



# Succeeding at Work

Course Outline

## Succeeding in the Workplace

### Module 3

Title of Module: Succeeding in the Work Place	Duration: 15 Hours	Difficulty : 1 – 2- 3
<p><b>Session Objectives:</b> Trainees should demonstrate the following post training:</p> <ul style="list-style-type: none"> <li>- An ability to solve work place problems as they arise;</li> <li>- An ability to focus on arguments as contextual, whether they are written or spoken;</li> <li>- An improvement in critical thinking skills in sending and receiving messages;</li> <li>- Development of critical insight in order to judge spoken discourse;</li> <li>- Development of an appreciation for how spoken communication is used to critically examine facts, values, and policies;</li> <li>- Development of priorities;</li> <li>- Development of critical insight in work place issues;</li> <li>- Understanding of goal setting that permeates all areas of life and is not limited to work.</li> <li>- Development of a respect for the ethical codes that govern discourse: tolerance for reasonable differences of opinion; the preference for civility; the willingness to put evidence and arguments to test of rationality; and the fostering of interpersonal values that open and maintain channels of communication.</li> </ul>		

Elements to be Addressed:	Topic
<p><b>Day 1</b> <b>Introduction:</b> Introducing the Course</p> <ul style="list-style-type: none"> <li>- Pre-Test</li> <li>-Pre course discussion of personal objectives, needs, and expectations</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Lecture:</b> Trainer, Module, &amp; Pre-test introduction</li> <li>-<b>Application:</b> Pre-test of module knowledge</li> </ul>
<p><b>Day 1</b> <b>Lecture Topic 1: Presentation Skills</b></p> <ul style="list-style-type: none"> <li>- Types of presentations</li> <li>- Structuring presentations depending on the topic</li> <li>-Knowing your audience</li> <li>-Ethos, Pathos, Logos</li> <li>- Logical Fallacies</li> <li>- Using PowerPoint</li> <li>- Effective and clear communication (posture, voice, body language)</li> <li>- Dealing with nerves</li> <li>- Tips and techniques</li> <li>- Analyzing what you hear</li> <li>- Barriers to effective listening</li> <li>- Analysis and thinking critically</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Lecture 1:</b> Demographics, psychographics, ethos, pathos, logos...and knowing your audience.</li> <li>-<b>Discussion:</b> On lecture. What does this knowledge bring to a person's presentation skill set.</li> <li>-<b>Worksheet 1:</b> Logical Fallacy Worksheet</li> <li>- <b>Lecture 2:</b> Introductions &amp; Conclusions</li> <li>-<b>Discussion 2:</b> The best was to attract the attention of the audience and hold it during a presentation...introductions and conclusions</li> <li>- <b>PPT:</b> Body language, tone, and other non-verbal cues</li> <li>-<b>Discussion 3:</b> How we use our body to send messages, or to support what we say and lend to our credibility as speakers</li> <li>- <b>Video 1:</b> Peace is a Marathon</li> <li>- <b>Discussion 4:</b> Analysis of Peace is a Marathon</li> </ul>

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<p>- How do we listen? How is listening related to becoming a better Public Speaker?</p>	<p>- <b>Video 2:</b> A Beautiful Death          - <b>Video 3:</b> Greening Gray Beirut          - <b>Group Work:</b> Comparison of Video 2 and 3 using analysis demonstrated in discussion 4 on video 1          - <b>Individual Presentation Free Topic Writing with PPT/Visual Aid</b></p>
<p><b>Day 2</b>  <b>Lecture Topic 2: Goal Setting &amp; A Life Plan</b>          - Work-Life Balance          - Short term goals          - Long term goals          - Personal Handbook          - Locus of Control          - Self-Efficacy and its influences          - Creating a life plan          - Priorities</p> <p><b>Lecture Topic 3: Problem Solving...Creatively...</b>          - Problem-solving method(s)          - Information gathering          - Problem definition          - Brainstorming/ Critical thinking          - Generating creative solutions          - Analyzing solutions &amp; decision making</p>	<p>- <b>Lecture 1:</b> What is the work life balance and why is this so important? How does it relate to goal setting?          -<b>Discussion 1:</b> Achieving balance...is this realistic and have you achieved it? Can you relate this to your own goal setting          - <b>Worksheet 1:</b> The Life Plan          - <b>Video 4:</b> How to Design Your Life (My Process for achieving goals)          - <b>Video 5:</b> 10 Habits of all successful people          - <b>Discussion 2:</b> Where do these videos overlap? Where do they differ? How can I apply these in my life?          - <b>Worksheet 2:</b> Life Plan Graph (1 year, 5 year, and 10 year)          - <b>Individual Presentation:</b> Life Plan explained</p> <p>- Video 6: Problem Solving and processing the environment          -Discussion 1: What can we infer from that first video? How does that work in life? At work? With friends?          Lecture 1: How can you define what your problem really is?          -Discussion 2: Do we really know what the problem is? How do we know? Do we solve our problems, or just our symptoms?          -PPT: The problem-solving/decision-making cycle &amp; and introduction to critical thinking          -Video 7: Critical thinking and problem solving: Make better decisions          -Discussion 2: How can the cycle be applied in my every day life? Am I a critical thinker? Can I train myself to become a better critical thinker?          -Individual Worksheet: Riddle Worksheet</p>

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<p><b>Conclusion: Concluding the Module</b></p> <p><b>- Post-Test</b></p> <p><b>-Reflection/discussion of whether or not personal objectives, needs, and expectations were met or exceeded and how such a</b></p>	<ul style="list-style-type: none"> <li>- Discussion 3: Worksheet answers &amp; your decision making style. Factors which influence our natural decision-making</li> <li>- Group Discussion: Videos 6 and 7</li> <li>- Lecture 2: How emotions can influence reactions &amp; how to avoid knee jerk reactions.</li> <li>- Exercises: Critical Thinking and Problem Solving</li> <li>- Case Study: Problem Solving &amp; Critical Thinking</li> <li>- Presentation of Case</li> </ul> <p>Introduction to the post test and diffusion of worries that this is not a typical assessment.</p> <ul style="list-style-type: none"> <li>- Reflection of what was learned, what wasn't, and what the group feels that they would like to know more about or expand on if an opportunity arose for another workshop on a similar topic.</li> </ul>
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<i>course can be applied in the future.</i>	
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Materials Needed:	Learning Activities:
LCD Projector (Physical presence) Laptops or desktops for students Worksheet printout (Physical presence) Pre-Test and Post-Test printouts (Physical presence)	<b>Worksheet:</b> Logical Fallacy Worksheet <b>Group Work Analysis:</b> Greening Gray Beirut and Beautiful Death <b>Individual Presentation (Free topic)</b> <b>Worksheet:</b> Life Plan <b>Worksheet:</b> Life Plan Graph <b>Individual Presentation:</b> Presenting your life plan <b>Worksheet:</b> Riddle Worksheet <b>Case Study:</b> Problem Solving and Critical Thinking <b>Presentation:</b> Critical Thinking case study <b>Exercises:</b> Critical Thinking and Problem Solving
Assessments:	
Pre-Test & Post-Test	
Video Links:	
Video 1: <a href="https://www.youtube.com/watch?v=u1K6hnm09xs&amp;t=8s">https://www.youtube.com/watch?v=u1K6hnm09xs&amp;t=8s</a> Video 2: <a href="https://www.youtube.com/watch?v=QaTc_FZ805U">https://www.youtube.com/watch?v=QaTc_FZ805U</a> Video 3: <a href="https://www.youtube.com/watch?v=y2hgv0hQswc">https://www.youtube.com/watch?v=y2hgv0hQswc</a> Video 4: <a href="https://www.youtube.com/watch?v=Czru2CuWyxQ&amp;t=1s">https://www.youtube.com/watch?v=Czru2CuWyxQ&amp;t=1s</a> Video 5: <a href="https://www.youtube.com/watch?v=Dk20-E0yx_s">https://www.youtube.com/watch?v=Dk20-E0yx_s</a> Video 6: <a href="https://www.youtube.com/watch?v=J3GGx9wy07w">https://www.youtube.com/watch?v=J3GGx9wy07w</a> Video 7: <a href="https://www.youtube.com/watch?v=BX9bAWgiK4w">https://www.youtube.com/watch?v=BX9bAWgiK4w</a>	