

DOCUMENT RESUME

ED 334 770

EC 300 516

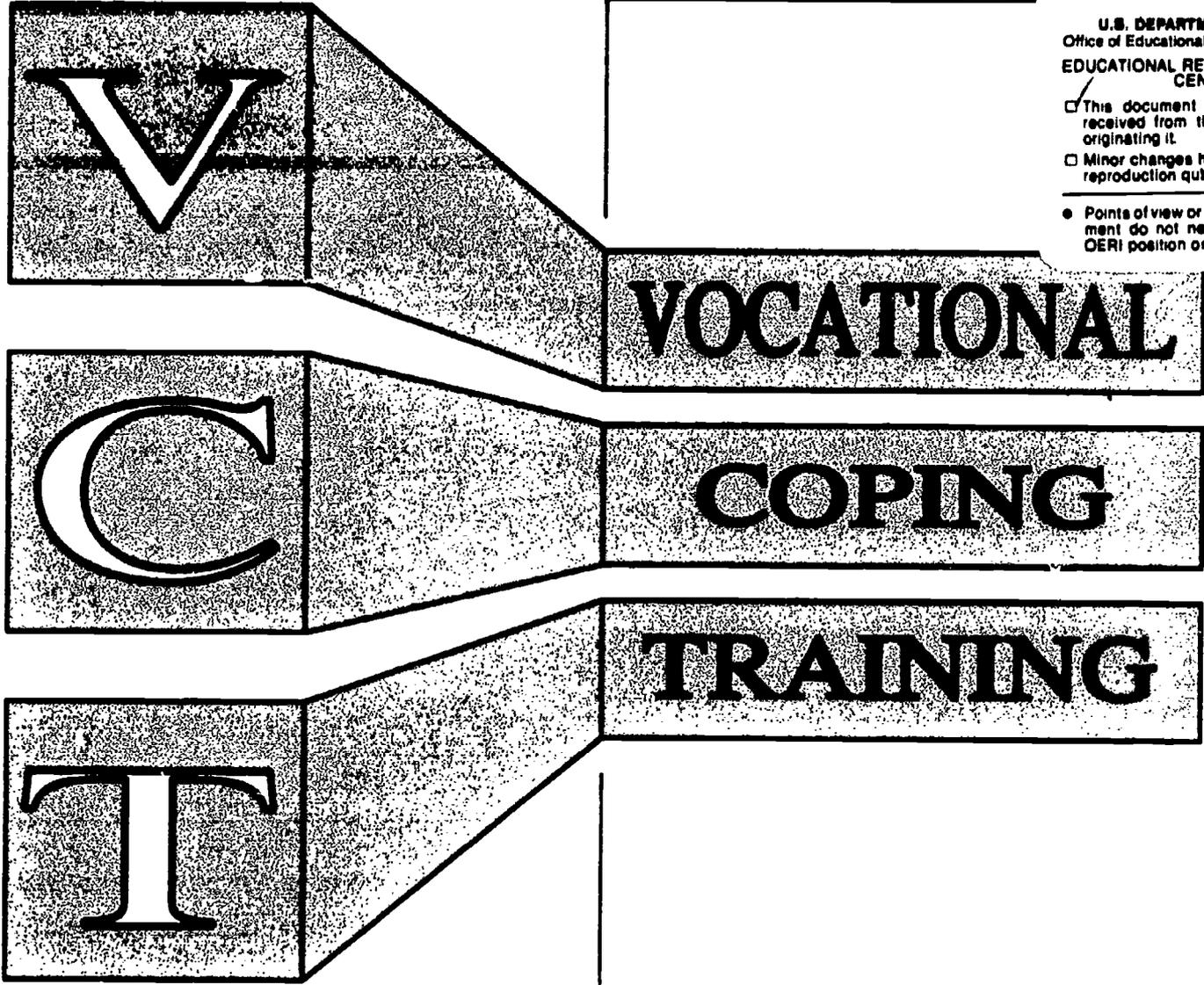
AUTHOR Roessler, Richard T.; Johnson, Virginia A.
TITLE Vocational Coping Training. Participants Workbook, Long Form.
INSTITUTION Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE 90
CONTRACT G0083C0010
NOTE 68p.; For related documents, see EC 300 514-517.
AVAILABLE FROM University of Arkansas, Arkansas Research & Training Center, P.O. Box 1358, Hot Springs, AR 71902 (\$8.00).
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Coping; *Disabilities; Feedback; High Schools; *Interpersonal Competence; Job Skills; Lesson Plans; Student Educational Objectives; Videotape Recordings; *Vocational Adjustment; Vocational Education; *Vocational Rehabilitation; Young Adults

ABSTRACT

This participant's workbook is part of a training program to teach individuals with physical, intellectual, or emotional disabilities the skills required to cope with common on-the-job situations encountered with one's supervisor and co-workers. The workbook is intended to accompany the long (40-hour) version of the program which incorporates videotaping, self-observation through video feedback, group processing, and cognitive and behavioral interventions. The workbook lists program objectives and includes many simple schematic images to stress important concepts as well as self evaluation and planning guides covering such topics as: common work situations, total image assessment, personal career planning, career ladders, performance inhibitors, performance enhancers, hypothetical vocational situations, and videotape self rating. The entire program consists of print, video, audio, and slide materials. (DB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED334720



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Participant's Workbook
LONG FORM

Richard T. Roessler
Virginia A. Johnson

Arkansas Research & Training Center
In Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

BEST COPY AVAILABLE

915 003 07

Published By

**Arkansas Research & Training Center
In Vocational Rehabilitation**

Design & Production

Media & Publications Section

VOCATIONAL

COPING

TRAINING

Participant's Workbook
LONG FORM

Richard T. Roessler
Virginia A. Johnson

**Arkansas Research & Training Center
in Vocational Rehabilitation**

University of Arkansas, Fayetteville

Arkansas Rehabilitation Services

1990

This publication was developed under a Research and Training Center Grant #G0083C0010 from the National Institute on Disability and Rehabilitation Research, Department of Education, Washington, D.C. 20202. The contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

All programs administered by and services provided by the Arkansas Research and Training Center in Vocational Rehabilitation are rendered on a nondiscriminatory basis without regard to handicap, race, creed, color, sex, or national origin. All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing these principles.

Vocational

Coping

Training

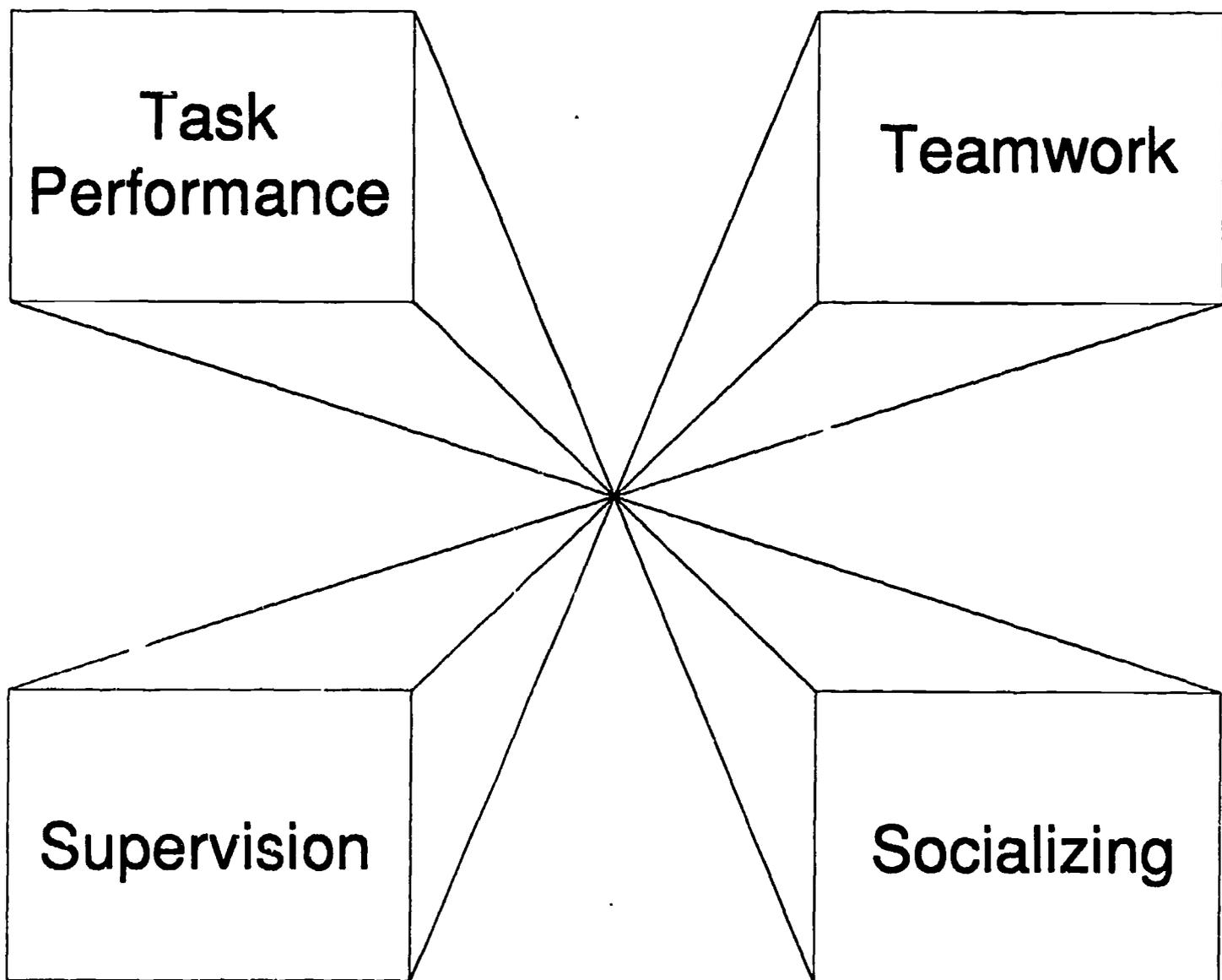
VCT Program Goal

To learn how to cope with common work situations

VCT Program Objectives

- 1. Convey a positive image as a worker*
- 2. Understand what is expected in common job situations*
- 3. Use effective vocational coping behaviors*
- 4. Solve new job problems when they occur*
- 5. Develop good relationships with co-workers and supervisors*

Common Work Situations



Common Work Situations
"What we cope with at work"

Task Performance

1.

2.

3.

Teamwork

1.

2.

3.

Supervision

1.

2.

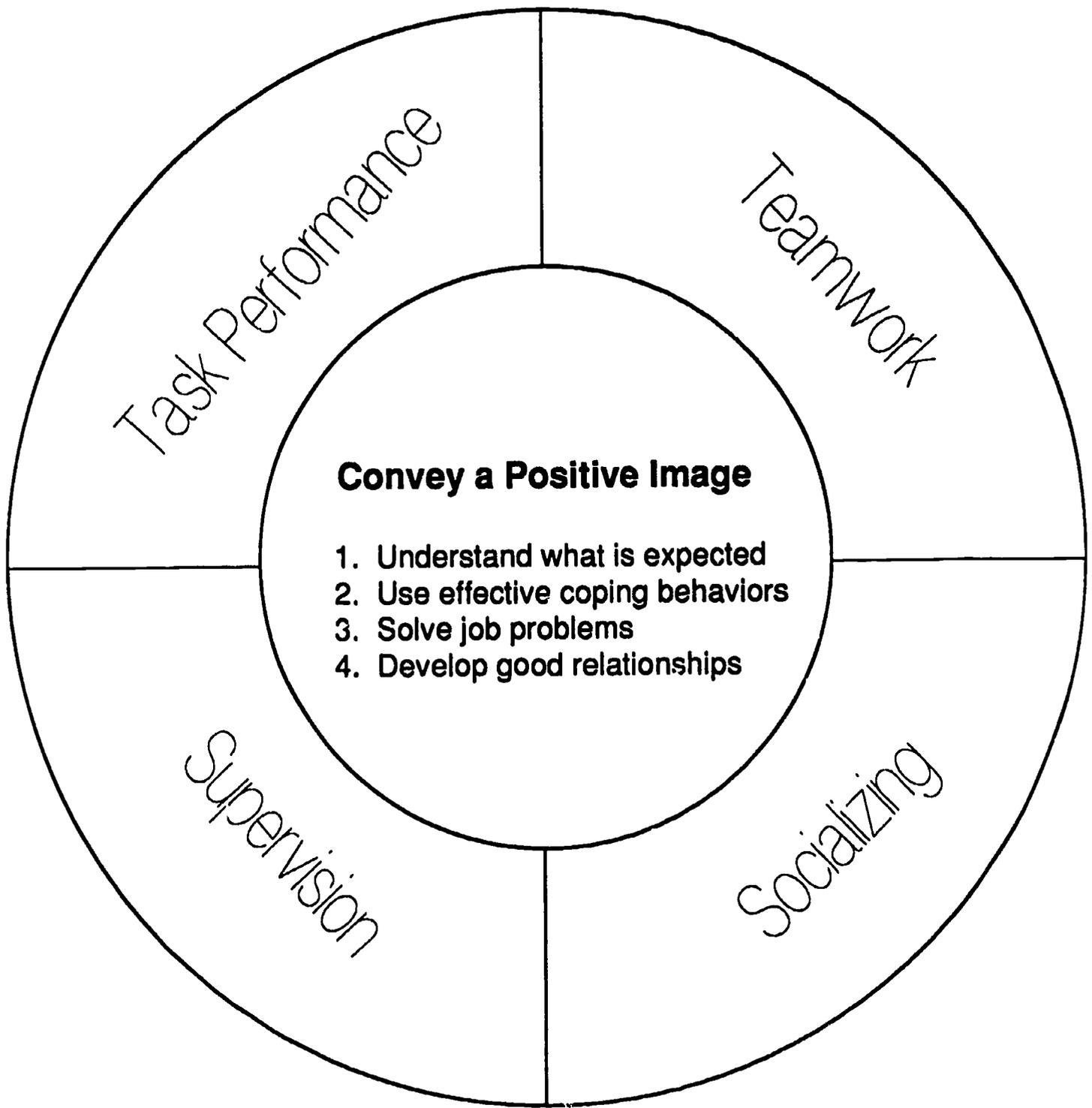
3.

Socializing on the job

1.

2.

3.



Total Image Assessment

1. Step up to the camera.
2. Look at yourself on the video screen. Check your posture, dress, and grooming.
3. Think of something that makes you happy, then look at your facial expression. Is it happy? Think of something that makes you unhappy; look at your facial expression. Is it unhappy or sad?
4. Think of something that makes you feel angry. Look to see how your facial expression shows this feeling.
5. It's your first day at work. Pretend that the camera is your new supervisor. Introduce yourself while listening to your voice. Pretend to shake hands with the supervisor. Look at your facial expression. Was it a friendly greeting?
6. Step back from the camera; step up to the camera. Observe your motions on the screen.
7. Check your eye contact. Are you looking straight ahead, down at the floor, off to the side?

VCT Career Plan

Participant _____ Date _____

Establishing Career Directions

1. Jobs I have enjoyed _____

2. Skills I learned _____

Establishing a Career Goal

1. My immediate job goal _____

2. My ultimate career goal _____

Removing Obstacles

1. Personal obstacles: shortcomings that might keep me from achieving my goal _____

2. What I can do about them _____

3. Outside obstacles that might keep me from achieving my goal _____

4. What I can do about them _____

Making a Plan to Accomplish my Job and Career Goals

1. Specific steps I will take to achieve my job and career goals

A. Training/Education

- 1. _____
- 2. _____
- 3. _____
- 4. _____

B. Part-time Work Experience

- 1. _____
- 2. _____
- 3. _____
- 4. _____

C. Entry Level Job Alternatives

- 1. _____
- 2. _____
- 3. _____
- 4. _____

D. Upward Career Moves

- 1. _____
- 2. _____
- 3. _____
- 4. _____

E. Resources

- 1. _____
- 2. _____
- 3. _____
- 4. _____

CAREER LADDERS

Sample Ladder

ULTIMATE CAREER GOAL Manager, Fast Food Restaurant	
▲	Assistant Manager
▲	Crew Chief
▲	Assistant Crew Chief
▲	Full-time Counter Work
▲	Part-Time Counter Help ENTRY LEVEL POSITION

Practice Ladders

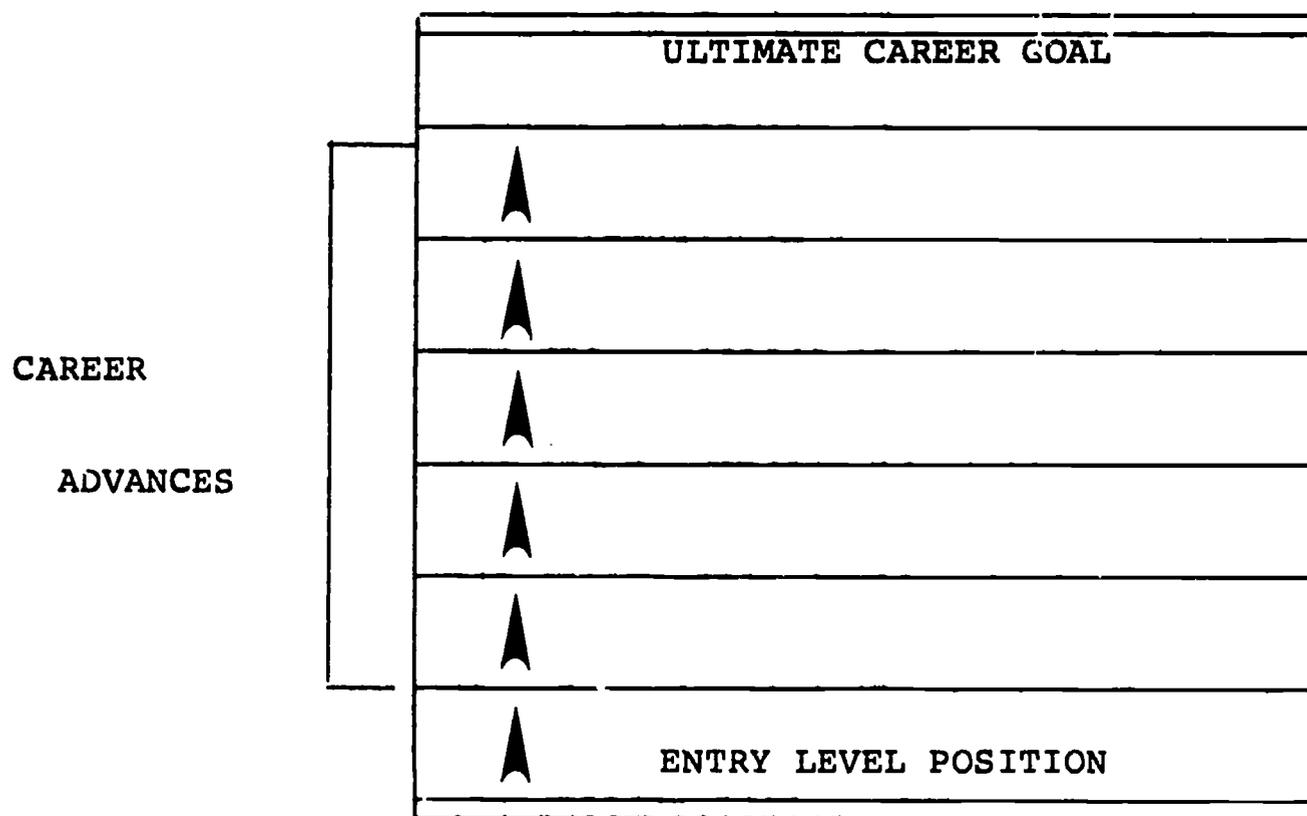
#1

ULTIMATE CAREER GOAL	
▲	
▲	
▲	
▲	
▲	ENTRY LEVEL POSITION

#2

ULTIMATE CAREER GOAL	
▲	
▲	
▲	
▲	
▲	ENTRY LEVEL POSITION

VCT CAREER LADDER



VCT CONTRACT

Participant Responsibilities

Trainer Responsibilities

1. Achieve VCT objectives.
2. Attend all training sessions.
3. Participate willingly in training activities.
4. Follow the trainer's directions.
5. Relate all training to my career plans.
6. Interact with other trainees in a helpful and friendly manner.

1. Help participants achieve objectives
2. Attend all training sessions.
3. Provide VCT instruction.
4. Give clear instructions.
5. Answer participants' questions.
6. Assist participants in a helpful and friendly manner.

VCT Participant Signature _____ VCT Trainer Signature _____

Beginning Date _____ Ending Date _____

WORK EXPECTATIONS

WORKER RESPONSIBILITIES

SUPERVISOR RESPONSIBILITIES

1. Preparation
Getting ready

2. Initiation
Starting

3. Persistence
Staying with the task

4. Feedback
Accepting corrections
or compliments

5. Changing
Switching to new task
with new instructions

6. Cooperation
Sharing a task with
co-workers

7. Communication
Socializing appropriately

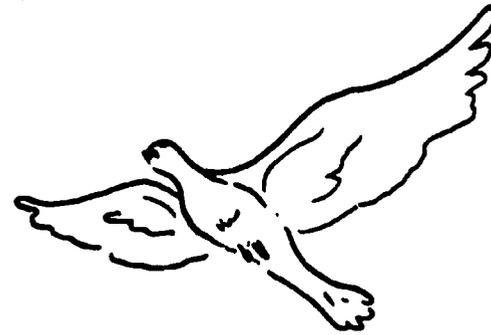
12

19

20

SOAR

Situation



Options

Anticipated outcomes



Responses

Soar Steps

Step 1
Check out the
Situation

S

Step 2
Think through
your Options

O

Step 3
Anticipate option
outcomes

A

Step 4
Respond

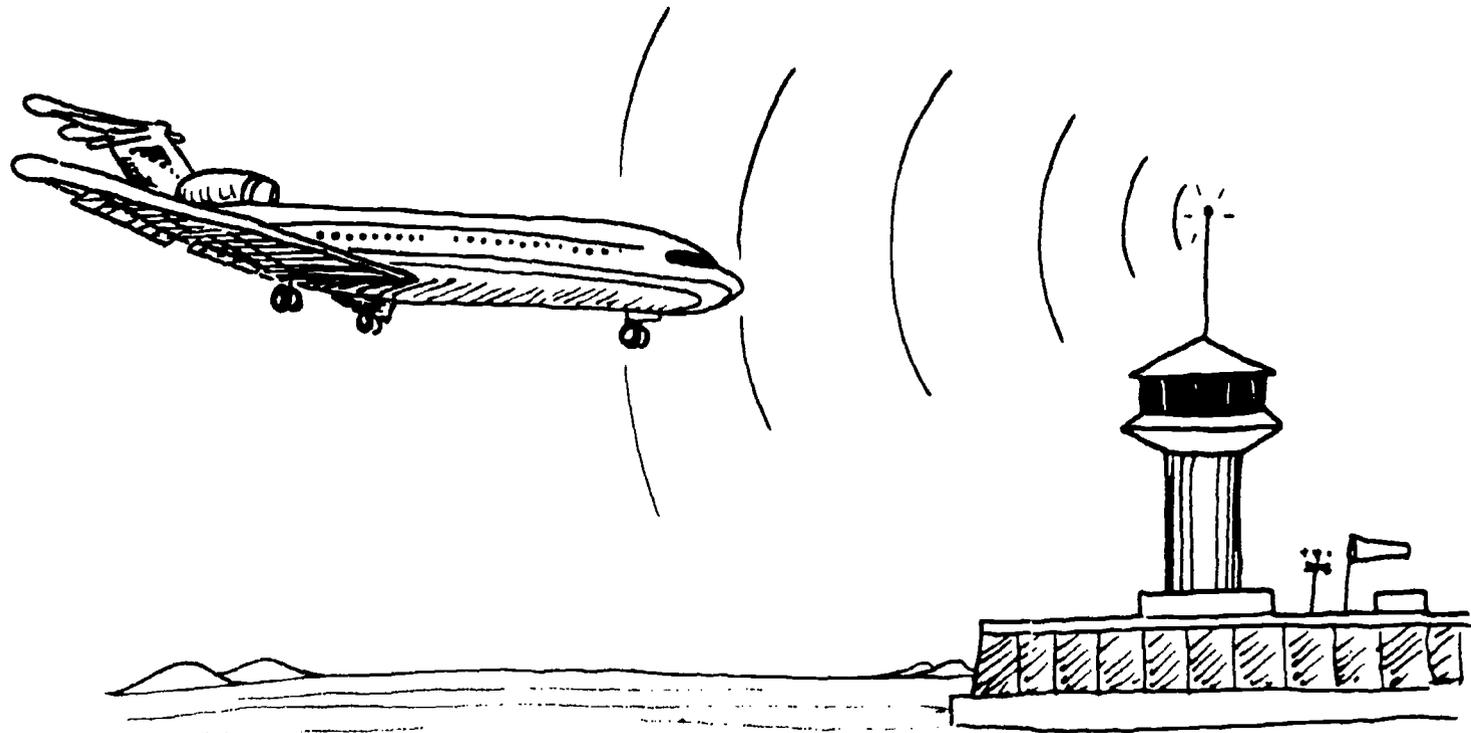
R

SOAR

STEP ONE: Situation

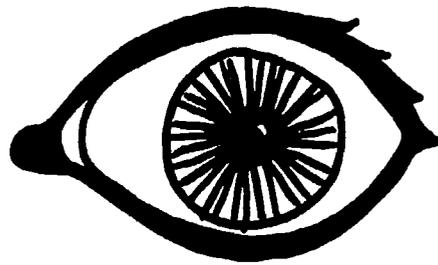
What's Happening?

What's Expected?

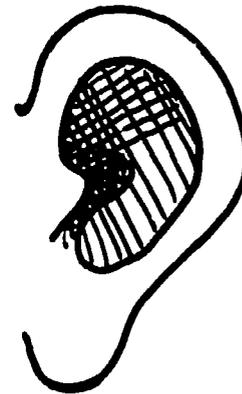




STOP



LOOK



LISTEN

Cue Card

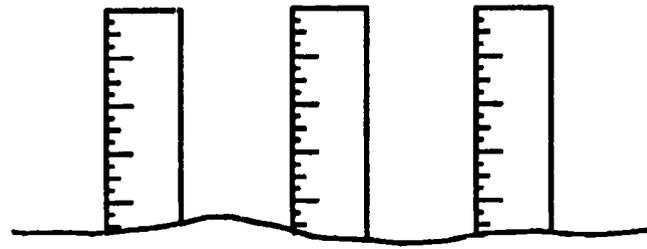
Reading Situations: Sources of Information

Where?

Place

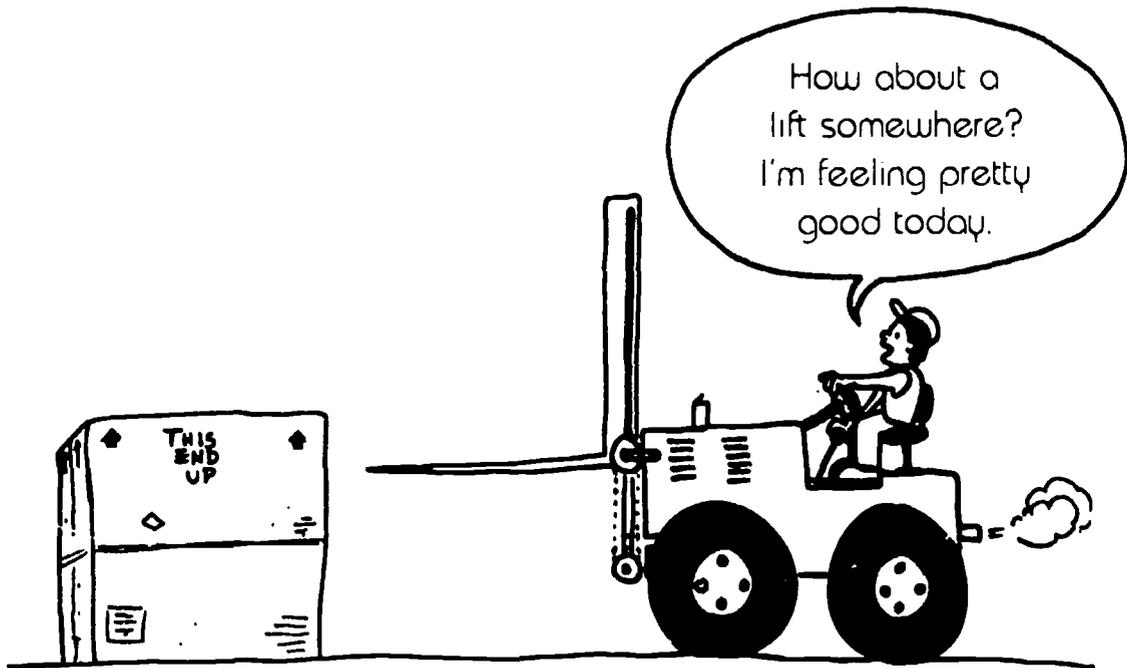
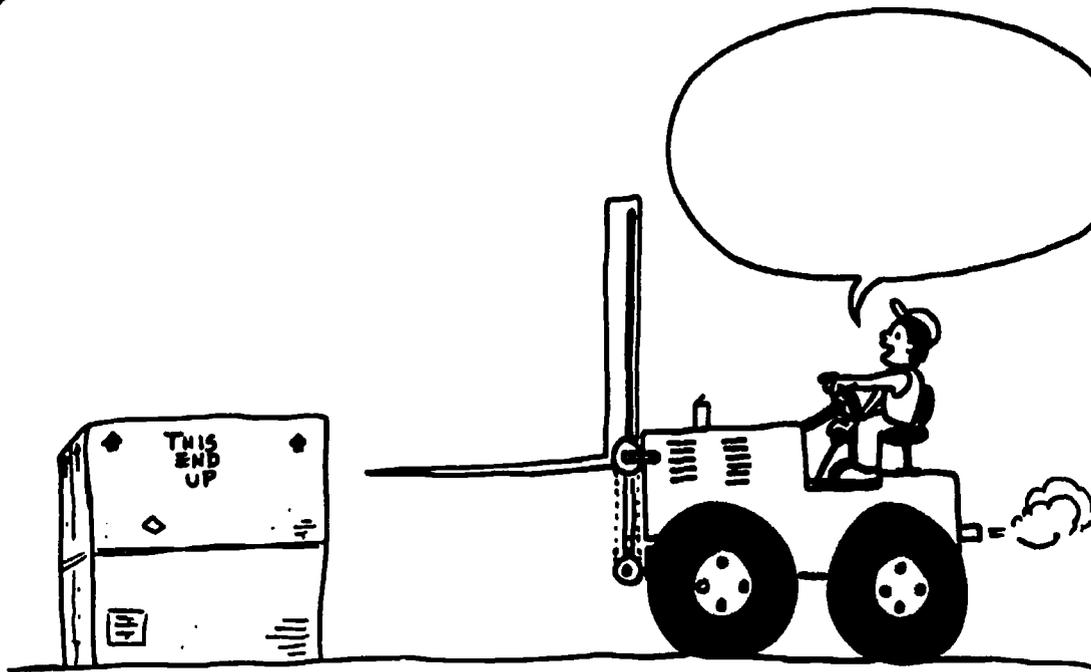
People

Self



Role Play

- A. Read your role play carefully; decide how you and your partner will act out the situation.
 - 1. Decide on your roles
 - 2. Develop a script
 - 3. Rehearse your scene carefully before presenting it to the group.
- B. When it is your turn to present your script to the group, take time to get into your role--relax, take a deep breath, close your eyes, try to imagine yourself in the role, then begin.
- C. Never interrupt someone's performance; pay attention.
- D. Watch carefully what others say and do during their role plays.
- E. Provide feedback to performers.
 - 1. Tell them first what you liked about their performance.
 - 2. Then tell them how they might improve.



What?

Face eye contact and expressions

Voice tone, clearness, loudness,
and speed

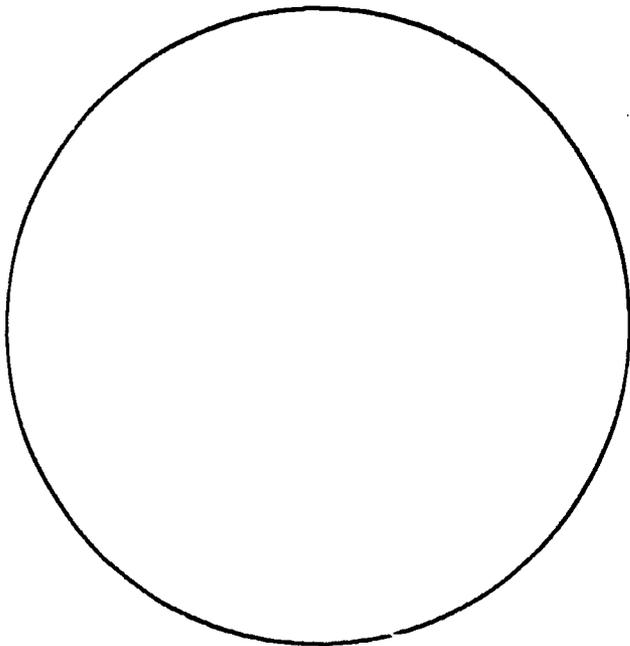
Body posture, distance, gestures,
and relaxation

FACE CUES

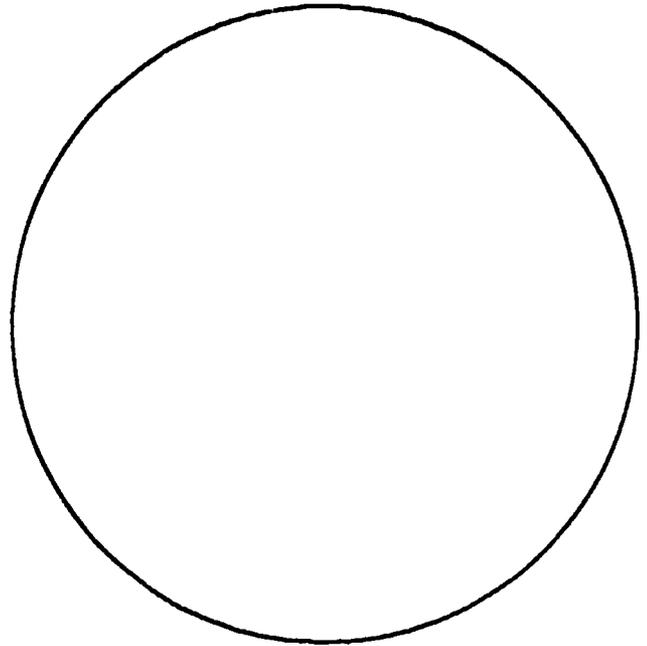
Eye Contact
Expressions

List the possible thoughts and feelings

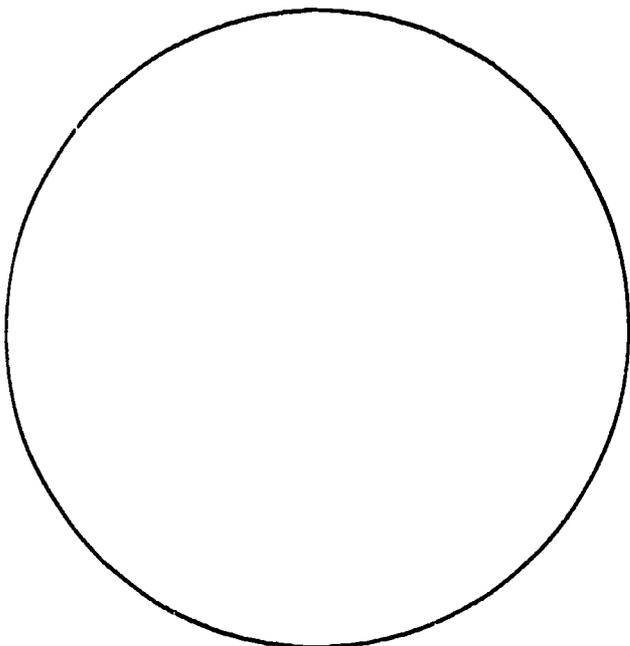
Worker



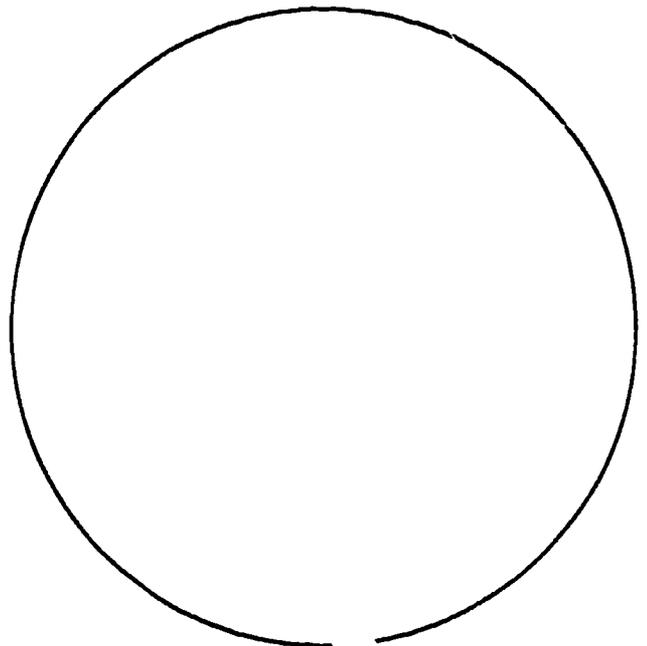
Supervisor



Worker



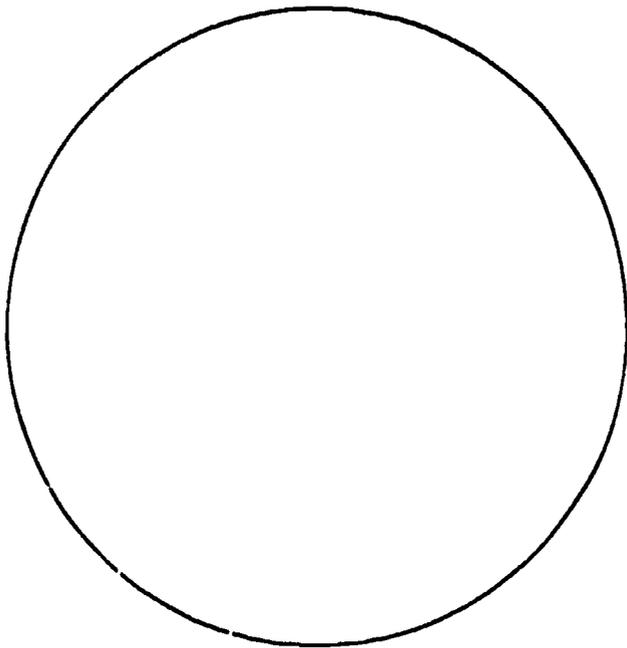
Co-worker



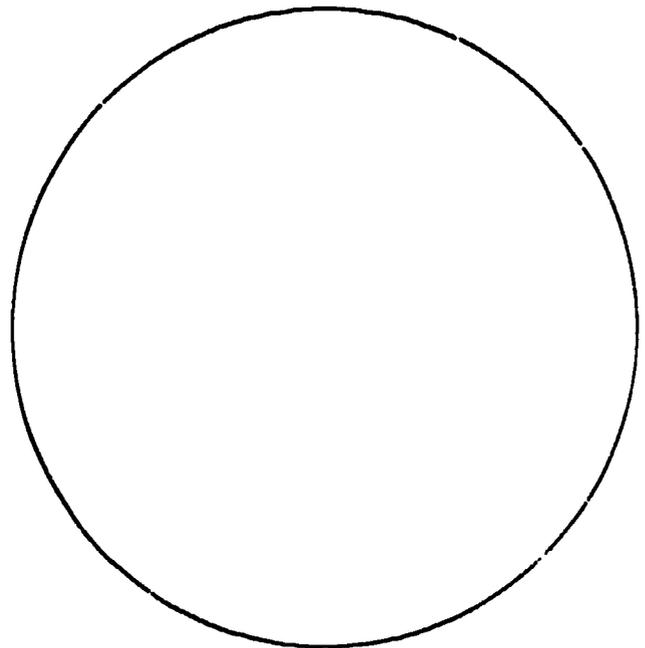
Positive Facial Expressions

List the possible thoughts and feelings

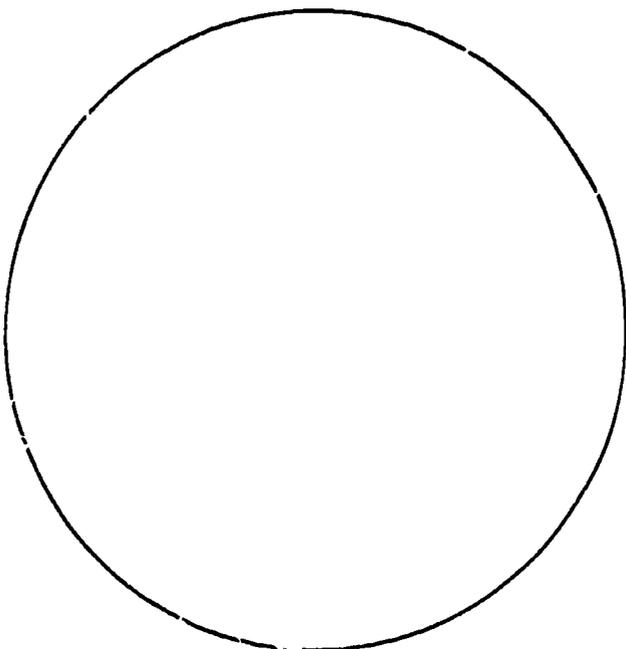
Worker



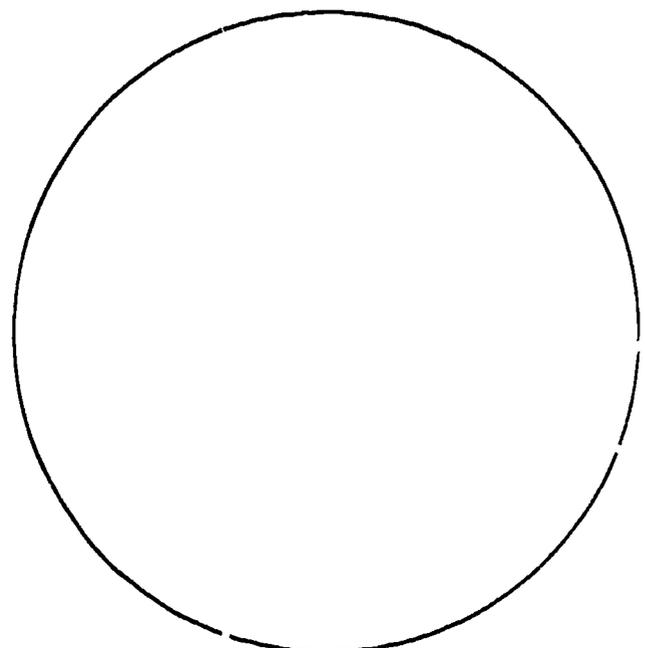
Supervisor



Worker



Co-worker



VOICE CUES

Tone

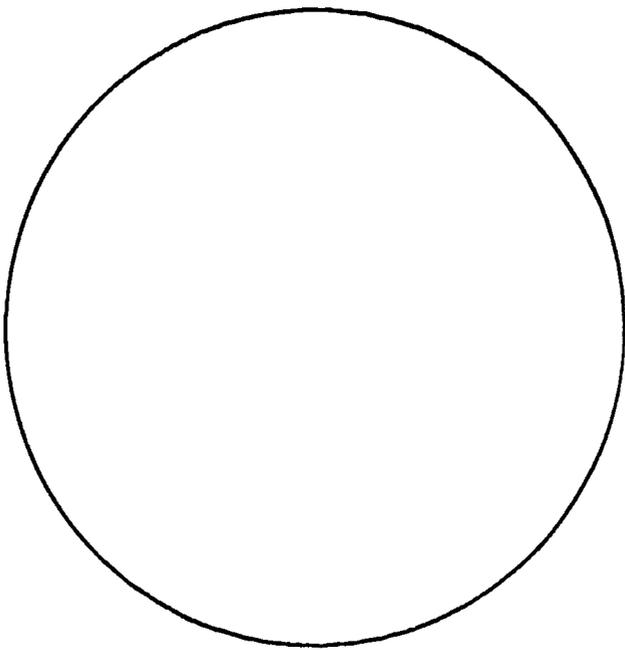
Clearness

Loudness

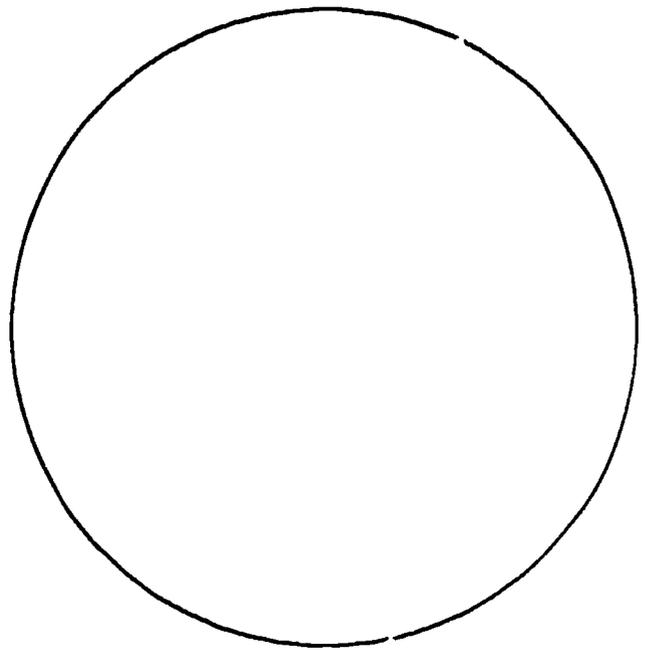
Speed

Thought Lists

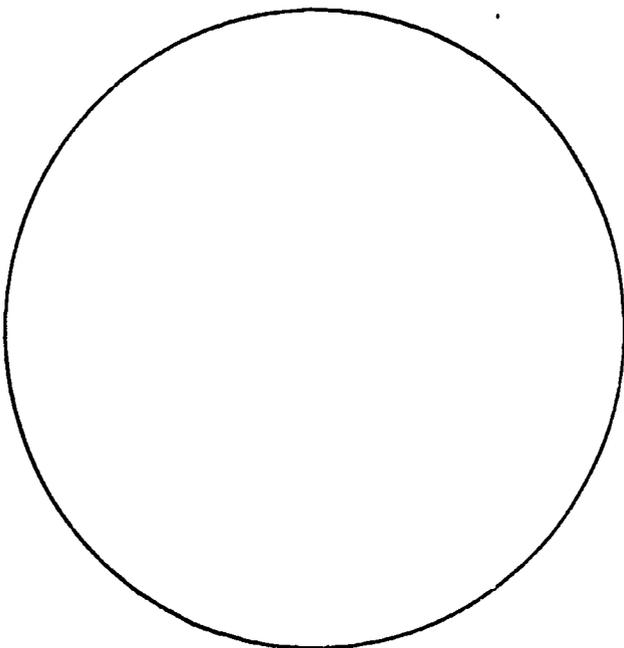
Supervisor



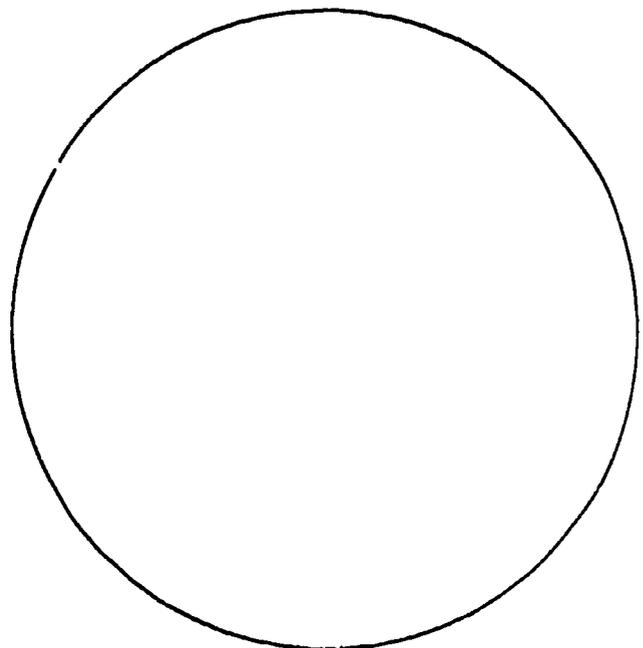
Worker



Co-worker

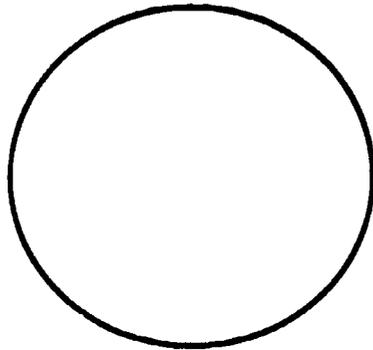


Worker

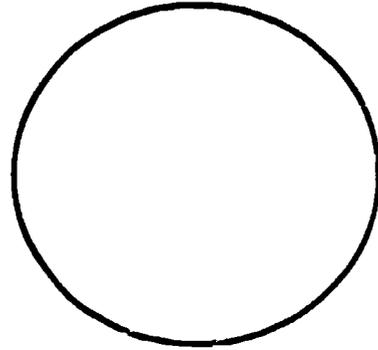


Thought Lists

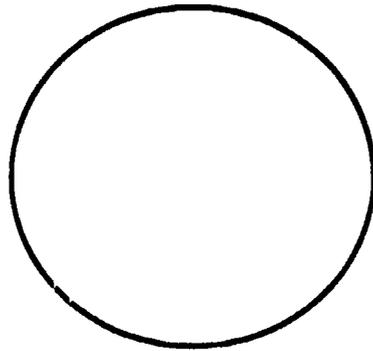
Supervisor



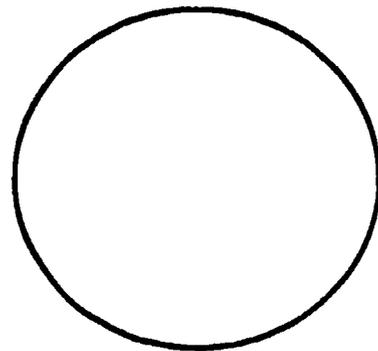
Worker



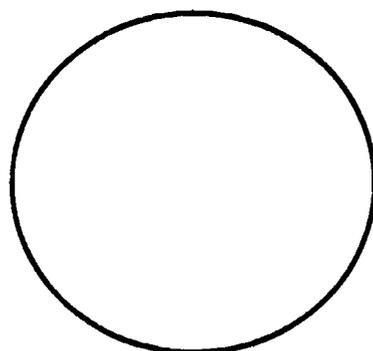
Supervisor



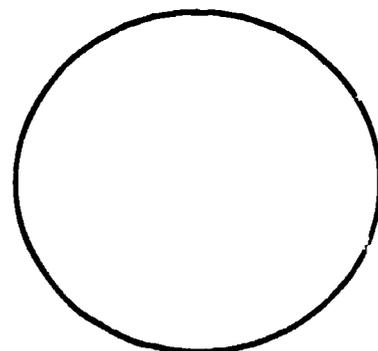
Worker



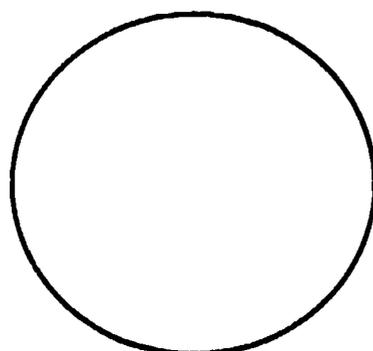
Supervisor



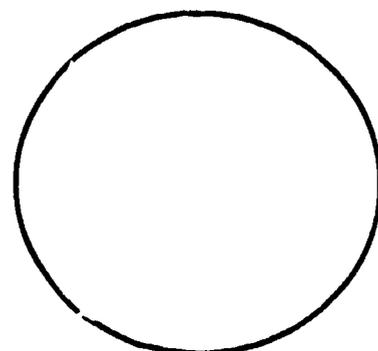
Worker



Supervisor



Worker



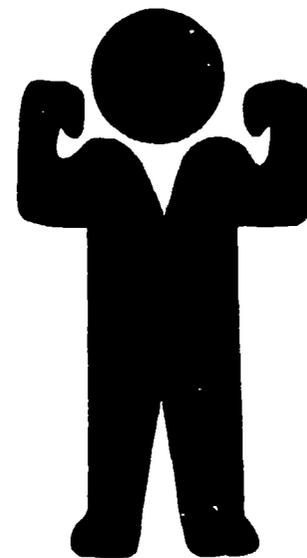
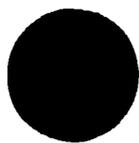
Face

+

Body

=

**Stronger
Body
Image**

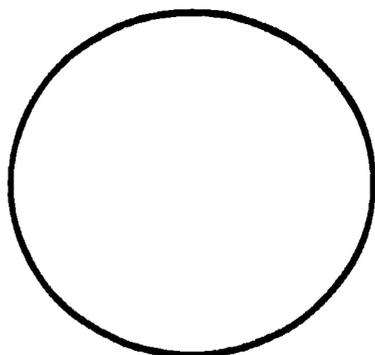


BODY CUES

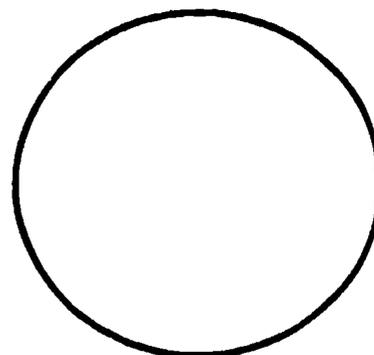
Posture
Distance
Gestures
Relaxation

Thought Lists

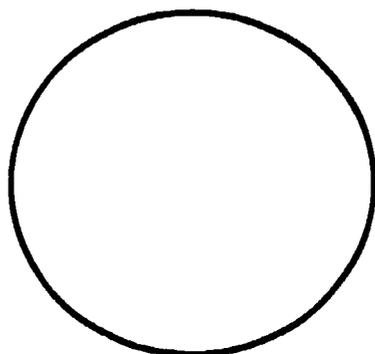
Supervisor



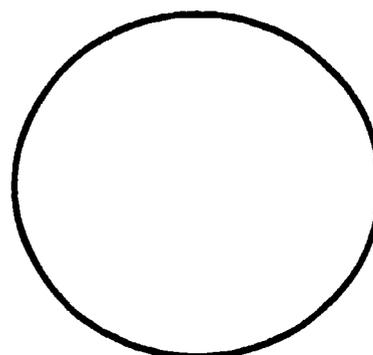
Worker



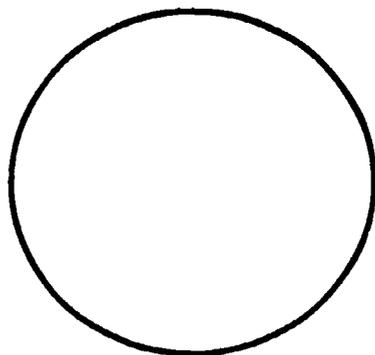
Co-worker



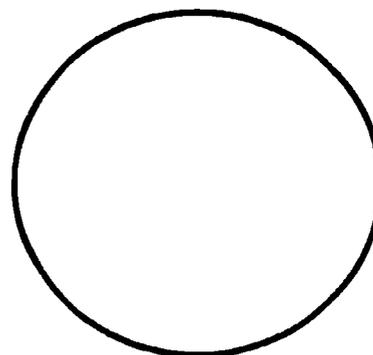
Worker



Supervisor

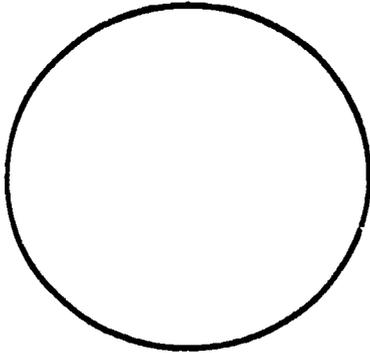


Worker

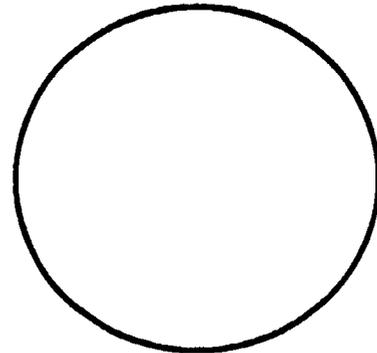


Thought Lists

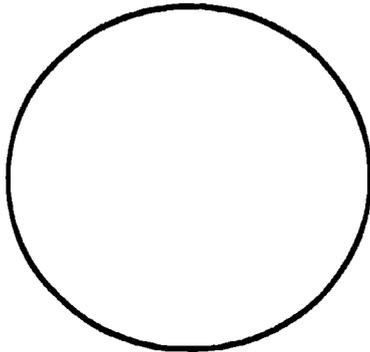
Supervisor



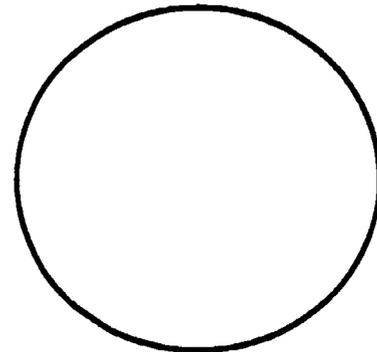
Worker



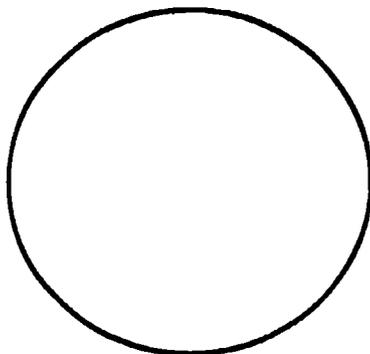
Supervisor



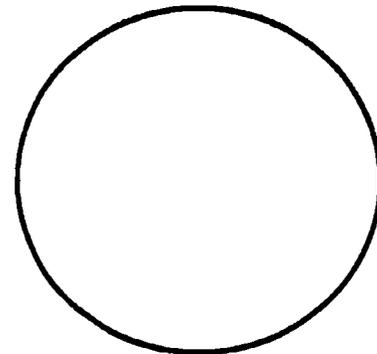
Worker



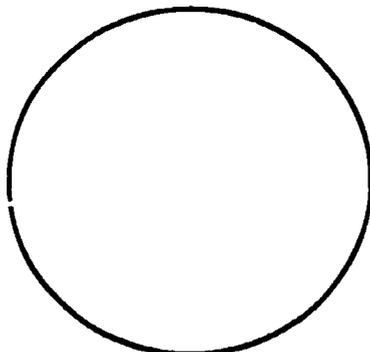
Co-worker



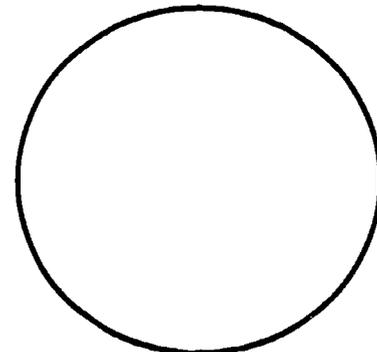
Worker



Supervisor

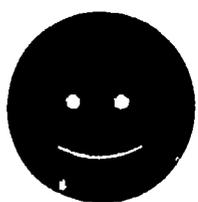


Worker



Face
+
Voice
+
Body

TOTAL IMAGE



+

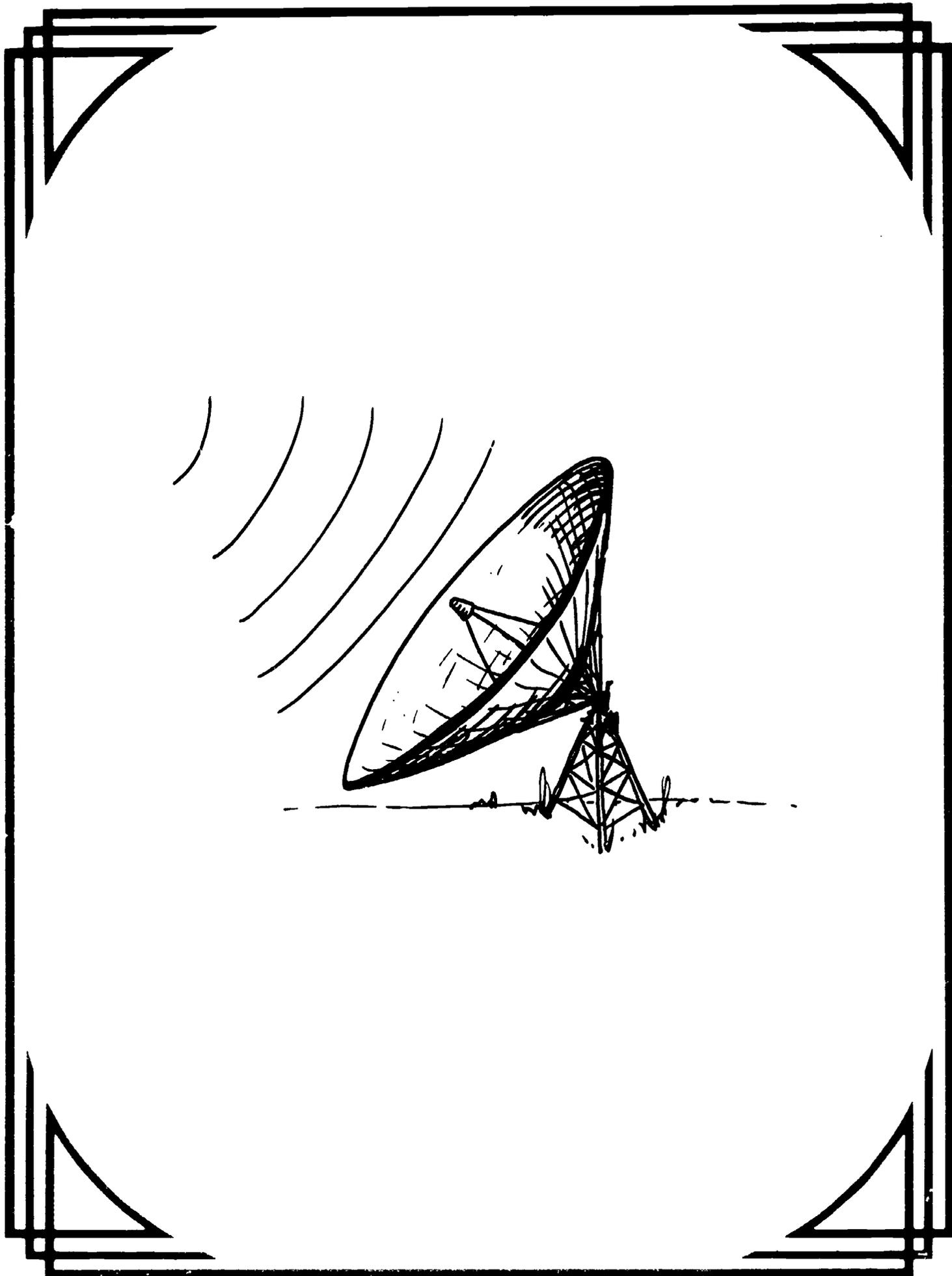


+



=

**Total
Image**



Thought Listing

Thought Listing

SOME PERFORMANCE INHIBITORS

1. All of my co-workers must approve of me or I will be miserable.
2. Making a mistake at work is terrible.
3. Every problem at work must have a perfect solution.
4. If others (my supervisor or co-workers) criticize me, I am worthless.
5. Effective workers shouldn't get upset.
6. Strong people don't ask for help.
7. I can work only when I'm in the mood.
8. I am not as good a worker as others.
9. My co-workers ought to do what I wish.
10. I need to be absolutely sure before I decide.
11. I should be happy and free from stress at work all the time.
12. I am not responsible for my behavior at work. I can't help what I do.
13. I must do well and win approval for all of my actions at work.
14. I must be better than other workers or I am worthless.
15. At work, my emotions are caused by external pressures that I have little ability to change or control.
16. It is awful when other workers behave incompetently or stupidly.
17. Things at work must go the way I would like for them to go.
18. It is easier to avoid facing problems at work than to try to solve them.

Adapted from Farley, R. (1984). Rational Behavior Problem-solving. Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas, Fayetteville.

Rational Beliefs: Sources for PEs

1. You can't be loved by everyone.
2. You can't be competent in everything.
3. Everyone makes mistakes, but making mistakes doesn't make you worthless. The idea is to correct mistakes.
4. If we don't like something, we can try to change it. If we can't do anything about it, we should accept it.
5. Other than physical abuse or deprivation, people and events can do very little harm to us. It is our perception of those events that is psychologically harmful.
6. Constantly thinking about something perceived to be harmful doesn't help; it doesn't change it, may lead to its occurrence, and may make it worse than it actually is.
7. Running away from difficulties and self-responsibility doesn't solve any problem.
8. Depending on others all of the time leads to a life of insecurity and nongrowth.
9. The past doesn't necessarily determine the present; we have the capacity to change the way we behave now even though we can't change the past.
10. There is no perfect solution to any situation. Such a search makes us anxious and prolongs our problems.

From Ellis, A. (1962). Reason and emotion in psychotherapy.
New York: Lyle Stuart.

PEs

Situation 1

- 1.
- 2.

Situation 2

- 1.
- 2.

Situation 3

- 1.
- 2.

50

Cue Card Self Messages

What you say to yourself affects your work performance.

Your self-messages influence . . .

1. How you feel
2. What you think
3. How you act

Increase performance enhancers, PEs

Decrease performance inhibitors, PIs

You can do it (an example of a performance enhancer!)

My life accomplishments

1.

2.

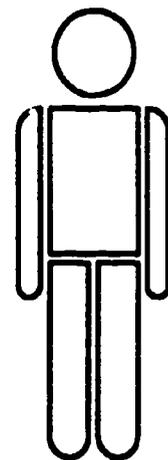
3.

My best personal qualities

1.

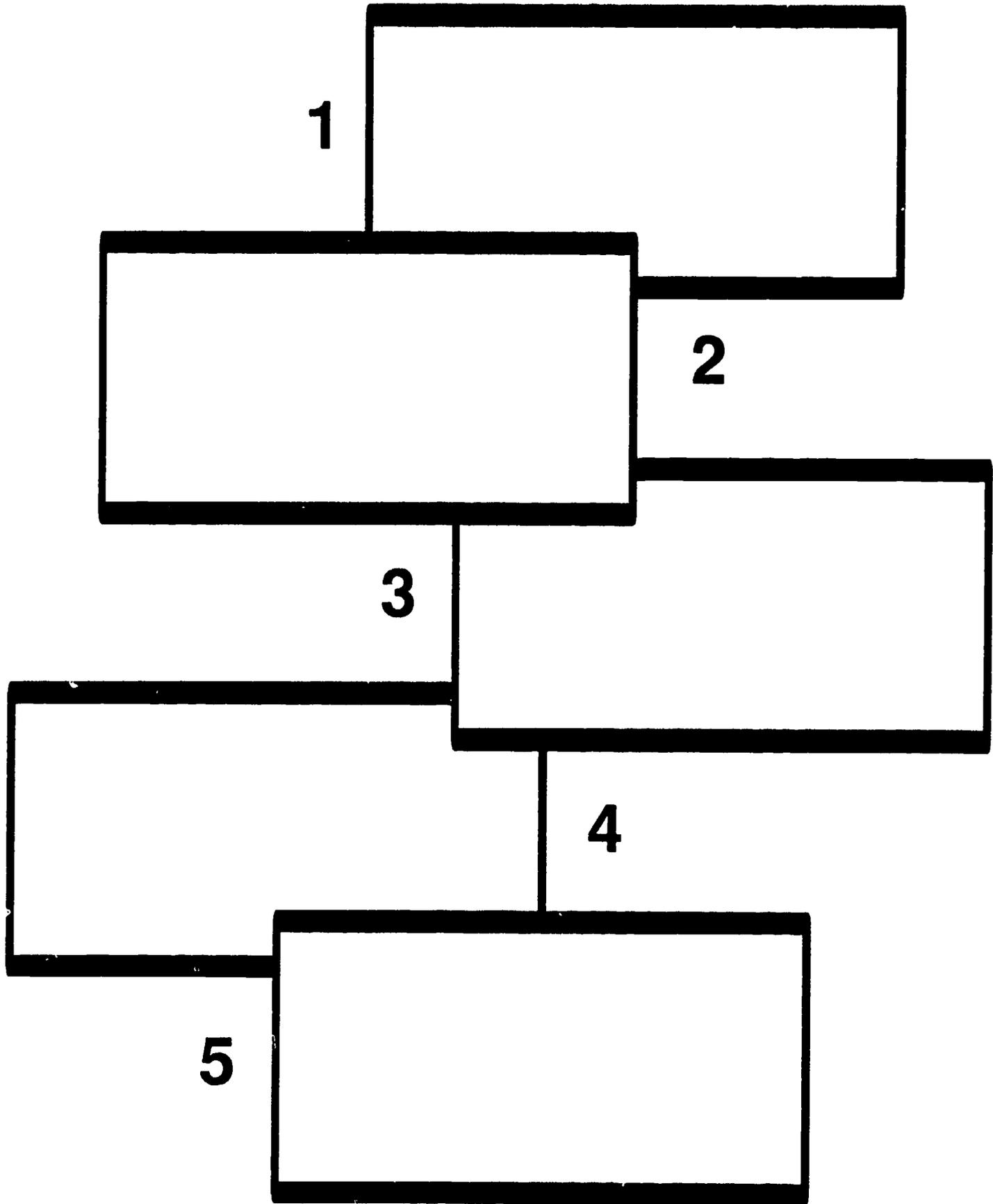
2.

3.



Thought Listing

PEs that work for me



Vocational Situations

A) You are at work and your supervisor is standing behind you watching you work. You become nervous and make mistakes. Your supervisor says: What's wrong, I just wanted to see how you were getting along.

Response 1 _____

Response 2 _____

B) You are ready to start working on a new packing job. Your supervisor tells you to pack several different kinds of plastic bags in the same box. You aren't sure what she means--how many bags, what kinds, etc.

Response 1 _____

Response 2 _____

C) You are on a work break in a new job. You want to meet some of the people and talk to them, but most are ignoring you (talking as if you weren't even there). One person looks over at you and says: Are you new here?

Response 1 _____

Response 2 _____

Vocational Video Vignettes

Preparation

Supervisor greets
Supervisor gives detailed instructions

Initiation

S. apologizes for giving incorrect material
S. gives vague instructions

Persistence

S. stands over worker
Co-worker introduces distractions

Feedback

S. corrects/criticizes
S. requests constructive criticism of new employee
S. compliments
S. requests compliment of new employee
S. introduces time pressure

Changing

S. introduces new procedure

Cooperation

S. makes teamwork assignment
S. ends teamwork assignment

Socializing

S. socializes in appropriate setting
Co-worker socializes in appropriate setting

Total Image Rating Form

Person Being Rated _____

	OK	Needs Improvement
<u>FACE</u>		
Eye contact (looks at other person when spoken to)		
Friendly (smiles, nods head)		
Pleasant (relaxed, looks interested)		
<u>BODY</u>		
Posture (stands up straight)		
Distance (does not stand too close or too far away)		
Relaxed (does not look nervous)		
<u>VOICE</u>		
Volume (not too loud or soft)		
Words are clear (easy to understand)		
Rate (not too fast or slow)		
<u>APPEARANCE</u>		
Grooming (neat, clean)		
Hair (clean, combed)		
Clothing (clean, ironed)		
Make-up (not too much)		

Notes: VCT Scripts

Situations

1. Preparation

2. Initiation

3. Persistence

4. Feedback

Notes: VCT Scripts

(Continued)

Situations

5. Changing

6. Cooperation

7. Socializing

Total Image Rating Form

Person Being Rated _____

	OK	Needs Improvement
<u>FACE</u>		
Eye contact (looks at other person when spoken to)		
Friendly (smiles, nods head)		
Pleasant (relaxed, looks interested)		
<u>BODY</u>		
Posture (stands up straight)		
Distance (does not stand too close or too far away)		
Relaxed (does not look nervous)		
<u>VOICE</u>		
Volume (not too loud or soft)		
Words are clear (easy to understand)		
Rate (not too fast or slow)		
<u>APPEARANCE</u>		
Grooming (neat, clean)		
Hair (clean, combed)		
Clothing (clean, ironed)		
Make-up (not too much)		

60

Notes: Work Problem Script

Situations				
SOAR	1	2	3	4
S				
O				
A				
R				

49

Videotape Self-Rating

Directions: This sheet enables you to indicate whether you performed a number of specific behaviors in responding to the supervisor. Place a check mark next to each behavior you observe. DO NOT CHECK ANY BEHAVIORS YOU DID NOT PERFORM.

1. Supervisor greets you. You...
 - Return greeting (Hi, Hello, Good morning) _____
 - Answer supervisor's question (Fine, I had a nice time) _____
 - Ask supervisor a question (How was your evening?) _____

2. Supervisor gives you detailed instructions. You...
 - Repeat the instructions _____
 - Accept the job (Ok, I understand) _____
 - Ask for more information _____
 - Say you will begin work immediately _____

3. Supervisor apologizes for giving you incorrect material. You...
 - Accept the apology appropriately (Ok, no problem, Not your fault) _____
 - Repeat new instructions _____

4. Supervisor gives you vague instructions. You...
 - Accept the job (Ok, All right) _____
 - Ask for clearer instructions (Could you tell me again) _____
 - Tell exactly what you don't understand (Now, exactly what I don't understand is...) _____

5. Supervisor stands over you. You...
 - Ask if there is a problem (Is there something wrong? May I help you?) _____
 - Look up _____
 - Smile _____

6. Co-worker introduces distraction. You...
 - Keep working _____
 - Look up quickly _____
 - Give helpful information _____

7. Supervisor corrects/criticizes you. You...
 - Acknowledge correction (Ok, I see, All right) _____
 - Restate needed change (I'll try to keep my desk cleaner) _____

8. Supervisor requests constructive criticism. You...
 - State action that co-worker needs to take _____
 - Offer to demonstrate to co-worker _____

9. Supervisor compliments you. You...
 Acknowledge compliment (Thank you, I appreciate that) _____
 State intent to continue complimented action _____
10. Supervisor requests compliment of another worker. You...
 Compliment co-worker (May be general, e.g., "You are a good worker") _____
 Refer to specific co-worker action in compliment _____
11. Supervisor introduces time pressure. You...
 Acknowledge time pressure (Ok, I see, All right) _____
 State intent to meet time demand (I'll get right on it) _____
12. Supervisor introduces new procedure to you. You...
 Accept new procedure (Ok, All right, I'll do it) _____
 Repeat new steps _____
13. Supervisor makes teamwork assignment. You...
 Accept assignment (Ok, We will work together) _____
 Talk over parts of the job _____
 Tell each person's part of the job _____
 Offer to help your co-worker _____
14. Supervisor ends task. You...
 Accept the instructions (Time to quit, Let's wrap up) _____
 Compliment your co-worker (I enjoyed working with you) _____
15. Supervisor visits with you in appropriate setting. You...
 Greet (Hi, Hello) _____
 Ask opening question _____
 Show interest (Oh really, Is that right, I see) _____
 Ask follow-up question _____
 State your opinion, belief, or feeling (I like to do that too) _____
 Compliment (I'll bet you are good at that) _____
 Close conversation _____
16. Co-worker socializes in appropriate setting. You...
 Greet _____
 Ask opening question _____
 Show interest _____
 Ask follow-up question _____
 State your opinion, belief, or feeling _____
 Compliment _____
 Close conversation _____

Total Image Rating Form

Person Being Rated _____

	OK	Needs Improvement
<u>FACE</u>		
Eye contact (looks at other person when spoken to)		
Friendly (smiles, nods head)		
Pleasant (relaxed, looks interested)		
<u>BODY</u>		
Posture (stands up straight)		
Distance (does not stand too close or too far away)		
Relaxed (does not look nervous)		
<u>VOICE</u>		
Volume (not too loud or soft)		
Words are clear (easy to understand)		
Rate (not too fast or slow)		
<u>APPEARANCE</u>		
Grooming (neat, clean)		
Hair (clean, combed)		
Clothing (clean, ironed)		
Make-up (not too much)		

Thought Listing

Soar Steps

Step 1
Check out the
Situation

S

Step 2
Think through
your Options

O

Step 3
Anticipate option
outcomes

A

Step 4
Respond

R

ADDITIONAL COPIES

Vocational Coping Training

#53-1532	Leader's Manual Long Form	10.00
#53-1533	Leader's Manual Short Form	8.00
#53-1534	Participant's Workbook Long Form	7.00
#53-1535	Participant's Workbook Short Form	4.00
#53-1544	Classroom Activity Cards	15.00
#53-1545	Slide Show	25.00
#53-1546	Videotape	30.00

Media and Publications Section

Hot Springs Rehabilitation Center
Post Office Box 1358
Hot Springs, AR 71902