

Discuss how new employees should take time before forming close friendships because they don't really know enough about their co-workers. They may end up associating with co-workers who have poor work habits.)

❖ ***Friends At Work***

(Explain that just because a co-worker is polite and helpful, it doesn't necessarily mean that you are good friends. They may not want to socialize, eat lunch together, take breaks together, etc. Those friendships will develop when the students find something in common with other co-workers and they look forward to talking to each other, sitting together in the cafeteria, etc. Most important is that the students should always be friendly.)

❖ ***Friends Talk***

(Good friends at work talk to each other regularly. They keep conversations private.)

❖ ***Friends Help***

(Good friends at work look out for each other, answer questions, provide help if needed.)

❖ ***Friends Share***

(Good friends may share the workload, tools, lunch, etc. during the work day.)

❖ ***Friends Are Polite***

(Good friends at work speak to each other with respect and good manners. Some students may not realize that rude behavior, insults, and teasing may be done with laughter, implying that co-workers are just kidding. Discuss that true friends do not tease each other and hurt each other's feelings.)

❖ ***Friends Are Honest***

(Good friends do not encourage co-workers to steal things that belong to the employer, lie to a manager, cover for them at work, and other behaviors that are against policy or against the law.)

❖ ***Friends Are Kind***

(Good friends at work treat individuals with disabilities with respect and kindness.)

- Also remind them that just because someone is nice to them, that doesn't make them a close friend. It takes time to develop friendships that are meaningful.
- In the meantime, new employees can demonstrate the qualities of a good friend so that they will be able to get along with everyone at work.

ASK: How can you show that you are friendly?

Demonstrate to the large group:

- Friendly greetings
- Smiles to everyone
- Cooperation in completing a task
- Helping a co-worker lift something
- Offering assistance if a co-worker is falling behind in a task
- Sharing equipment or tools (stapler)

ASK: What do you think people do at work that shows that they are really your friends?

Sometimes polite treatment by a co-worker is viewed as a close friendship, resulting in hurt feelings when the co-worker does not want to socialize.

Examples of a true friendship may be when a co-worker:

- saves a place for you at lunch
 - helps you with some of your work
 - explains assignments so that you understand
 - welcomes you every day and ask about your family.
-
- Good friends generally have the same qualities (reliable, respectful, supportive, etc.) but often friendships at work are limited to the workplace. Occasionally friends socialize after work hours, but it is not unusual to develop strong friendships without spending time together after work. The friendship may be close, but the work still gets done and socializing does not interfere with accomplishing the tasks of the job.

It may be confusing to some students if they expect friends at work to socialize the same as in their personal lives. They may have difficulty differentiating between personal friends and work friends.

ASK: How can you be friendly to people at work you don't really like?

Not everyone at work is likable. Discuss how all co-workers, especially managers, deserve respect. A good worker maintains positive relationships with everyone.

ASK: Is this what a good friend at work would do?

Act out the situations described on the next page and ask the group if you are demonstrating positive friendship.

- All of the behaviors demonstrated should be positive to avoid confusion on the part of the students. Show examples of positive friendships only. If negative friendships are shown, some students may conclude that the behavior is acceptable.
- Try to demonstrate positive relationships with each student individually so that all of the students have a chance to experience the activity.
- In some cases, the student may respond. Engage in a short conversation, but always end each discussion with, "Well, we better get back to work. Nice talking to you!" or something similar.

Optional: Discuss the handout Friendship Boundaries

ROLE PLAY

Explain that not every co-worker will be a friend. The following demonstrations will be examples of positive relationships at work.

After each role play demonstration, ask the students: **Am I being a good friend?**

- ❖ Invite a student to take a break together. Make sure to add that it's a scheduled break and approved by the manager.
- ❖ Tell a student that it's not okay to take home things that belong to the employer (e.g., office supplies, tools, bathroom supplies) and you don't want them to get into trouble.
- ❖ Tell a student that you are available to help later. Ask them if that's okay.
- ❖ Give a student a personal compliment.
- ❖ Ask a student if they watched television or a movie the night before.
- ❖ Ask a student if they enjoy the bus ride to work (or how their sick family member is doing, or whether they were able to find the sweater they were looking for, etc.)
- ❖ Tell a student that it's raining and you have an extra umbrella.
- ❖ Tell a student that you understand how the job can be frustrating sometimes, and they can talk to you any time.
- ❖ Ask a student if they want you to come with them when they talk to a supervisor about a problem.
- ❖ Tell a student to be careful when they are lifting something and offer assistance.
- ❖ Tell a student about a personal problem and thank them for listening.
- ❖ Bring a student a healthy snack from the break room and talk about favorite foods.

- Discuss the handouts, reviewing how they relate to the topic of friendships at work.

ASK: What are the friendly things that people do at work?

ASK: What do you do if people are not friendly?

ASK: How can you get your work done if people are talking and joking around with you?

ASK: How can you be friendly even if you are in a bad mood?

ASK: How can you be friendly to someone who is in a bad mood?

ASK: Should you always be respectful to your boss? (Practice this!)

ROLE PLAY

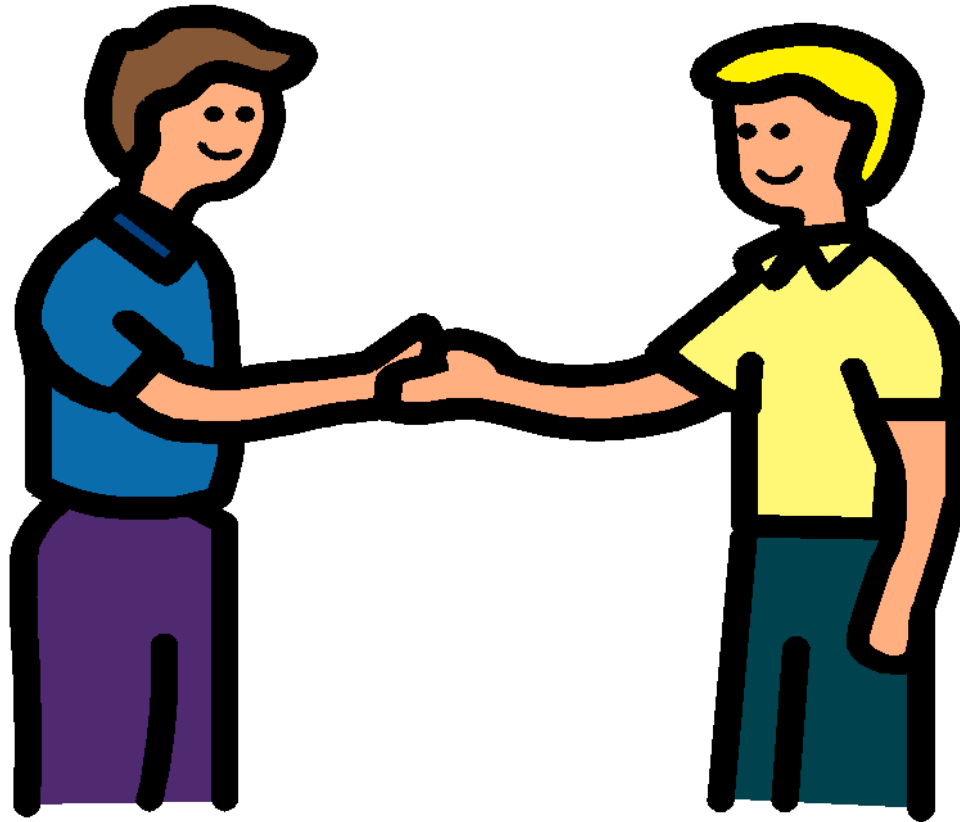
- ❖ Ask for volunteers to role play the last question pertaining to being respectful to the boss. They should demonstrate respectful behavior.

Point out that supervisors and employers are not always interested in being close friends.

In fact, work is a lot harder when supervisors and employees are close friends. Explain how it would be hard to be a boss and have to give instructions to a friend, or discipline a friend at work.

Bosses can be *friendly*, but they are primarily responsible for making sure that the work gets done.

New Friends

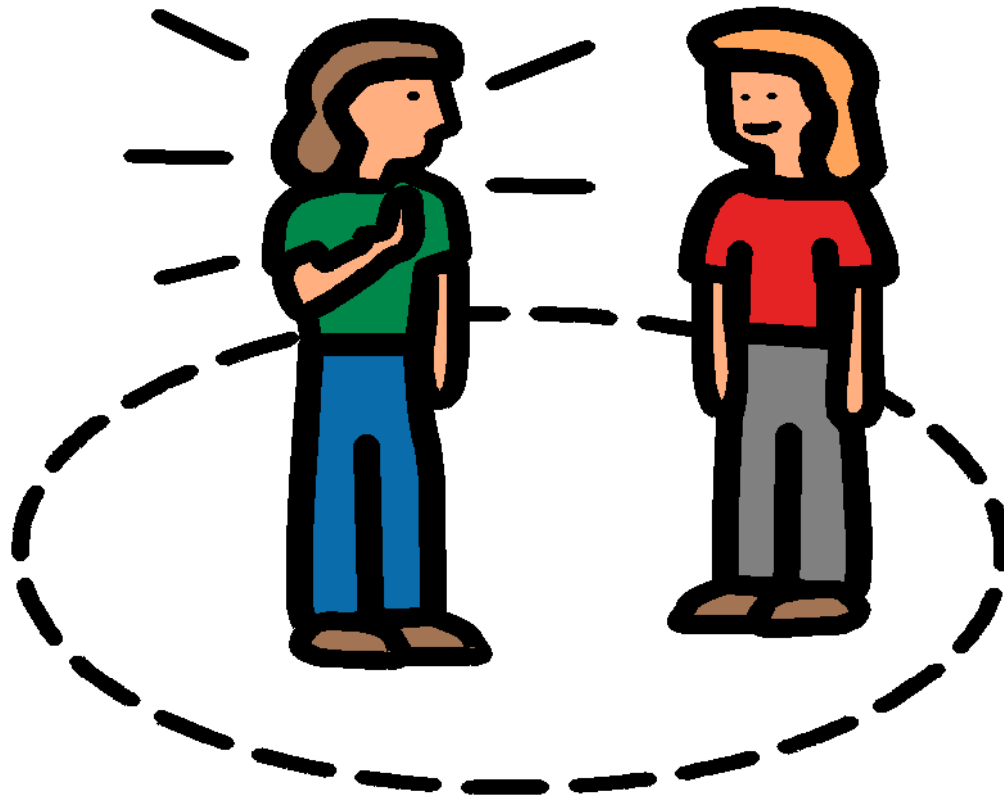


Module 4 NewFriends

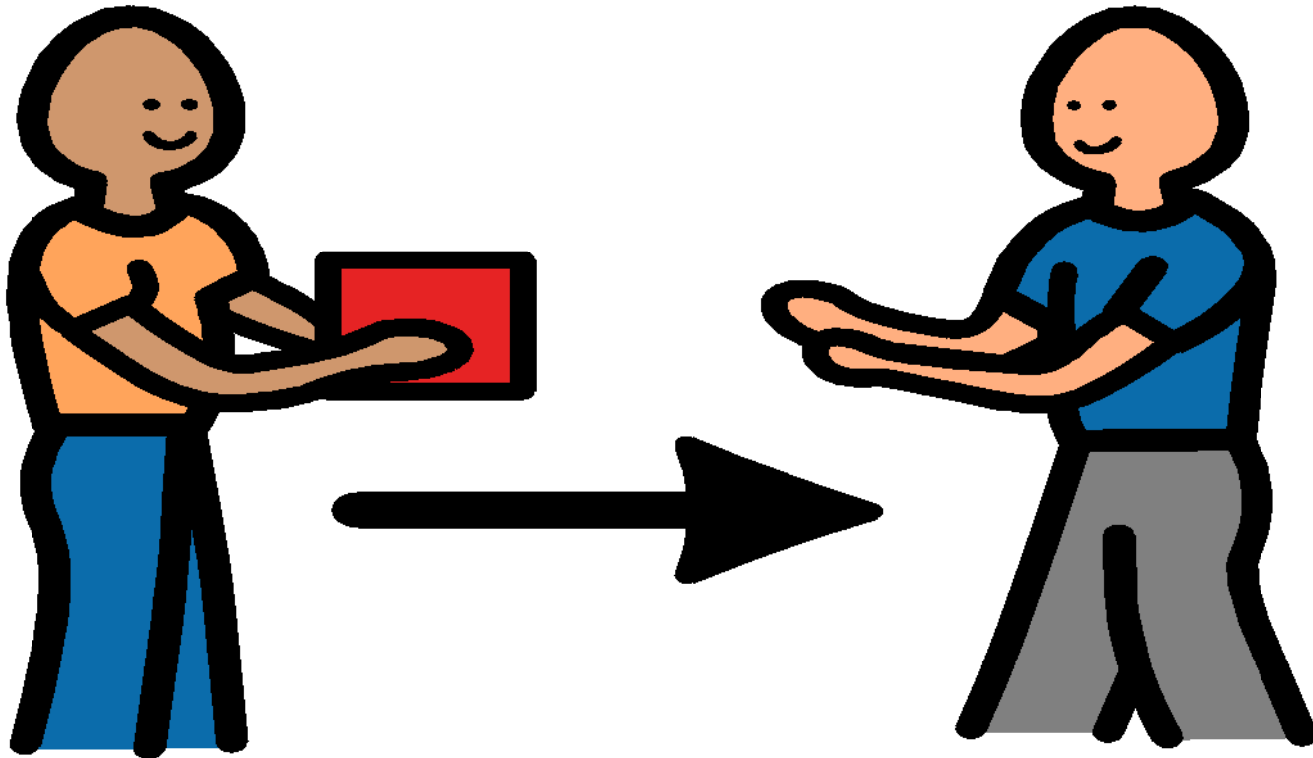
Friends at Work



Friends Talk

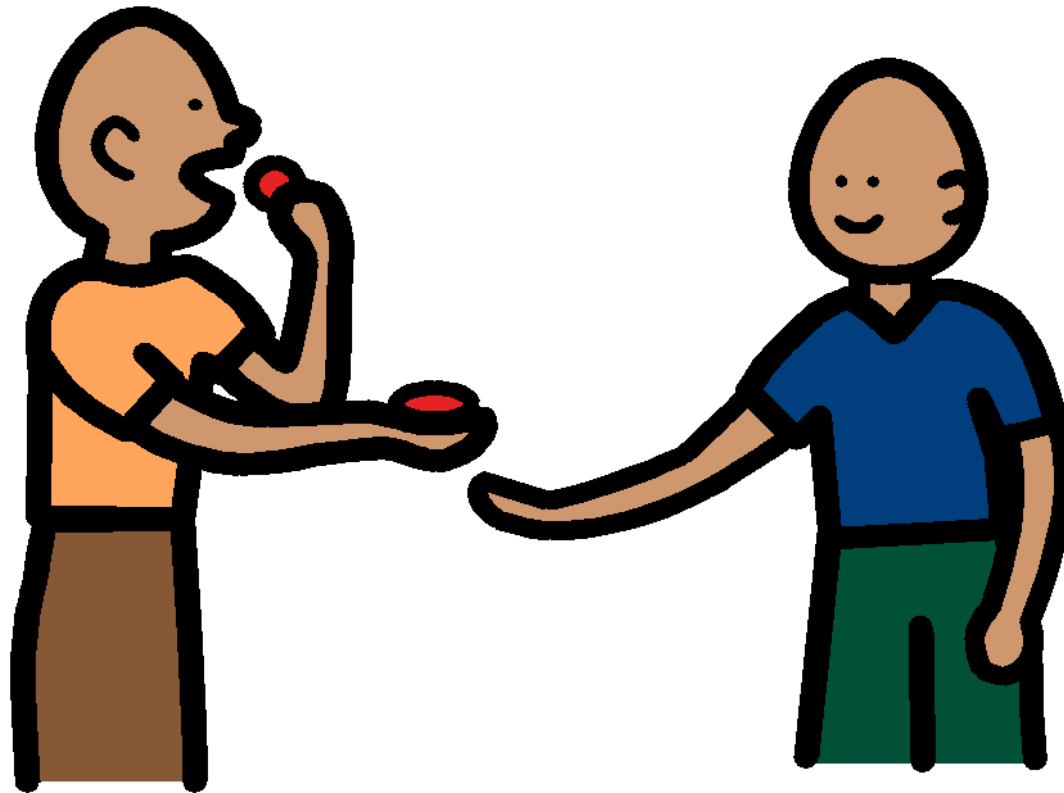


Friends Help



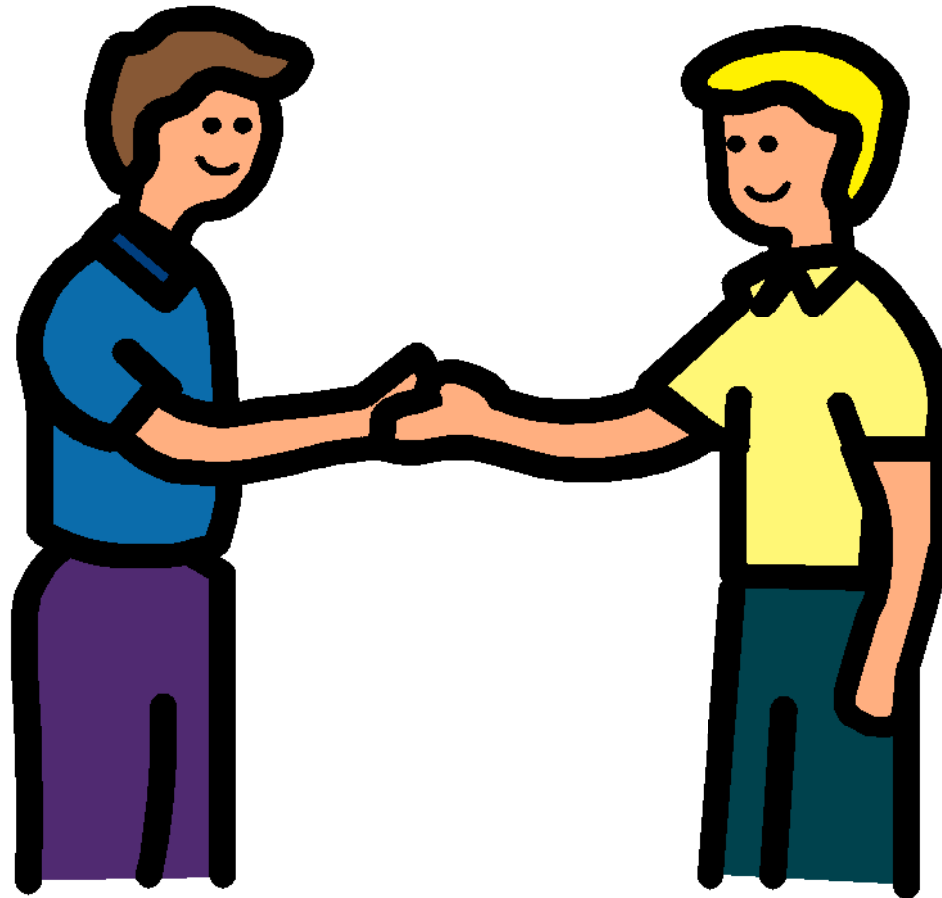
Module 4 FriendsHelp

Friends Share



Module 4 FriendsShare

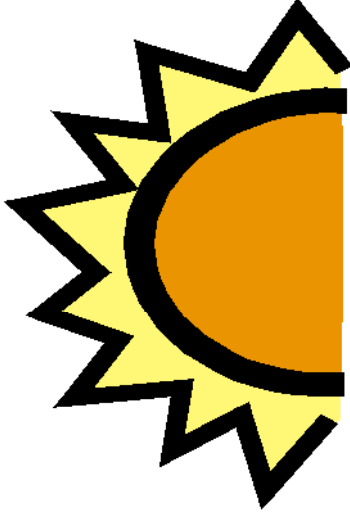
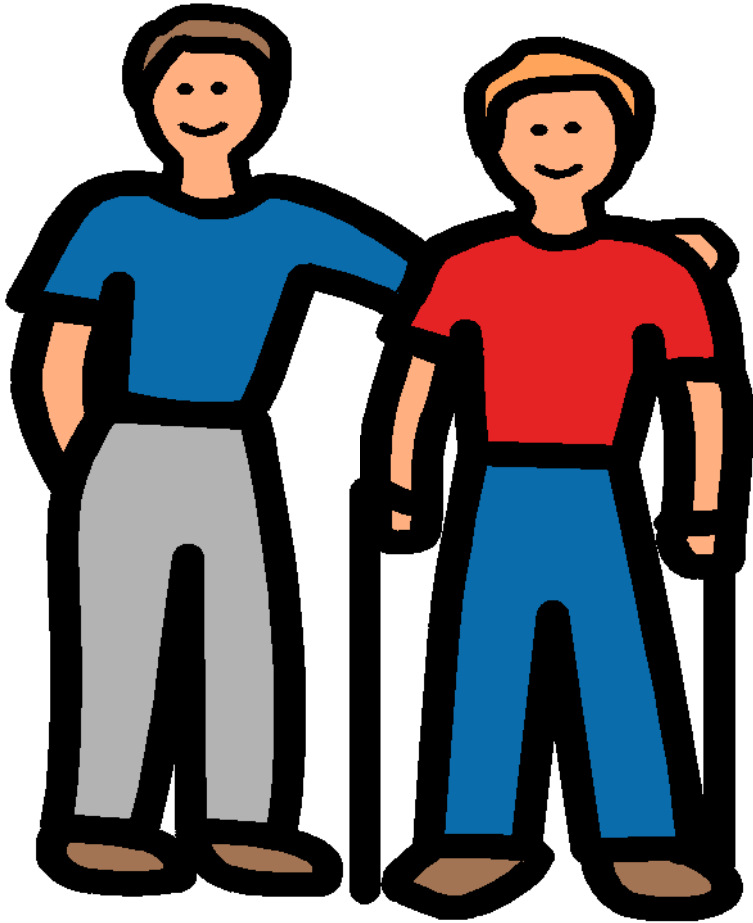
Friends are Polite



Friends are Honest



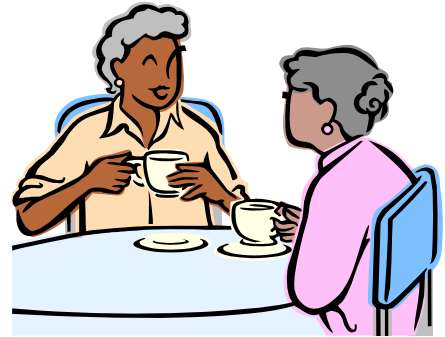
Friends are Kind



FRIENDSHIP BOUNDARIES

PLACE A CHECK MARK NEXT TO THE QUALITIES OF A TRUSTWORTHY FRIEND.

-
- Offers approval
 - Wants what is best for you
 - Provides support and kindness
 - Recognizes when you are feeling low
 - Defends and supports you to others
 - Keeps private information private
 - Doesn't gossip about you
 - Provides helpful suggestions
 - Knows when to listen and when to give advice
 - Understands that you have family and work responsibilities
 - Doesn't encourage you to do things that are unsafe or illegal
 - Doesn't socialize with people who are negative influences
 - Shares information with you with openness and honesty
 - Does not pry or expect you to share personal information
 - Never threatens, criticizes, belittles, or insults you
 - Does not deliberately hurt you emotionally
 - Does not behave inappropriately or embarrass you
 - Enjoys similar activities; introduces you to new activities
 - Demonstrates with actions that they can be trustworthy



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

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Activity #5 – Conflict at Work

Description of Activity

In this Activity students will learn that professional workers recognize when they are getting frustrated and work to resolve conflicts.



Supplies



- ❖ Paper or plastic soft drink cups with lid (e.g. McDonald's Soda or Stewart's milkshake)
- ❖ 2 – 3 straws
- ❖ Several books – different sizes
- ❖ Sandpaper (50 (3 x 5) pieces)

Handouts

- ❖ Frustrated
- ❖ Confused
- ❖ Smile
- ❖ Talk
- ❖ Ask
- ❖ Calm Down!
- ❖ Resolve Conflict By Solving the Problem
- ❖ Today I Solved a Problem

Activity Directions

- Display the following handouts.
- Discuss how each handout pertains to the topic of how frustration can lead to conflict.



Handouts



- ❖ **Frustrated**
(Define “frustrated” as a feeling of tension, discouragement, even hopelessness. Students will recognize “frustrated” as the beginning of feeling annoyed, impatient, or angry.)
- ❖ **Confused**
(Describe how frustration can build if an employee is confused about what to do, especially if no one will explain how to get something done.)
- ❖ **Smile**
(Explain that frustration with others can be reduced if co-workers are approached with a smile. Demonstrate the difference between approaching someone angry and approaching with a smile.)
- ❖ **Talk**
(Explain that one of the best ways to reduce tension and resolve conflict is to talk it through. This process may take a third party to facilitate the discussion, especially if emotions are running high.)
- ❖ **Ask**
(Explain that it is best to ask questions when confused or having difficulty with a task. This will reduce frustration.)
- ❖ **Relaxed**
(Point out that employees should feel relaxed at work and should go home feeling comfortable about their day. If they feel they are getting frustrated, they should talk to co-workers or a manager. Encourage students in the class to help reduce tension by being kind and friendly.)

ASK: What does the word frustration mean?

- Accept all responses, defining frustration as a feeling of impatience. Frustration can result from unfulfilled needs or the inability to accomplish a task.

ASK: What does it look like when someone is getting frustrated?

- Encourage students to demonstrate the action of getting frustrated.
- Do the following role plays to demonstrate frustration:

Role Play Frustration

- ❖ **Role play** trying to put a straw into the hole of a soft drink cover of a paper or plastic cup (e.g. McDonald's soda)
- ❖ **Role play** trying to organize a stack of books that keep falling over.
- ❖ **Role play** trying to move around people in a hurry when they are in your way.

ASK: What makes you frustrated at school? When do you start to get impatient?

- Accept all responses, but focus on the feelings related to the buildup of frustration.
- Explain that frustration is normal and it should just take a minute to stop, calm down, and try to fix the problem. Calming down should occur quickly at work. (Demonstrate the role plays again, this time calming down quickly and solving the problem.)

ASK: What is the first thing you should do if you start to feel tense and frustrated?

- Use the sand paper and rub two pieces together. Explain that is how conflict feels.
- Explain that to make that feeling go away it is necessary to stop what you are doing. (Stop rubbing the sandpaper pieces together.)

- Distribute two pieces of sandpaper to each student.
- As a large group, ask them to respond to the Conflict Situations below by rubbing the sandpaper together if the situation makes them frustrated.

Ask after each situation: What should you do if you start to feel frustrated?

The answer should be to take a short break, calm down, and ask for assistance. Some students may be able to smile and relax more quickly than others.

CONFLICT SITUATIONS

- Too many thing to do at the same time
- People who interrupt me when I'm trying to work
- Not enough to do
- Boring work
- Rude people
- People who talk down to me
- People who are not nice to me
- Teachers who don't think I can do the work
- Other students who don't help me
- Other students or adults who help me too much
- Work that is hard to do
- Work that is too easy
- Things that I don't like to do

ASK: Can you say this? "I'm getting frustrated. Can you help me solve a problem?"

Have each student practice saying, "I'm getting frustrated. Can you help me solve this problem?"

ASK: In your group, discuss other things that make you frustrated. Talk about how you can calm down. What would make you feel better if you are getting frustrated?

Stress that good employees know how to calm down before frustration gets worse.

They also are not the *source* of the frustration for others.

- Display the handouts again and ask the group to tell what they mean and why they are important.

ASK: Can you tell when someone is getting frustrated? What do you see?

ASK: Can you tell when someone is trying to calm down? What do you see?

Role Play

- ❖ The instructor and an Aide, Consultant Teacher, or student act out the following situations and then ask the group whether the conflict was handled well.
- ❖ **Each role play** is done twice. The first time the employee gets frustrated and doesn't handle it well. The second time the employee defuses the frustration and handles the situation well.
- ❖ Remind the students that employees who are getting frustrated can avoid conflicts by responding in a relaxed and friendly manner.
- ❖ If that is not possible, then the frustration is handled by:
 - Taking a short break
 - Asking for assistance with the situation
 - Calming down by taking a few breaths
 - Walking away for a few seconds
 - Smiling and saying, "I'm getting frustrated. Can you help me solve this problem?"

(See next page for Role Play scenes.)

Role Play

- ❖ You are late for the bus and you watch it go by.

First role play: Shout at the bus and have a temper tantrum.

Second role play: Calm down by taking positive action. Call the employer to explain, and call a friend or family member for a ride, or wait patiently for the next bus.

- ❖ A co-worker criticizes your work.

First Role Play: Snap back and criticize their work.

Second Role Play: Take a break and review the instructions and quietly ask a manager if the work is being done correctly.

- ❖ A customer is ruining the display that you just set up.

First Role Play: Yell at the customer.

Second Role Play: Take a deep breath and offer to help the customer (if that is part of the job description) or get another employee to assist the customer.

- ❖ Someone spills coffee on your new uniform. You are not sure if it was an accident or not.

First Role Play: Accuse the employee and demand they pay for the cleaning.

Second Role Play: Express that what they did was hurtful and ruined the uniform. Accept an apology graciously. If the response is insensitive, quietly ask a manager for help in solving the problem.

ASK: Are there other situations that you have experienced in a job that you would like us to act out? Show us how you handled a situation.

Optional discussion about Anger.

- Anger is an intense emotion caused by displeasure. It is a normal reaction on *rare occasions*, as long as it is short-lived, controlled, and does not do harm.

If any students indicate that they go beyond frustration to *anger*, review the following concepts and handouts.

- ❖ There are different levels of anger (stewing, rage, fury, etc.).
- ❖ Triggers that produce anger are different for everyone.
- ❖ Some people have higher levels of tolerance than others, and are slower to anger.
- ❖ Personal situations, timing, setting, and people or “personalities” will often determine if anger will occur.
- ❖ The sudden onset of anger can often surprise people, even the person who gets angry.
- ❖ Anger over “small things” that are everyday occurrences in life, is an inappropriate reaction.
- ❖ Anger should never result in bodily harm, destruction of property, or hurtful, insulting, or threatening words.
- ❖ Recognition of inappropriate emotions is an important first step, but an apology does not delete the impact of anger and does not ensure that the anger will never happen again.
- ❖ If anger seems to be a constant in a class participant’s life, they should consult with a counselor or participate in an anger management program.

Optional Handouts:

Calm Down!

This two-page handout focuses on strategies for recognizing frustration and working on solving the problem.

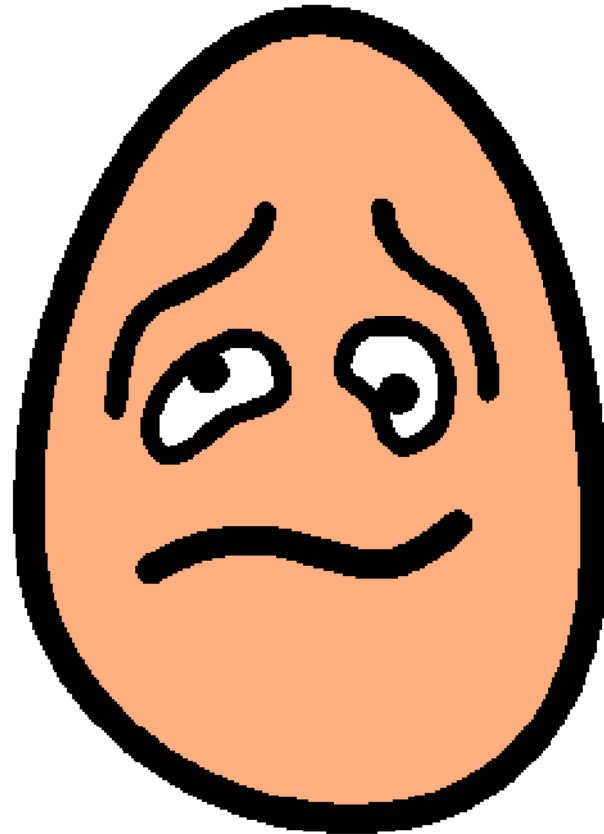
Today I Solved a Problem

Discuss this handout and encourage students to post it somewhere at home so that they can be reminded about the importance of solving problems instead of getting frustrated.

Frustrated



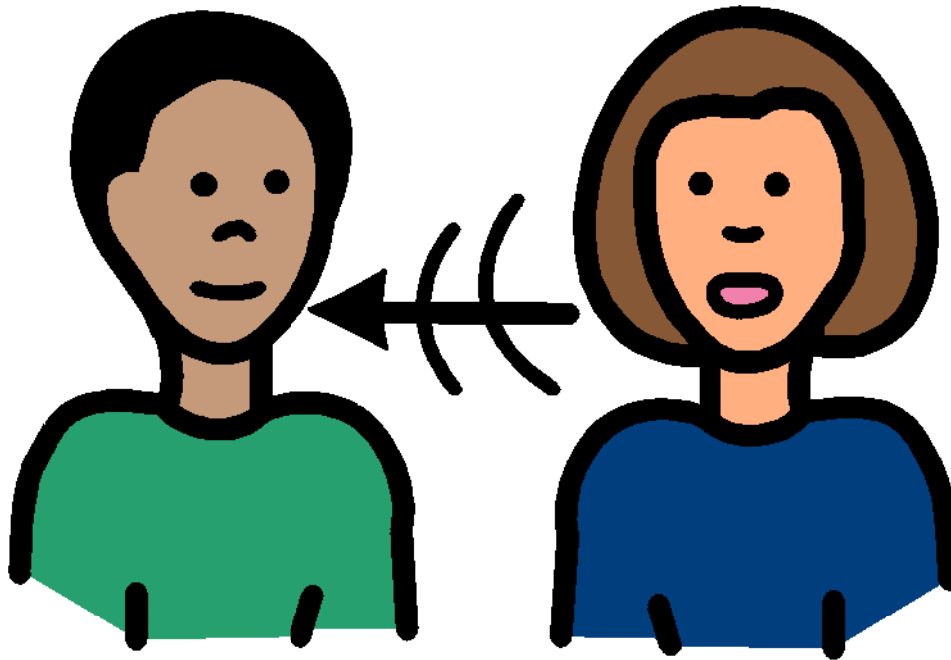
Confused



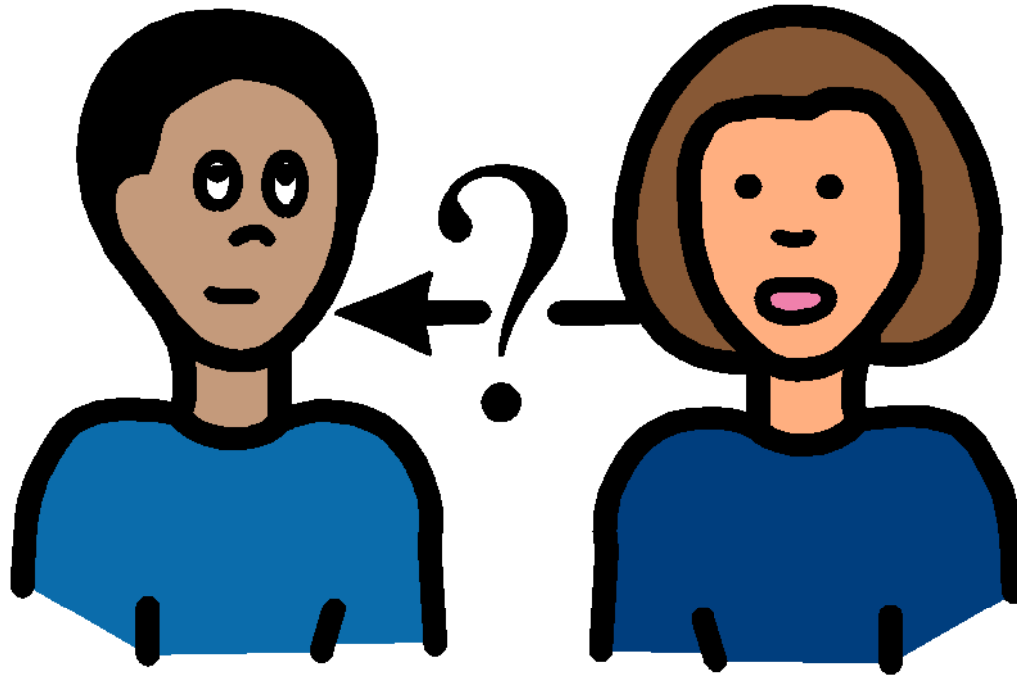
Smile



Talk



Ask



Relaxed



CALM DOWN!

Anger is an intense emotion caused by displeasure.

Everyone gets angry some time in their lives.

But do you find yourself getting angry at the “little things” in life? Do you lose your temper a lot? Do you have a “short fuse”? Would these events make you ANGRY?

- ___ You are already late for work and your bus is late.
- ___ You have been waiting to be served at a restaurant and feel as if you are being ignored.
- ___ You are in a hurry and the car ahead of you is going slowly.
- ___ A co-worker criticizes your work.
- ___ You spill coffee on your new uniform.
- ___ You realize that your roommate did not pay the phone bill.
- ___ A child is crying loudly in the grocery store.

If you answered YES to any of the above, ask yourself:

Could I control my emotions? Were others trying to calm me down?

Did I make any effort to calm down?

Did I see how my anger was making the situation worse?

CONTROL YOUR ANGER BY WORKING ON PROBLEM SOLVING.

RESOLVE CONFLICT BY SOLVING THE PROBLEM



If you need to get your message across, people will listen if you are CALM and FAIR.

Attack the problem, not the person

Listen to another point of view

Don't hurt feelings to make a point

No insults or teasing

No making excuses

No threats or retaliation

- Assume that everyone wants to settle the problem.
- Describe the problem in your own words.
- Describe your emotions about the problem.
- Step out if you need to get calm. Postpone discussion.
- Listen to the other point of view – don't interrupt!
- Start coming up with a variety of possible solutions without dwelling on who is to blame.
- Come to agreement about how the problem can be solved.
- Remember that you are problem-solving.

TODAY

I SOLVED A PROBLEM

INSTEAD OF GETTING

FRUSTRATED

AND

ANGRY.

I CAN DO IT AGAIN

TOMORROW.

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

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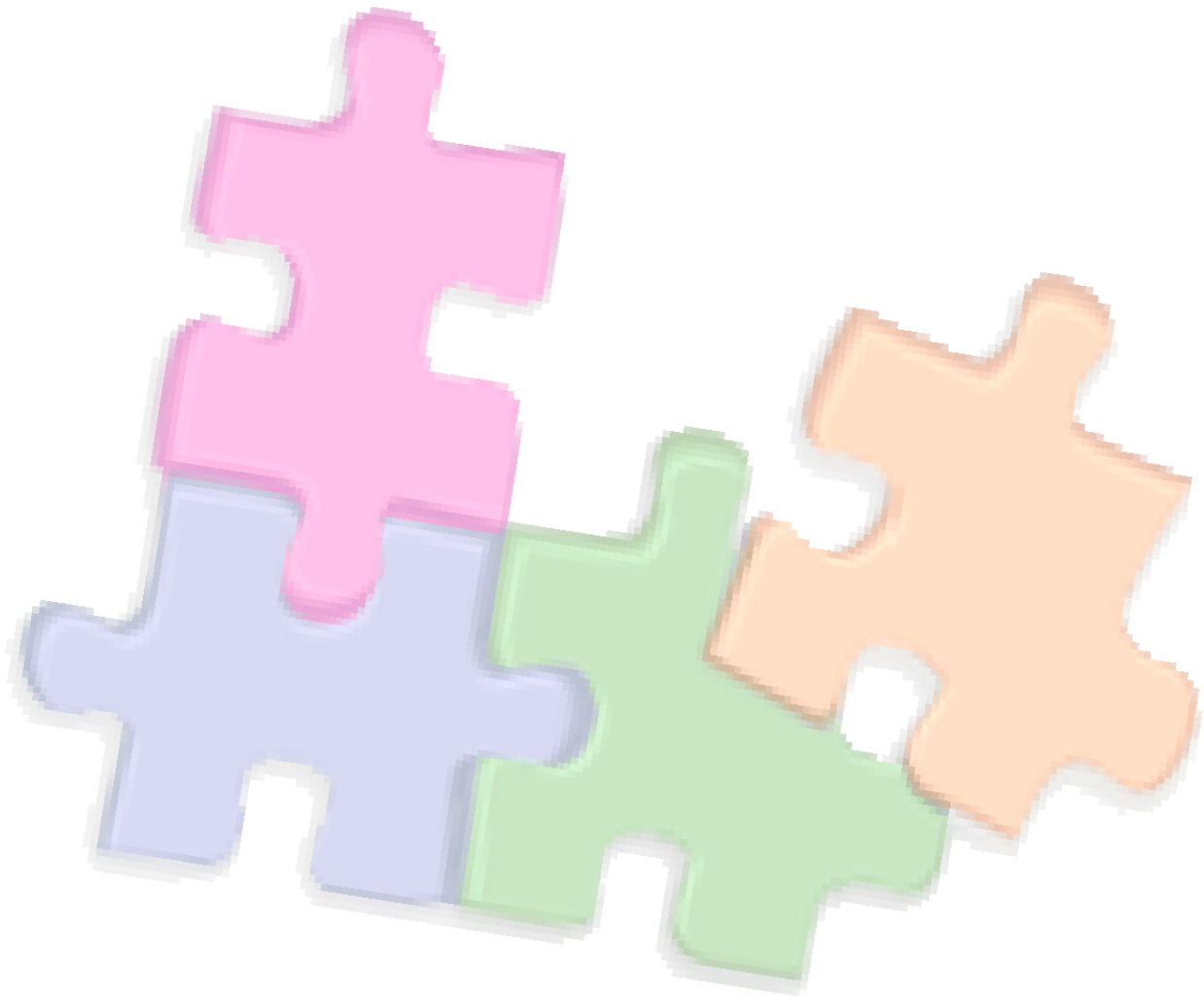
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Module 4

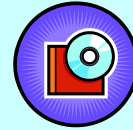
Additional Resources



Note that all website addresses are current as of December 2008.



Instructional Resources in the Job Readiness Kit



- **MP3 CD: Job Readiness Situations: Can You Solve the Problem?**
A series of short problem-solving situations organized by Module. Students can work individually, in pairs, or in groups, depending upon the availability of computers. The students listen to a short scene that describes a problem, stop the CD and discuss the possible solutions, then listen to the suggested answers.

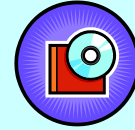
Note: The CD script is provided in the Instructor’s Guide and 5 copies of the CD are provided in the Job Readiness kit.

- **DVD: Social Skills at Work – Real Workers with Disabilities**
Topics including; getting up on time, personal care, getting to work, communication at work, following directions, and staying on task. Two options in “Book” Mode (students read text or talk option) and “Movies” contains video segments. User’s Guide included.

▪ Job Smarts – 12 Steps to Success Workbook	Page
Attitudes	14
Teamwork	31
Differences Between School and the Workplace	37
Identifying Principles–Things I would or Would Not Do At Work...47	
▪ WAVE Job Readiness Curriculum	Page
Maintaining Regular Attendance	180
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Understanding Emotion	186
Managing Emotion	187
Understanding Stress.....	188
Managing Stress	192
Managing Anger.....	203
Constructive Anger.....	207
Following Directions	211
Team Member.....	213
Understanding Ethics	232
Responding to Authority	234
Appropriate Appearance	238
Conflict Resolution	302
Case Studies.....	312



Related Resources



- ***Counseling Activities for Life Skills***
Ready-to-use lessons and reproducible student activities for teaching social, interpersonal, and workplace skills to get along with others. Includes problem-solving and handling conflict. Pro-Ed Publications [www.proedinc.com]
- ***Promoting Self-Identification and Social Contribution in America's Youth***
Inner State 1 Driver's Manual and Facilitator Manual covering topics such as self-confidence, teamwork, problem-solving, and stress in workbook format. Also "Meography" for defining "who you are and how you participate in life." [www.innerstate1.com]
- ***The Job Center: Learning About Work***
Check out the "Knowing It's Importance" section of this website sponsored by The Youthhood Job Center. Includes topics related to understanding jobs and job training and what they have to do with independence and being a successful worker. [http://www.youthhood.org/jobcenter/lw_index.asp]
- ***Life Skills for Vocational Success***
A manual to be used by professionals who work in vocational rehabilitation settings. Topics include social skills, employability, telephone skills, communication skills, and other topics. [<http://www.workshopsinc.com/manual/index.html>]
- ***The Golden Rules for the Workplace***
DVD and VHS training video for people with little or no work experience. Teaches fundamental skills needed to succeed in any job. Teaches essential workplace behaviors while increasing acceptance of disabilities. Program Development Associates – Ideas, Training & Solutions for Today's Disability Professional [<http://www.pdassoc.com/tgrd.html>]
- ***Guide to Getting and Keeping a Good Job***
CD and workbook with activities, worksheets, and posters, including finding a job with no work experience, how to survive and get ahead on the job. PCI Education [<http://pcieducation.com>]
- ***National Youth Leadership Network***
The National Youth Leadership Network is a youth-led organization creating opportunities for youth with disabilities to gain leadership skills and network with each other. [http://www.addresources.org/article_social_skills_brown.php?menu_off=true]

Module 4

More Resources



More Resources



The following resources can be used to supplement the activities in this Module. The Instructor can select the activities or handouts based on the interests and academic levels of the students.

- ❖ Your Attitude and You (Illinois Department of Employment Security)
- ❖ Are You a Good Employee? (Illinois Department of Employment Security)
- ❖ Refusing Requests in a Positive manner
- ❖ Above and Beyond
- ❖ Succeed at Work (Texas Workforce Labor Market and Career Information)
 - Starting a New Job
 - Being an Excellent Employee
- ❖ The Importance of Belonging (by David Pitonyak)
 - Loneliness Poster
 - Discussion Guide (excerpt)

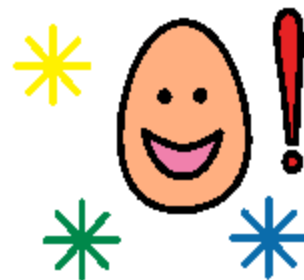
YOUR ATTITUDE AND YOU

Do you take a positive attitude toward yourself and have a positive attitude on the job?

1. Are you willing to learn?
2. Do you do your best on the job?
3. Do you demonstrate enthusiasm?
4. Are you willing to grow?
5. Do you welcome changes?
6. Do you cultivate a sense of humor?
7. Are you dependable?
8. Do you respect the rights of others?
9. Are you considerate of others?

12 Ways to develop a positive attitude:

1. Keep co-workers informed
2. Be punctual
3. Be cheerful
4. Use only polite words
5. Be helpful
6. Be patient
7. Believe in yourself
8. Set goals for yourself
9. Act for what you believe is right
10. Care about other people
11. Improve yourself
12. Get fun out of life



ARE YOU A GOOD EMPLOYEE?

KEEP THIS FOR YOUR NEW JOB!

Can you say the following about yourself?

- I dress neatly and am well groomed.
- I follow the rules.
- I take responsibility for my mistakes.
- I am considerate of others
- I work to develop speaking and listening skills.
- I take any extra training courses that are offered to me.
- I work well with my co-workers.
- I cooperate with my boss.
- I do my best work.
- I am on time for work.
- I keep learning about my job.
- I get the job done.
- I work well without supervision.
- I try to improve my job.
- I never neglect my responsibilities, even if they are boring to me.

REFUSING REQUESTS IN A POSITIVE MANNER

Sometimes employees are asked to do things at work that they know they cannot do because of their skill level or disability. Sometimes they know that the request is against organizational policies or procedures. This role-playing activity will assist students in refusing requests that make them uncomfortable.

Educational Objective: The student will graciously refuse a request from someone:

- Thinking about the consequences of accepting or refusing a request.
- Making a decision about accepting or refusing the request.
- Refusing in a polite manner with a pleasant tone of voice.
- Giving the person a reason why the task cannot be done.

Steps:

1. Look at the person directly and use their name.
2. Listen completely to the request.
3. State "I'm sorry."
4. Give a reason why you cannot do what was asked of you.
5. Say "I'm glad you asked me."
6. Offer to do something else or the same thing at another time. "James, I can't really help you stock those shelves because I'm not supposed to climb high ladders. Would like me to hand things to you? Or maybe help you with something else later?"

Role Play:

- Co-worker suggesting leaving early
- Co-worker inviting to go outside for a cigarette
- Supervisor requesting work that is physically too demanding
- Co-worker offering to help when it's not necessary
- Co-worker leaving extra work to be done
- Supervisor demanding overtime when it's against the rules
- Co-worker suggesting a prank on another employee

Role Play Assessment

Observations:	NO	YES
Did the student look at the person and use their name?		
Did the student listen to the complete request, maintaining eye contact?		
Did the student state "I'm sorry"?		
Did the student give a believable reason why he could not comply?		
Did the student thank the person for asking?		
Did the student offer to comply with the request at another time?		







ABOVE AND BEYOND

The two situations below present challenges about going above and beyond the call of duty at work.

Objective: To distinguish between basic responsibilities and extra activities.

Directions: Read the scenario below and answer the question that follows.

Laurie is working for a large hotel in their housekeeping division. Her responsibilities include:

-  Clean the number of guest rooms as assigned.
-  Clean bathrooms and sitting areas.
-  Make beds with clean linen and place clean linen in bathrooms daily.
-  Dust and vacuum rooms daily.
-  Empty wastebaskets and replace wastebasket liner daily.
-  Remove food trays, dishes, and glasses from rooms.

What extra activities could Laurie perform that are not included in her basic responsibilities?

-  _____
-  _____
-  _____
-  _____
-  _____
-  _____

Katie has been working at CBA, Inc. for one year. Because of her proven efficiency and high quality work, her managers have been giving her a lot of work. Every day the piles continue to build up on her desk. Unfortunately, it has gotten to the point that it is no longer manageable for Katie to complete all of the work on her own. Jim, her colleague, does much of the same work that Katie does, but he does not seem to be consistently busy like Katie. The only way for Katie to complete her responsibilities is to stay late at least two nights per week. This is a problem for Katie because she does not have a bus ride home. What should Katie do?



Succeed at Work

Succeed at Work is a series of booklets and handouts prepared by Texas Workforce Labor Market and Career Information

<http://www.cdr.state.tx.us/shared/PDFs/SAW%20ch2.pdf>



Starting a New Job



Being an Excellent
Employee

Stage Two

Starting a New Job

Ease the transition of starting a new job by knowing what to expect and preparing for it in advance.

Upon completion of this section you will be able to evaluate your job expectations and duties. List ways to develop positive work relationships. Identify ways to succeed your first day and first year.

Realistic Expectations

The more realistic your expectations, the more likely that you will enjoy the experience and handle difficulties calmly.

The following areas are ones in which you should form realistic expectations:

- Duties, People, Attitudes
- Systems, Equipment, Procedures
- Atmosphere, Work space, Commute

School Prepares You for Work.

Both School and Work have many things in common. Here are some of the things that both require you to do:

- Focus on the task at hand
- Learn new skills
- Be patient with the learning process
- Get along with different types of people

School Vs. Work

Understanding the differences between school and work will help you form more realistic expectations about your new job.

School

- Many teachers.
- Frequent evaluation (exams, report cards).
- Summers off and long holiday breaks.
- Annual promotion (junior to senior).
- Can get perfect grades.
- Learn on one kind of equipment/software.
- Form short-term relationships with classmates.
- Fellow students generally of your age and experience level.
- Told what to do and when it's due.
- Can start fresh with a new professor every semester.

Work

- One boss.
- Annual review.
- One or two weeks off a year.
- Infrequent promotion.
- No way to be perfect.
- Use different kinds of equipment/software.
- Form long-term relationships with coworkers.
- Coworkers generally of all ages and levels of experience.
- Maybe told what to do or maybe have to figure it out; must be self-motivated.
- Keep the same boss a long time.



New Hire Expectations

Here's what you should expect from your new employer, regardless of the type of work you do or the type of company that hired you.

Orientation: Usually on the first day, someone orients you to your new environment and helps you complete all the necessary hiring paperwork.

Introductory Period: The first ninety days on the job.

Benefit Limits: In the beginning, you probably will not have access to all your benefits.

Training: Your employer may require you to attend some training.

New Jargon: Every profession and company has its own language or jargon.

New Equipment: The equipment and tools you use on the job may differ from those at your previous job or school.

New Policies and Procedures: Learn your company's policies and procedures and follow them.

"New Hire" Duties: New hire duties (initial, sometimes boring duties) can be a temporary drag but they won't last forever.

How You May Feel

You can realistically expect to have many conflicting emotions and impressions when you start your new job. Everyone does at first. Some of these emotions include:

- Overwhelmed
- Lonely
- Anxious, Doubtful
- Dependent
- Uncomfortable
- Excited, Motivated

Developing Positive Work Relationships

Here are some ways you can build productive work relationships with anyone at work.

- Learn Names
- Learn Unofficial Rules
- Ally with Successful And Trustworthy Co-Workers
- Be Sensitive to Differences

How Your Co-Workers May Be

Co-workers can make a job fun or not so fun. Here's how your co-workers will act towards you in the beginning:

Forget You: When you first meet your coworkers, they usually are welcoming and interested. Once you begin working, however, they may seem unavailable. It's not that they dislike you. It's just that they're busy with their own work. Do not take it personally.

Stereotype You: People base initial judgments on appearance. If you are a man, a woman, white or of color, tall or short, fat or thin, people will take all their preconceptions about that

characteristic and assign it to you. It's human nature. Time and experience will help them see the real you.

Label Your Work Style: Coworkers will also label how you act, not just how you look. Are you easy-going? Will you threaten their position or make their jobs easier? Demonstrate your openness, willingness and – most of all – respect. It is through your behavior that you help shape the labels that people may have about you.

Reach Out Slowly

Even if you like the people you meet, hold back a little.

- Avoid personal questions
- Reveal only as much as others do
- Keep it all business until you've established yourself as a worker

How Your Supervisor May Be

Your supervisor's job is to help you be productive; however, supervisors have different styles.

Mystery Man: Withdrawn and distant, rarely present, doesn't oversee your work.

Drill Sergeant: Loud and aggressive; hurls orders and demands instant results.

Nit Picker: Insists on reviewing everything you do.

Cheerleader: Heavy on the pep talks, light on actually accomplishing anything of value.

Bottom Liner: Expects you to complete assignments on time; doesn't care how.

Baffler: Doesn't know what she wants but expects you to produce it; talks in circles.

Social Climber: Always trying to advance at the company; may take credit for your work



Gossip

Gossiping usually means talking about someone else without facts. You may find yourself or others the subject of gossip at work. Here are some strategies for dealing with it:

Gossip about You

- Ignore it. If the rumor isn't damaging let it go.
- Confront it. Ask the gossiping person to stop or retract the statement.
- Report it to your supervisor or human resources department.
- Be skeptical of it. Just because you hear about gossip second hand doesn't mean it's really happening.

Gossip about Others

- Ignore it. It is none of your business.
- Encourage individual to speak with person directly.
- Challenge it or defend the person.
- Express discomfort with it and say you don't want to participate in gossip.
- Make amends for it.

Gossip can be helpful, but often it hurts

Gossip Can Help You

- Reveals the corporate culture.
- Warns of potential problems.
- Shows enthusiasm (if work-related).
- Provides a reality check.

Gossip Can Hurt You

- Ruins people's reputations.
- Makes you look bad.
- Causes people to distrust you.
- Makes people question your judgment.
- Leads to retaliation.
- Can get you fired.

Do Your Job Well

To perform well at a new job do the following: learn, show appreciation, follow directions, be teachable, take responsibility, believe in yourself and take the initiative.

Succeed Your First Day

The day has finally arrived. You're ready to start your new job.

- Prepare for orientation.
- Be ready to start fresh.
- Encourage yourself.
- Research the company.

Succeed Your First Year

It may take up a year for you to feel comfortable at your new job. You will have to be patient.

- Remember, "This too shall pass".
- Be comfortable with not knowing.
- Don't judge your feelings.
- Share your feelings.
- Take pride in small steps.
- Remember your goals.



Stage Three

Being an Excellent Employee

By being an excellent employee with a good work ethic you develop excellent work habits one day at a time, one behavior at a time.

Upon completion of this section you will be able to list ways to develop a good work ethic and implement actions to achieve work excellence.

Work Ethic and Excellence

Good Work Ethic means being honest and hard working. Work Excellence means performing your job extremely well. You need both to succeed at work. If you have a great work ethic but are incompetent, employers will not want you. Nor will they want you if you are incredibly productive but steal from them.

Work Ethic

- Pride in Work
- Attendance
- Integrity
- Attitude
- Maximum Effort

Work Excellence

- Productivity
- Customer Service
- Communication
- Followership
- Be a Good Team Player
- Continuous Learning
- Problem Solving
- Organization
- Time Management
- Appearance

Pride in Work

A strong work ethic means taking pride in your work, regardless of what job you hold.

Every Job Matters

Every job, no matter how menial, serves a purpose. Every job connects to every other in a complex, invisible web.

Your Job Matters

It's up to you to decide the value of your job. If you think no job's important unless it saves lives, you might consider instead: How you help others? Society? Yourself?

Pride in Work Leads to Pride in Self

If you think you are a quality person, you will do quality work. You learn to think positively about yourself by doing positive things.

Attendance

Few people have a perfect attendance record. If you can't be there, you need to handle it properly. Here's how

Absences

- Call as soon as you realize you won't be able to work.
- Make the call yourself.

- Arrange for a coworker to cover for you BEFORE notifying your supervisor, if applicable.

Vacations

- Ask for vacation time as soon as possible.
- Explain your reason honestly.
- Give your boss the exact dates.
- Offer to make up the lost time.
- Put your request in writing, using either a company form or a note that your supervisor signs.

Late Arrivals

- Call in even if you think it will make you even more late.
- Speak with your supervisor, not a coworker.
- Give an estimate of your arrival time
- Apologize when you arrive.
- Don't let it happen again.

Attendance

Some reasons for missing work are more acceptable than others:

Acceptable

- I am ill with an infection or flu.
- My child is ill and I have to care for him/her.
- I was in a car accident on my way to work.
- It's a religious holiday for me.
- My sister died.

Unacceptable

- My car's not running and I don't have a ride.
- Have to meet with my lawyer.
- Sister asked me to watch her children.
- Girlfriend/boyfriend and I had an argument and I'm too upset to work.
- Need to visit someone in the hospital.
- Need to get new contacts/glasses.
- Have a hangover.

The Effects of Missing Work

When you're absent—or even “just” late—it can affect everyone at the worksite negatively.

You:

- will not get paid (if you have no leave time).
- may lose your job if it happens often or you handle it improperly.
- might bear the brunt of your coworkers' or boss' anger at you.

Your supervisor:

- has to rearrange the work schedule.
- may have to cover for you personally.

Your coworkers:

- have to pick up the slack for you.
- may be called in to work or asked to stay an extra shift to cover for you.

The company:

- loses productivity.
- faces upset customers who didn't receive the service they should have.

Integrity

To have integrity is to be sincere and honest.

Integrity is Part of the Job

When you agree to work for someone, you agree to follow the rules and be honest.

Employers expect you to:

- Be honest and discreet.
- Follow company policies.
- Follow local, state and federal laws.
- Follow the written code of ethics for your occupation if there is one.
- Speak up when someone else acts improperly.

Integrity means Doing the Right Thing

You should always do the right thing. This includes avoiding behaviors commonly viewed as inappropriate and dishonest, such as:

- Stealing.
- Using company equipment for personal business.
- Cheating on your time sheet.
- Abusing drugs and alcohol at work.
- Violating confidentiality (employer, employees, customers).
- Tolerating others' bad behavior.
- Violating company policies.

Integrity Questions

Sometimes Integrity can be difficult. If you find yourself in an ethical dilemma, you can clarify what to do.

Question to Ask Yourself	What the Answer Means
Is it legal?	If it's against the law, DON'T DO IT. Even if your boss tells you to, the law may hold you responsible.
Would I feel proud about it?	If your conscience tells you it's wrong, DON'T DO IT.
Would I like everyone to know it?	If you would not want your supervisor, coworkers, family, etc. to know about it, DON'T DO IT.
Would it hurt someone unfairly?	If it unjustly harms a person or an organization, either physically, mentally or financially, DON'T DO IT.
What would happen if I didn't decide?	If not deciding could result in harm, DO SOMETHING positive; don't just wait.

Positive Attitude

Employers want friendly people with positive attitudes. Positive attitudes make you easier to work with and they help make the company's customers happy, too.

Your Attitude Shows. You can't fake a positive attitude. You give away your real feelings through verbal and non-verbal signals.

Why Be Positive? Most people find that being upbeat makes their lives—and jobs—much more pleasurable.

How to Be Positive Look for the humor in the situation. Smile. Observe and imitate people who are positive. Remember to be grateful for all the good things in your life.

What's Your Attitude?

Your attitude has natural consequences or results. What attitude do you want to project?

	Positive	Negative
Description	<ul style="list-style-type: none"> • takes pride in work and behavior • optimistic • eager to learn, change and grow • customer-focused • happy to help others • energetic and enthusiastic • takes responsibility for success and failures 	<ul style="list-style-type: none"> • does only the minimum • complains and criticizes • resists change • doesn't care about customers • treats others as if they were burdens • procrastinates on tasks • blames others for own problems
Results	<ul style="list-style-type: none"> • enhanced relationships • creates fun, creative work environment • increased productivity • many opportunities for advancement 	<ul style="list-style-type: none"> • drives others away • self-induced misery • illnesses and work absences • limited opportunities for advancement

Maximum Effort

Employers value people who are “*hard working*” so you’ve got to give it your all. Part of working hard is focusing completely on the task at hand.

Leave your home life at home: Sharing your personal problems takes time away from work and can contaminate your work relationships. People might seem sympathetic but you risk losing some of their respect if you reveal too much.

Limit socializing at work: Building relationships with coworkers is valuable and ultimately helps your productivity, but know when to get back to work.

Put in a full shift: If you are supposed to work eight hours a day, then work eight hours a day. Make up any personal time you take at work. Take breaks only in accordance with company policies. Conduct personal business, such as web surfing or phone calls, only during breaks.

Be physically ready to work: Don’t show up drunk, stoned, sick, exhausted or seriously injured.

Productivity

An excellent employee produces excellent results—whether it’s a satisfied customer or a well-crafted engineering draft design. Putting forth your maximum effort is a start, but if your product’s no good, you won’t keep your job.

To be truly productive, it helps to do the type of work that suits you. After that, you just have to work smart as well as hard. Here are five steps to show you how:

1. Decide What to Do

You are more productive when you do only important tasks. Drop useless activities with permission from your supervisor.

2. Do It

To be productive, you must work effectively and actually accomplish what you set out to do. Plan ahead; it saves time later. Be results-oriented. Ask for help if necessary.

3. Do It on Time

High productivity means you complete your work with speed and efficiency. Work as quickly as you can while still being accurate. Meet your deadlines. Finish early if you can.

4. Do It Well

Listen carefully to instructions so that you make fewer mistakes. Make your work time count. One hour’s worth of well-rested, uninterrupted work may produce better results than five hours of exhausted effort.

5. Do More

The more work you attempt to do, the more work you get done. To be highly productive volunteer for assignments no one else wants to do. Take the initiative. If you see something that needs to be done, do it without waiting to be told.

Work Hard

When you work hard, you put forth maximum effort. No one can work full-out every second of every day, but you can:

- **Concentrate on the task at hand.**
Minimize distractions so that you don’t lose focus. Take short breaks periodically to help maintain your energy level.
- **Don’t cut corners.**
If your work is sloppy or incomplete, don’t bother doing it. You can get by with “average” in school, but not at work.
- **Don’t give up.**
If your task is difficult, be determined to complete it to the best of your ability. You get a feeling of accomplishment when you don’t quit and you learn something new.
- **Do your homework.**
Meet your deadlines. Be prepared for meetings. Follow-through on assignments.
- **Mind your own business.**
Don’t worry about how much other people work. Just do your best every day.

Ask for What You Need

You can increase your productivity if you have the best tools for the job. If you need certain equipment or support to be more productive, ask for it.

Do some research. If you need a faster computer, for example, learn what type and speed you need. What do people in other companies who hold your type of position use? How much will it cost?

Put the request in writing. Explain how it will benefit the company.

Meet with your employer. Make your request in person and in writing.

Customer Service

To stay competitive, businesses and employees have to provide excellent customer service.

Who Is the Customer?

- **Internal customers:** Your supervisor, coworkers and others in your employer's company.
- **External customers:** The public or other businesses.
- **Potential customers:** Those you don't yet know.

Why bother with Customer Service?

- Most unhappy customers don't return
- Former customers tell an average of 15 people about their bad experience

Examples of Good and Bad Customer Service

Good Customer Service

- Greeting customers
- Opening doors for customers
- Taking customers to items they want
- Answering the telephone cheerfully
- Promptly returning phone calls
- Doing exactly what customers request
- Responding calmly when customers express anger
- Acknowledging and apologizing for errors
- Listening politely to customers
- Asking customers if they need help

Bad Customer Service

- Talking with coworkers while customers wait
- Ignoring customers on hold
- Complaining to customers about coworkers
- Not looking up when customers enter
- Letting customers wander around lost
- Saying "it's not my job;"
- Promising something you can't deliver
- Failing to show up for appointments
- Suggesting customers are stupid or unreasonable
- Walking past registers with long lines



The Importance of Belonging

- Loneliness Poster
- Discussion Guide

The following poster can be used as a discussion tool when the class talks about making friends at work. Instructors can use The Importance of Belonging by David Pitonyak as a guide to activities that focus on how individuals with disabilities can cope with loneliness and isolation. An excerpt is included with the poster. The entire publication can be found at <http://www.dimage.com/The%20Importance%20of%20Belonging.pdf>). Emphasis is on strategies for facilitating inclusion and building friendships.

Loneliness

is the only real disability.

Loneliness

is the only real disability.

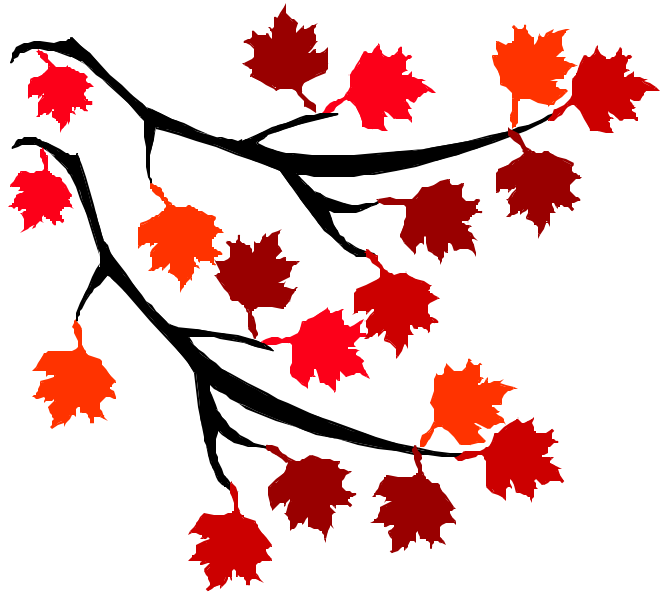
Loneliness

is the only real disability.

Loneliness

The Importance of Belonging

David Pitonyak



*To be rooted is perhaps the most
important and least recognized need of
the human soul.*

Simone Weil

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**For additional information, visit the
imagine web site:**

www.dimagine.com

Reproducing *The Importance of Belonging*

Permission is granted to download single copies of this handout from the Imagine web site. Should you wish to reproduce the document for distribution or training, please contact David at the above address.

Portions of the document are taken directly from other publications:

Pitonyak, D. (2002). Opening the Door. In J. O'Brien and C. Lyle-O'Brien, *Implementing Person-Centered Planning: Voices of Experience*. Toronto: Inclusion Press.

Pitonyak, D. (2002). *Toolbox for Change: Reclaiming Purpose, Joy, and Commitment in the Helping Profession*. Blacksburg, VA: Imagine.

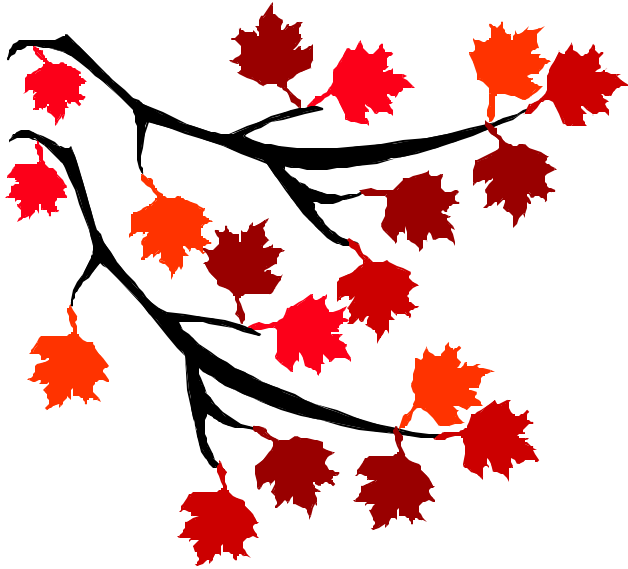
Pitonyak, D. (2002). *What Do I Do Next...? Supporting a Person with Difficult Behaviors After the Workshop*. Blacksburg, VA: Imagine

What Do I Do Next...? was prepared for and funded by the City of Philadelphia, Department of Public Health.

Printing Suggestions

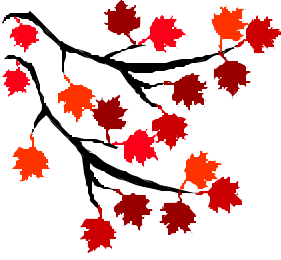
The Importance of Belonging is designed to be printed front and back. Please, when replicating, save paper by using both sides.

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We are all longing to go home to some place we have never been — a place, half-remembered, and half-envisioned we can only catch glimpses of from time to time. Community. Somewhere, there are people to whom we can speak without having the words catch in our throats. Somewhere a circle of hands will open to receive us, eyes will light up as we enter, voices will celebrate with us whenever we come into our own power. Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. A circle of friends. Someplace where we can be free.

- Starhawk



Introduction

Many people who experience disabilities live lives of extreme loneliness and isolation. Many depend almost exclusively on their families for companionship. Some have lost their connections to family, relying on people who are paid to be with them for their social support. Although paid staff can be friendly and supportive, they frequently change jobs or take on new responsibilities. The resulting instability can be devastating to someone who is fundamentally alone.

Bob Perske describes how a person whose life is devoid of meaningful relationships might feel:

"We have only begun to sense the tragic wounds that so many [persons with developmental disabilities] may feel when it dawns on them that the only people relating with them -- outside of relatives -- are paid to do so. If you or I came to such a sad realization about ourselves, it would rip at our souls to even talk about it. Chances are some of us

would cover it up with one noisy, awkward bluff after another. And chances are, some professionals seeing us act this way, would say we had "maladaptive behavior." Think about what it would feel like to have even one person come to us without pay, develop a reliable, long-term relationship with us because he or she wanted to... literally accept us as we are. Then think of the unspeakable feelings we might possess if -- when others were "talking down" to us and "putting us in our place" -- that kind person could be counted on to defend us and stick up for us as well! Most of us do have persons like that in our lives. But will the day come when [people with disabilities] have them too?" (1)

In my view, most people served by the human services industry are profoundly lonely. Loneliness is the central reason why so many are unhappy and distraught. It is not because our instructional strategies are ill-informed or because our planning processes are inadequate. It is not because our medications are in-potent or because staff are untrained. Their suffering results from isolation. As Willard Gaylin has written, "To be vulnerable is not to be in jeopardy. To be vulnerable and isolated is the matrix of disaster (2)."

The Wrong Questions

For years, the human services profession has been pre-occupied with three questions (3):

What's wrong with you?
How do we fix you?
What do we do with you if we can't fix you?

The central function of our human services system, in my view, should be to help people who experience disabilities to develop and maintain "enduring, freely chosen relationships" (4).

Why?

The Importance of Belonging (5)

"A sense of belonging," writes Dr. Kenneth Pelletier of the Stanford Center for Research and Disease Prevention, "appears to be a basic human need – as basic as food and shelter. In fact, social support may be one of the critical elements distinguishing those who remain healthy from those who become ill." (6)

In their 1996 book, *Mind/Body Health: The Effects of Attitudes, Emotions and Relationships*, researchers Brent Hafen, Keith Karren, Kathryn Frandsen, and N. Lee Smith describe the results of a nine-year study of 7,000 people living in Alameda County, California. "The people with many

Loneliness is the only real disability

I thought, for the longest time, that I had made this quote up on my own, and then someone said they heard it from Judith Snow first. I asked Judith if she had coined the phrase and she said, "I wish I had." Years later, someone in Georgia told me that Beth Mount had said it first so I wrote to Beth to see if they were right. She wrote back, "Use it and don't worry about making it mine--so much of what we all say and do has been borrowed from our network...don't worry about crediting me with that which we all know, the power of relationships to heal and make whole. " Looks to me like Beth deserves the nod.

social contacts – a spouse, a close-knit family, a network of friends, church, or other group affiliations – lived longer and had better health. People who were socially isolated had poorer health and died earlier. In fact, those who had few ties with other people died at rates two to five times higher than those with good social ties.” (7)

Hafren, Karren, Frandsen, & Smith write that “social support is the degree to which a person’s basic social needs are met through interaction with other people. It’s the resources – both tangible and intangible – that other people provide. It’s a person’s perception that he or she can count on other people for help with a problem or for help in a time of crisis.” (8)

Although the reasons why social support leads to better health are not entirely understood (one theory is that belonging improves immune function), the implications are profound for people who experience our services. It may be that a great deal of what we see as pathology (e.g., poor health, mental health issues, problem behaviors, etc.), is, in fact, a symptom of loneliness.

Sidney Cobb, president of the Society of Psychosomatic Medicine, argues that the data supporting a link between

loneliness and illness is overwhelming – that “social support can indeed protect people in crisis from what he calls a ‘wide variety’ of diseases. Adequate social support, Cobb says, has been proven to protect against conditions from ‘low birth weight to death, through tuberculosis to depression, alcoholism, and other psychiatric illness. Furthermore, social support can reduce the amount of medication required, accelerate recovery, and facilitate compliance with prescribed regimens.” People who are suffering from a break down in social support are also more prone to cancer, hypertension, and heart disease (9).

It’s true — you can die from a broken heart.

Better Questions

The field is now moving toward a much more promising set of questions than *What’s wrong with you? How do we fix you? And What do we do with you if we can’t fix you?* Processes such as person-centered planning pose a deeper more illuminating set of questions (10):

What are your capacities and gifts and what supports do you need to express them?

What works well for you and what does not?

What are your visions and dreams of a brighter future and who

will help you to move toward that future?

In addition to these questions, I like those posed by Mary Romer. Mary's questions strike me as fundamental to anyone's success (11):

Are enough people engaged in the person's life?

Are there people who are imbued with the belief and hope for a brighter, better future for the person?

If not, how might such people be found or how might that sense of hope be instilled in those committed to walking with the person?

Ask, "Am I lonely?"

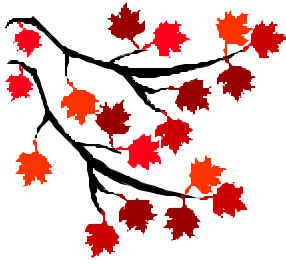
Loneliness affects all kinds of people. Tall and short, rich and poor, black, white, yellow, Republican, Democrat, Catholic, Jew — you name it, loneliness knows no bounds. There are broken hearts everywhere.

The awareness that many people who experience disabilities may be lonely necessitates an awareness that the people who are supposed to help may be lonely too. In order to support the development of relationships for other people, we must examine our own sense of connectedness. Ask yourself, How do I stay in contact with my family? How do my visits home feel? Who are my friends? Who is my partner? Do I see them often

enough? What do I contribute to these relationships? What do I know about relationships and how can I use this knowledge to support the person?

It is also important to examine your relationships with the person's supporters. How well do you know them? How often do you provide them with positive feedback about their contributions? How often do you ask them what they need? And how often do you listen?

You can also ask these and other questions of the general culture surrounding the person. Do people know each other? How often do they support each other? Does anyone listen to what the people who know the person best have to say? If you are involved in the service delivery system, you can ask "Does the organization treat staff in a valued way?" Do staff feel that their superiors are personally concerned with their well-being and that their needs will be attended to? If it is a family home, you might consider the supports available to the entire family? Are the relationships supportive or contentious? It almost goes without saying that an organization of supported and involved caregivers is key if the goal of the organization is to support "belonging." To paraphrase Jean Clark, "A person's needs are best met by people whose needs are met."



Wake up to the people right next to you.

I BELIEVE THAT ONE OF THE MOST fundamental reasons why professionals have lost touch with the importance of relationships in the lives of the people they serve is that they have lost touch with the importance of relationships in their own lives.

A solid resource for understanding why relationships are important and how they are formed can be found by examining our own relationships. We are brothers and sisters, sons and daughters, nieces and nephews, Moms and Dads, lovers and partners, etc. We already know a great deal about *how* to be connected.

Things You Can Do

- ◆ Go home right now and hug your sweetheart like you used to (when her/his hands were too hot to touch). Make a regular date with your partner to spend time with each other (alone). It doesn't have to be complicated. Get Chinese takeout and rent a movie together.
- ◆ Spend time playing with your children. Put aside your worries and To Do lists. Make joy a goal.
- ◆ Go visit your Mom and Dad. Share with them stories of good things they did for you when you were a little boy or little girl. Look through old photographs. Tell stories.
- ◆ Contact your siblings. Make a plan to get together somewhere fun to "reconnect."
- ◆ Call a friend you have lost touch with over the years. You both need to hear from one another.

IT IS ALSO TRUE that people offering support as professionals often do not know each other. Consider how well you know your fellow workers. Do you know how it is that they have come to this work?

It is often the case that we do not know each other in any meaningful sense. And, having failed to know one another deeply, we then try to come together and solve complex human problems. It makes no sense.

Things You Can Do

- ◆ Find regular time to pause and reflect with your fellow employees.
- ◆ Explore questions such as these, adapted from Margaret Wheatley's (2002) *Turning to*

one another.

*How did I come to this work?
Do I feel that my vocation is truly right for me?
What is my faith in the future?
What do I believe about others?
What am I willing to notice in my world?
When have I experienced good listening?
Am I willing to reclaim time to think?
What is the relationship I want with the earth?
What is my unique contribution to the whole?
When have I experienced working for the common good?
When have I experienced the sacred?*

Make Friends With Yourself

Finally, consider making friends with yourself. Many of us have become our own worst enemy. We are taking on the needs of others and forgetting our own needs, running ourselves down again and again for what we have not done rather than what we have done.

Ask yourself, "Do I treat myself as well as I would treat a guest in my house?" The answer, sadly, for many of us, is "No." We are far more generous with others than we are with our own selves.

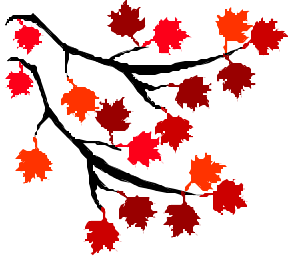
In North America (and I suspect elsewhere), we are obsessed with self-improvement strategies —

things to help us *be* better. I like what the Buddhist nun, Pema Chodron says. She says that "every act of self-improvement is an act of aggression towards the self." The basic idea of self-improvement, after all, is that once you improve, then you will be lovable.

For many of us, the practice of running ourselves down is like an overly-developed muscle. We do it so easily, we don't realize we have done it. Running ourselves down has become a way of life. The encouragement, in such cases, is to "lighten up." Instead of trying to change your habit of "self-injury," just notice it. Be curious about it without trying to change it into anything at all. Invite it in for tea.

Things You Can Do

- ◆ Make a list of those things that bring you joy, those things you never seem to have time for anymore. Grant yourself permission to enjoy yourself. Lighten up. The suffering of others will be waiting for you when you return
- ◆ Read Pema Chodron's *The Wisdom of No Escape And The Path of Loving Kindness*. A most practical book for people in the helping profession.



Learn about person-centered planning

In the book, *A Little Book About Person-Centered Planning*, Connie Lyle O'Brien, John O'Brien, and Beth Mount describe the powerful differences between traditional approaches and person-centered planning. Unlike traditional approaches to planning, which ask questions like, "What's wrong with you?" and "How can we *fix* you?", person-centered planning focuses on questions like "What are your capacities and gifts and what supports do you need to express them?" and "What works well for you and what does not?" and "What are your visions and dreams of a brighter future and who will help you move toward that future?"

Describing the roots of person-centered planning Lyle O'Brien, O'Brien, and Mount write (1998):

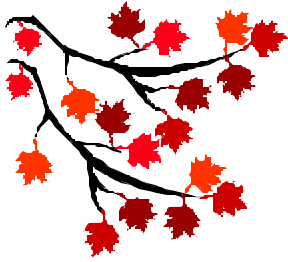
"Person-centered planning did not ignore disability, it simply shifted the emphasis to a search for capacity in the person, among the person's friends and family, in the

community, and among service workers. A person's difficulties were not relevant to the process until how the person wanted to live was clear. Then it was necessary to imagine, and take steps to implement, creative answers to this key question, "What particular assistance do you need because of your specific limitations (not labels) in order to pursue the life that we have envisioned together."

For additional information:

- ☺ Visit my web site: www.dimagine.com
- ☺ Click on "Links and Other Resources"
- ☺ There you will find links to web sites and information about a variety of topics, including:

- Advocacy
- Assistive Technology
- Books Worth a Look
- Communication Rights
- Emergency Preparedness
- Employment
- Family Support
- History of Disability
- Housing
- Inclusion
- International Support and Resources
- Medicine, Health and Well-Being
- Microboards
- Music
- Person-Centered Planning
- Policy Links
- Post Traumatic Stress Disorder
- Relationships
- Self-Determination
- Spirituality
- State-by-State Resources
- Storytelling
- Videos



Promote the “medicine” of inclusion

In my workshops about positive approaches, I often begin by asking participants to describe the kinds of behaviors that they find most troubling from the people they support (*). I make a list of the behaviors of concern on large pieces of paper. Some of the behaviors are serious, others are not so serious. For example, a list might include:

hitting other people, rectal digging, breaking windows, lying, running away, eye poking, nose picking, fantasizing about Demi Moore, saying the same thing over and over again, sleeping during the day, depression, peeing on the lawn furniture, screaming, stealing food from the refrigerator, and jumping into traffic.

In my workshops about organizational development,

Toolbox for Change, I often begin the day by asking managers to describe the kinds of employee behaviors that they find most troubling in the workplace. Again, I make a list of the behaviors on large pieces of paper. Examples of the kinds of behaviors people list as problematic in the workplace:

talking behind people’s backs, spreading rumors, failure to perform job duties, depression, jealousy, acting ruthlessly to get ahead, stealing, lying, refusal to accept responsibility for mistakes, complaining after a meeting is over, acting bossy, acting self-important, denial, and spending too much time at the water cooler.

After I have asked people to make a list of the behaviors they find most troubling in an individual they serve or a fellow human services worker, I ask them to think about a time in their lives in which they felt “included,” “welcome,” “a part of.” To assist them in the process, I ask them to remember a family reunion they attended, or a party held in their honor. Most people can remember a time when they were included in something big or honored for their very presence. I ask, “What did it *feel* like to be included?” Typical responses

I am thankful to Jennifer York from the University of Minnesota for teaching me this exercise in 1991 at a supported employment conference in Ellensburg, Washington.

include:

happy, satisfied, warm, popular, powerful, confident, special, secure, needed, loved, rooted, important, content, fulfilled, joyful, pleasant, embraced, involved, welcome, valued, loved, supported, comfortable, like I can be myself, I don't have to impress anyone, accepted, not being judged, part of, admired, etc.

Next, I ask people to remember a time in which they felt “excluded,” “left out,” “not welcome.” It is amazing how quickly people are ready to describe their *feelings* of rejection. Examples of the kinds of responses I hear:

dejected, unimportant, aggressive, depressed, alienated, awkward, mean, angry, alone, empty, suicidal, insecure, sad, suspicious, not motivated, suspected, invisible, rejected, frustrated, lonely, attitude, resentful, in a lot of pain, ignored, trying, worthless, spiteful, inferior, politically incorrect, hateful, paranoid, ostracized, blackballed, like I should disappear, like I have faded into the background, criticized, laughed at, conspicuous, like I want to get away, like I'm shrinking,

like I want to become someone else, etc.

When I ask the group to describe how a person might *act* if excluded, the participants invariably begin to create an updated version of the first list (the list of difficult behaviors). Examples of the kinds of responses I hear:

aggressive, angry, manic, insane, frantic, irrational, psychotic, indifferent, withdrawn, uncontrollable, "out," tearful, impatient, ineffective, unaffected, bitter, depressed, defensive, silly -- trying to get attention, confused, hostile, petty, sleepy, resentful, violent, pretentious, snotty, mistrustful, act out so that I repulse people so they wouldn't pursue a relationship with me, I would try to impress people, to brag, to boast about myself to try and boost my status, I might smoke or drink to look like a rebel so that I look cool, etc.

Often, even before I have had a chance to complete a list of ways that someone might act if excluded, a participant shouts out, “It’s the first list!”

For me, there are at least three important points to garner from the exercise:

1. Most (not all) difficult behaviors result from being excluded. It is not a person's disability that leads him or her to do things that others find objectionable. It is being on the outside of what is in.
2. Most of our consequence-based strategies reinforce the feelings listed under "what it feels like to be excluded." When people's behaviors get worse (and they often do), more, not less, is done to make the person feel excluded.
3. What's the medicine for someone who feels excluded? To be included, of course!

To conclude the exercise, I ask the participants to break into small groups. I ask them to develop a list of things they can do "the next day" to build "inclusive environments."

Why is this exercise important for people who want to help others to broaden and expand their relationships? First, the exercise helps people to understand that problem behaviors are often symptomatic of being left out. Once recognized, people become more motivated to help people broaden and expand their relationships. Second, many staff are afraid to help people get connected because they are afraid of how the person might behave "in the community." While this is an understandable feeling, it is important to understand that being

disconnected — being lonely — is the problem. And being connected — being included — is the medicine. Third, it helps staff to connect with their own broken



It isn't enough
for your heart to
break, because
everybody's
heart is broken
now.

- Allen Ginsberg

places, their own feelings of exclusion. It also helps them to connect with their personal need to be connected. Being included is the medicine they need too.

Part One

Make a list of the things you want the person to stop doing.

(Avoid jargon; describe the behavior with words my grandmother would understand).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Part Two

Ask, "What does it feel like to be included?"

The exercise described in this section was first described to me by Jennifer York. I am indebted to Jennifer for showing me a process that so eloquently makes the point that *not belonging* is a major cause of difficult behaviors.

Part Three

What does it feel like to be excluded?

Part Four

How might a person who has been excluded act. What might they do in response to their exclusion?

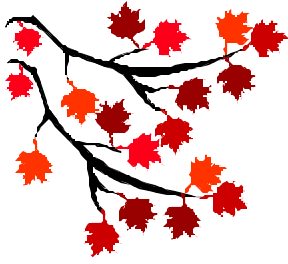
The exercise described in this section was first described to me by Jennifer York. I am indebted to Jennifer for showing me a process that so eloquently makes the point that *not belonging* is a major cause of difficult behaviors.

Part Five

Creating inclusive environments

Do you think the person might feel, from day to day, any feelings of exclusion? If so, pick 5 feelings from the inclusion list above. Beside each feeling, list 5 things you can do to help the person to experience each feeling

<i>When included, I/we feel:</i>	Five things I/we can do to help the person experience this feeling:
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	Note: the proactive steps you will undertake to help the person feel included can be included as "prevention steps" in the person's support plan



Become the person's champion

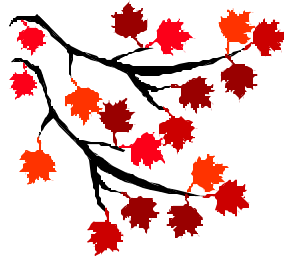
We all need someone who thinks we are special, someone who thinks we “hung the moon.” Often, how we think of ourselves is shaped by how others see us.

Many people who challenge us are seen only for their “limitations” or “problem behaviors.”

Helping a person to grow means that we must take responsibility for “seeing” the person's gifts and potential.

Become the person's champion. Make a commitment to help the person to find joy each day. Help others to see the person's strengths and gifts rather than limitations and shortcomings. Instead of being one more person who “works on” the person, be someone who “works with” the person. Speak about the person's struggles in a way that is respectful of those struggles. Let the person overhear you saying good things about him/her. If you can't be the person's champion, take responsibility for helping the person

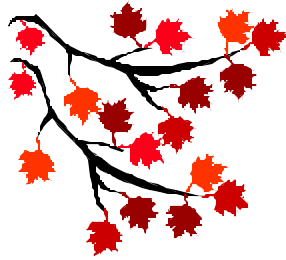
to find a champion. It's powerful medicine.



Remember that a crisis can be a great opportunity to form a meaningful relationship with someone.

A crisis can be an *opportunity* to teach a person the importance of relationships (12). The Outward Bound program is based on this idea. For example, counselors might take a group of “hardened” kids out into the wilderness. On the bus ride, the kids sit in the back, full of attitude and cool. The adults sit in the front of the bus, discussing logistics and responsibilities. When they arrive in the wilderness, the adults tell the kids that they are going to climb down a 100 foot rock face, and suddenly the kids who seemed full of attitude and cool change their

physical proximity to the adults (they get closer). They let everyone know that they are not so confident anymore. In essence, the adults have created a “crisis.” The goal of this crisis is to show the kids that the adults can be helpful. They can help them to overcome their fear of heights, help them to master new skills (e.g., using a harness, tying knots, repelling). And one by one, the kids step over the edge of the cliff and make their way safely to the bottom. Not surprisingly, once they unhitch themselves from their harnesses, they cop the same attitude they had at the outset. But something is different now. Through this crisis, the kids have learned that the adults will support them through during a crisis and help them to develop mastery over needed skills. Additionally, they now share a *story*.



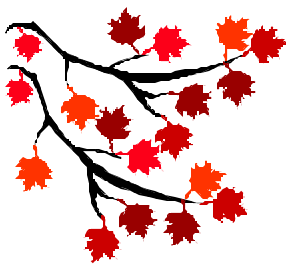
Keep your promises.

Many people who engage in difficult behaviors have too much experience with *broken* promises. Life has been full of tricksters -- people who say one thing and mean another. For example, Carl was told that he would be able to live in his own apartment if he improved his behavior. But the truth is much more complex. The funding streams which pay for the group home will not pay for an apartment. In the *real* world, Carl lives in the group setting because people are unwilling to deal with the “politics” the organization, funding streams and State regulations. In short, people don’t want to deal with the *real* problems, so they make Carl *the* problem.

Teach the person that your word is good by following through on your promises. Give the person a chance to learn that you are trustworthy, but don’t be surprised if the person is reluctant to trust you at first. It can take time for a heart that has been betrayed to

open up one more time.

And remember, in the real world there will be times when you can't keep your promise (for reasons beyond your control); life happens. But it will almost certainly be easier for the person to accept the change in plans if, on balance, you keep your promises.



Never underestimate the corrosive impact of our system on a person's capacity to develop and maintain relationships

An organization that actively supports the development of relationships for the people it serves does more than provide in-service training and workshops on the ins and outs of community building. It takes seriously the "architecture" of its services, supports, and decision-making. For

example, consider the contrasts between person-centered and system-centered approaches offered by David Korten on the next page.

Managers and policy makers must consider a variety of structural changes. I like those suggested by John O'Brien and Connie Lyle-O'Brien in their book *Members of Each Other: Building Community in Company With People With Developmental Disabilities*.

First, simple changes staff could embrace that "would create more room for relationships" and support community membership (13):

1. If they stopped acting as if they owned the people they serve and could arbitrarily terminate their contacts or disrupt their memberships.
2. If they modified schedules and tasks to accommodate people's relationships and memberships.
3. If they recognized and encouraged activities and contacts outside of their programs.
4. If they looked for the flexibility to assist with some of the ideas and plans that emerge from new relationships and memberships.

Second, policy makers "who want to be of genuine assistance, would follow these six directions" (14):

1. Increase the amount of personal assistance (attendant and family

A comparison of system-centered and person-centered approaches

System-Centered	Person-Centered
Production and efficiency are the most important outcomes.	Quality of life is the most important outcome.
Subordinates the needs of people to the maintenance of bureaucracy.	Subordinates needs of service system to the needs and interests of people.
People are seen as objects to be processed by the system.	People are critical actors with deep desires who shape their own future.
People's interests are often ignored, sometimes exploited.	Human growth and dignity in the process of change is critical.
Control for decisions is allocated to professionals who know best.	Control for decisions is placed in the hands of the people.
Complex regulations and procedures sustain professional interests.	Quality of support depends on good information and creativity.
Detachment is the preferred stance with people.	Workers develop personal relationships with people.
Workers rely on legal charters, formal authority, and control structures to motivate action.	Workers rely on family, neighborhood, church, and associations to provide social support and stability.
Resources are allocated to increase the holdings of services and the benefits of professionals.	Resources are invested in supports that help people be more effective at meeting needs for themselves.
Offers the promise of perfection at the expense of the diversity of the people and the workers.	Offers the richness of imperfection at the expense of order and control.

The above table is adapted from work by David Korten, as printed in Beth Mount et al.'s *Imperfect Change: Embracing the Tensions of Person-Centered Work*. Manchester: CT: Communitas Communications. For this publication and other fine Communitas publications, write: Communitas, Inc., P.O. Box 374, Manchester, CT 06040 (203-645-6976. Printed with permission.

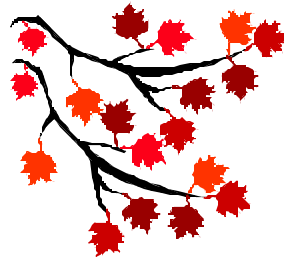
support) services available to people based on individual need by reallocating all funds that now support various forms of congregate long term care. Make personal assistance services more flexible by putting them under the direct control of the person who uses them, or, if the person is a child, under control of the child's family. Demedicalize personal assistance services.

2. Insure that people with severe disabilities have an adequate cash income and adequate health insurance. Eliminate benefits traps that prevent people who want to work from doing so. Eliminate stigmatizing practices.
3. Support individual or cooperative home ownership for adults with severe disabilities. Break programmatic links that tie people who need a particular type or amount of support to an agency owned building.
4. Offer a wide variety of supports for individual employment in good jobs of people's choice.
5. Insure that local schools fully include students with severe disabilities.
6. Invest in safe and accessible transportation.

Finally, a word about turn-over. Many people who experience our services have been traumatized by a fundamental break-down in their relationships that often has persisted for years. Our service

system's failure to help people find reliable paid-relationships is re-traumatizing people. It is incumbent upon professionals to find ways to help people to find personal assistants who not only provide a high quality of care but also stay.

My friend Al Vechionne of Vermont says that the goal of a support system should be to "lavishly recruit" and then, when the right person is found, to find ways to make the right person "feel guilty about the deal."



Hold the person's story in a way you would want your own story held

Who holds your story? My bet is that someone, somewhere, remembers you when you were knee high to a grasshopper. Someone remembers the day you lost your first tooth, or the day you swam to the raft in swimming lessons, your first date, your newborn. Someone probably knows about that hole in your heart or

that reason you fear change. I hope someone, somewhere, holds your story.

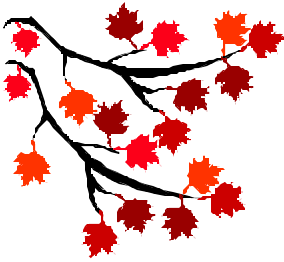
The problem for many people who experience our services is that no one holds their stories. We know them by their labels or brief social histories (e.g., “mother experienced complications in pregnancy...child was institutionalized at fourteen...home visits became less frequent in 1977...” etc.), but we know nothing, really, about their stories – where they came from, the names of their family members and long-lost friends. We know little of the events that shaped their lives, the achievements and disappointments that gave shape to their sense of self, where they feel connected and where they feel cut off. Thanks to processes such as person-centered planning, we are learning to ask different questions, questions that invite a story to be told. Instead of, “What’s wrong with you?” and “How do we fix you?” we’re learning to ask “Who are you?” and “What do you dream of?” and “How can we help you to move towards a desirable future?”

The rich details that make stories worth telling and retelling are emerging. But for most people served by our system, the preoccupation with deficits and limitations is still pronounced. We not only don’t know people’s stories. We don’t even notice that

their stories are missing

Things You Can Do

- ◆ A simple thing to do is to draw a horizontal line on a big piece of paper. On the left hand side of the line, write down the day and year the person was born. On the right hand side of the line, write today’s date. Now try to fill in this time line with as many major or significant events you can think of. What do you see? My bet is that there are gaps, spaces of time in which you know very little about the person. My bet is that most of what you know about the person falls in the recent past. A big part of the work, in my view, is to help people to reclaim their lost stories and to make sure those stories are told in a way that is respectful and meaningful.
- ◆ Sit down with the person, friends and family and look through old photographs. Photographs can dislodge forgotten memories and help people to remember important stories.
- ◆ Help the person to develop a written narration of his/her life. Use photographs to help tell the story and, if the person grants you permission, use the narration whenever new caregivers are hired.



Help the person to connect with people in the broader community who love the same things.

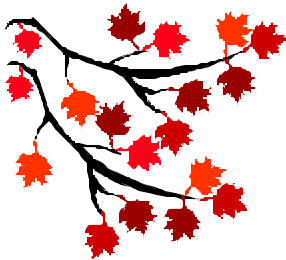
Many our friendships are forged because we share a common interest with another person. For example, my friend Rollin loves engines that roar. He has met many of his friends because he showed up, again and again, in places where people who love engines were gathering (e.g., stock car races, a truck repair shop, a dairy farm, a wood lot with a gas-powered wood splitter). Patty loves trains. She has made friends with the curator of a train museum in the city where she lives. She also loves coffee and she spends time in a nearby Starbuck's where people not only know her favorite coffee drink, they also know she takes longer than most customers to order and pay for her drink. They accommodate her need for

more time by telling her not to hurry. Dennis is a man who was once described as "obsessed with drinking cups." He now belongs to a cup-collectors group that meets regularly and holds international conferences.

Things You Can Do

- ◆ Make a list of the things a person loves with the person. Ask, "Who in the broader community loves the same things? With the person's OK, show up again and again. Make fun the goal (don't spoil a perfectly good time with an habilitation goal).
- ◆ Pay special attention to *who* goes with the person. First, the person should choose who he or she gets support from. The person providing support should ideally love the same activity. For example, Patty has more fun at Starbuck's when Clara, her support person, joins her. Clara is not bossy or over-bearing. And, better yet, she loves coffee the way Patty loves coffee (she cannot believe the organization is paying her to get a "buzz on" with Patty).
- ◆ It is sometimes difficult to know what a person likes to do because he or she has no formal means of communication. One place to start is to ask people who know the person best for ideas. If that fails (sometimes,

due to high turnover, no one in the person's life have any idea what he or she likes. A first step might be to invite the person to join you in doing things you love. Herb Lovett encouraged me to make "respectful guesses" when I was unsure. All I had to do was be willing to change if the person communicated to me that my guess was not working.



Help the person to make a contribution to the broader community.

Probably the least difference between a person who experiences disabilities and her non-disabled peers occurs on the day that she is born. But then, because we begin to systematically separate the child into increasing different experiences, he or she becomes more different with every passing day.

Whether it's early intervention services or special education or the adult service world, the person is increasingly cast in the role of the "needy" one. After years and years of being surrounded by people who ask, *What's wrong with you? How do we fix you?* and *What do we do with you if we can't fix you?* it should surprise no one that some people grow up "needy." I am not suggesting that the person is incapable of supporting the needs of other, capable of being needed. Nothing could be further from the truth. What I am arguing is that understanding and respecting the needs of others is learned through years of practice, practice many people who experience our service system never get.

Why is this important?

As John O'Brien once said, "It is dispiriting to always be the needy one." Our souls are deprived of the chance to make a difference to others.

One of the reasons why so many people who experience our services are so unhappy is that they are never welcome in places where their gifts are noticed or valued. When they show up in relationships, they often lack imagination about how to be a friend, or sister, or daughter, or fellow citizen. Sadly, many people have learned that the only way to be "seen" is to be needy. For this reason, many of their relationships

The importance of authentic presence

Many professionals *do* take the time to get to know the people they are supporting. But some do not. For them, 'professionalism' is a kind of armor against the uncertainties and insecurities of getting involved. When you get involved with someone, there is the risk that you will not know what to do, or that their behaviors will cause embarrassment or even be hurtful. But taking the time to get to know someone also offers the opportunity for great discoveries. I always find that I learn something important about myself when I work through my apprehension and make a commitment to know someone and let them affect me.

Here's what John Welwood says in his book, *Awakening the heart: East/West approaches to psychotherapy and the healing relationship*:

"...I have found that I most enjoy my work and am most helpful to others when I let them affect me. This does not mean that I should identify with their problems or get caught up in their neuroses. There are ways that clients try to draw the therapist into their world in a manipulative way which should, in fact, be resisted. Yet the therapist can still leave himself open to seeing what that pull or manipulation feels like, for this will provide essential clues to guide him in responding more helpfully to the person. What I am speaking of here is not losing my boundaries, but letting myself experience what the other person's reality feels like.

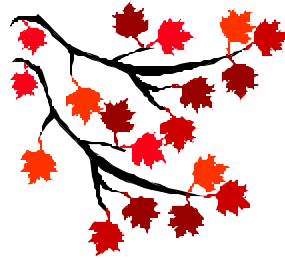
"If I can hear another person's words, not from a place of clinical distance, but as they touch me and resonate inside me, then I can bring a fully alive, human presence to bear on the other's experience, which is much more likely to create an environment in which healing can occur. Many other factors also determine the outcome of therapy, but without this kind of authentic presence on the part of the therapist, real change is unlikely to occur. Authentic presence is sparked in therapists when they let themselves be touched by the client, when they can really feel what it is like to be in the client's world so they can respond from a place of true empathy and compassion. (p. xi).

Welwood, J. (1985). *Awakening the heart: East/west approaches to psychotherapy and the healing relationship*. Boston: Shambhala.

fail because the relationship is a proverbial “one way street.”

Things You Can Do

- ◆ With the person, make a list of the most important people in his/her life. Describe each person’s relationship to the person (e.g., friend, sister, brother, mother, dad, etc.). Ask a group of people to join you both for a meeting (make it fun with lots of good deserts). Ask the group to help you think about what it takes to be a good friend, daughter, sister, brother, etc. With the person, choose ideas from the “what it takes” list that will help him/her to be a good _____ (fill in the blank). Develop a simple plan with the person to follow-through.
- ◆ Draw a circle one mile in radius around the person’s home. Dozens, perhaps hundreds, of people are probably doing things to build a stronger community each and every day. Help the person to show up in those places to help with those causes that he or she feels devotion towards. Show up again and again and help do what needs doing (in other words, don’t turn the person into the “project” help the person, if he or she needs your help, to work on the project.



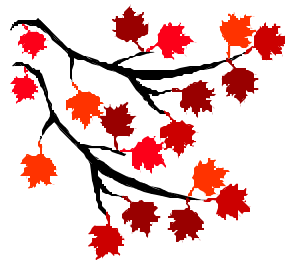
If the person continues to struggle, troubleshoot.

If the person continues to struggle with relationships, ask these questions from Linda J. Stengle’s book, *Laying Community Foundations for Your Child With A Disability* (1996):

1. Is the relationship between the person and the other person unbalanced?
2. Are there too few mutual interests?
3. Is this an activity that the person really wants to do, or is it something you want him/her to do?
4. Is the activity long enough to encourage the development of a relationship?
5. Is the other person afraid to get

- close to the person?
6. Is the other person too busy to take time to get to know the person?
 7. Are needed accommodations being made to allow the person to participate fully in the activity?
 8. Could your presence be interfering with the development of friendships?
 9. Do the same people tend to participate, or are there different people every time?
 10. Are there breaks, joint projects, or committees which allow people to talk with each other freely?
 11. Is the other person in the relationship mainly out of a sense of charity?
 12. Is there enough structure to the activity?
 13. Is the person projecting an attitude that is keeping others away?
 14. Do you think that something is preventing the other person from seeing and appreciating the person's good qualities?

Stengle, Linda J. (1996). *Laying community foundations for your child with a disability: How to establish relationships that will support your child after you are gone*. Bethesda, MD: Woodbine House.



A final note... When people are “relationship resistant”

Many people who experience our services have been traumatized at one point or another in their lives. Trauma can cause predictable changes in the way a person feels and experiences his/her surroundings. These changes can, in turn, result in the person becoming “relationship resistant.” The good news is that people can heal from traumatic experiences and learn the value of relationships, but they need help to do so. I have described the effects of trauma and what survivors of trauma need in my handout, *Supporting A Person With Post-Traumatic Stress Disorder*. The handout is available at my web site: www.dimage.com. Click on “Articles and Publications.” Scroll down to the article and follow the on-screen instructions.