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)
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
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

- Task Performance
- Teamwork
- Supervision
- Socializing
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.
Convey a Positive Image

1. Understand what is expected
2. Use effective coping behaviors
3. Solve job problems
4. Develop good relationships
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

<table>
<thead>
<tr>
<th>ULTIMATE CAREER GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager, Fast Food Restaurant</td>
</tr>
<tr>
<td>Assistant Manager</td>
</tr>
<tr>
<td>Crew Chief</td>
</tr>
<tr>
<td>Assistant Crew Chief</td>
</tr>
<tr>
<td>Full-time Counter Work</td>
</tr>
<tr>
<td>Part-Time Counter Help</td>
</tr>
</tbody>
</table>

ENTRY LEVEL POSITION

Practice Ladders

#1

ULTIMATE CAREER GOAL

ENTRY LEVEL POSITION

#2

ULTIMATE CAREER GOAL

ENTRY LEVEL POSITION
VCT CAREER LADDER

ULTIMATE CAREER GOAL

ENTRY LEVEL POSITION
## VCT CONTRACT

<table>
<thead>
<tr>
<th>Participant Responsibilities</th>
<th>Trainer Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve VCT objectives.</td>
<td>1. Help participants achieve objectives</td>
</tr>
<tr>
<td>2. Attend all training sessions.</td>
<td>2. Attend all training sessions.</td>
</tr>
<tr>
<td>3. Participate willingly in training activities.</td>
<td>3. Provide VCT instruction.</td>
</tr>
<tr>
<td>4. Follow the trainer's directions.</td>
<td>4. Give clear instructions.</td>
</tr>
<tr>
<td>5. Relate all training to my career plans.</td>
<td>5. Answer participants' questions.</td>
</tr>
<tr>
<td>6. Interact with other trainees in a helpful and friendly manner.</td>
<td>6. Assist participants in a helpful and friendly manner.</td>
</tr>
</tbody>
</table>

VCT Participant Signature ____________________________ VCT Trainer Signature ____________________________

Beginning Date _______________ Ending Date _______________
<table>
<thead>
<tr>
<th>WORK EXPECTATIONS</th>
<th>WORKER RESPONSIBILITIES</th>
<th>SUPERVISOR RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Initiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Persistence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying with the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting corrections or compliments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Changing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switching to new task with new instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing a task with co-workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing appropriately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOAR

Situation

Options

Anticipated outcomes

Responses
Soar Steps

**Step 1**
Check out the Situation

**Step 2**
Think through your Options

**Step 3**
Anticipate option outcomes

**Step 4**
Respond
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.
To is map

OP

How about a lift somewhere?
I'm feeling pretty good today.
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

Co-worker

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

Co-worker

Supervisor

Worker

Worker

Worker

Worker
Thought Lists

Supervisor

Co-worker

Supervisor

Worker

Worker

Worker
Face + Voice + Body = Total Image
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.
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.

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.

PEs

Situation 1

1.
2.

Situation 2

1.
2.

Situation 3

1.
2.
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 BEST life accomplishments

1.

2.

3.

My best personal qualities

1.

2.

3.
Thought Listing
PEs that work for me

1

2

3

4

5

54
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

**FACE**
- Eye contact
  (looks at other person when spoken to)
- Friendly
  (smiles, nods head)
- Pleasant
  (relaxed, looks interested)

**BODY**
- Posture
  (stands up straight)
- Distance
  (does not stand too close or too far away)
- Relaxed
  (does not look nervous)

**VOICE**
- Volume
  (not too loud or soft)
- Words are clear
  (easy to understand)
- Rate
  (not too fast or slow)

**APPEARANCE**
- Grooming
  (neat, clean)
- Hair
  (clean, combed)
- Clothing
  (clean, ironed)
- Make-up
  (not too much)

<table>
<thead>
<tr>
<th></th>
<th>OK</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes: VCT Scripts

Situations

1. Preparation

2. Initiation

3. Persistence

4. Feedback
**Notes: VCT Scripts**
*(Continued)*

**Situations**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Changing</td>
</tr>
<tr>
<td>6.</td>
<td>Cooperation</td>
</tr>
<tr>
<td>7.</td>
<td>Socializing</td>
</tr>
</tbody>
</table>
Total Image Rating Form

Person Being Rated

<table>
<thead>
<tr>
<th>FACE</th>
<th>OK</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(looks at other person when spoken to)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(smiles, nods head)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(relaxed, looks interested)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BODY                  |    |                   |
| Posture               |    |                   |
| (stands up straight)  |    |                   |
| Distance              |    |                   |
| (does not stand too close or too far away) |    |                   |
| Relaxed               |    |                   |
| (does not look nervous) |   |                   |

| VOICE                 |    |                   |
| Volume                |    |                   |
| (not too loud or soft) |   |                   |
| Words are clear       |    |                   |
| (easy to understand)  |    |                   |
| Rate                  |    |                   |
| (not too fast or slow) |   |                   |

| APPEARANCE            |    |                   |
| Grooming              |    |                   |
| (neat, clean)         |    |                   |
| Hair                  |    |                   |
| (clean, combed)       |    |                   |
| Clothing              |    |                   |
| (clean, ironed)       |    |                   |
| Make-up               |    |                   |
| (not too much)        |    |                   |

Needs
OK
Improvement
60
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOAR</strong></td>
<td>S</td>
<td>O</td>
<td>A</td>
<td>R</td>
</tr>
</tbody>
</table>

Notes: Work Problem Script
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

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

Step 1
Check out the Situation

Step 2
Think through your Options

Step 3
Anticipate option outcomes

Step 4
Respond
ADDITIONAL COPIES

Vocational Coping Training

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>#53-1532</td>
<td>Leader's Manual Long Form</td>
<td>10.00</td>
</tr>
<tr>
<td>#53-1533</td>
<td>Leader's Manual Short Form</td>
<td>8.00</td>
</tr>
<tr>
<td>#53-1534</td>
<td>Participant's Workbook Long Form</td>
<td>7.00</td>
</tr>
<tr>
<td>#53-1535</td>
<td>Participant's Workbook Short Form</td>
<td>4.00</td>
</tr>
<tr>
<td>#53-1544</td>
<td>Classroom Activity Cards</td>
<td>15.00</td>
</tr>
<tr>
<td>#53-1545</td>
<td>Slide Show</td>
<td>25.00</td>
</tr>
<tr>
<td>#53-1546</td>
<td>Videotape</td>
<td>30.00</td>
</tr>
</tbody>
</table>

Media and Publications Section
Hot Springs Rehabilitation Center
Post Office Box 1358
Hot Springs, AR 71902