T.O.O.L.S.
Training for Optimal Occupation and Life Skills

DSU Mission Statement

Dixie State University is a public comprehensive university, dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique southern Utah environment and resources.

Program Objectives

To support the mission of the University by providing an environment that will positively enrich the professional and personal lives of students through a comprehensive six month training that involves peer-to-peer interactions, employer feedback, community mentors, and networking opportunities. Students will increase identified soft skills by participating in workshops, reflection, interviewing and assessment of each skill.

This program supports:

The University Values

- Academic excellence: The assessment and reflection piece along with the ability to set goals and track progress in a work environment is consistent with practical application.
- Accountability: Students will be held accountable by their peers, employer, and mentor.

The Institutional Learning Outcomes

- Skills
- Knowledge
- Responsibility
- Grit

The Institutional Learning Programs

- Employment

Target population

Our target population is on-campus student employees at Dixie State University in the following departments: Facilities Management-grounds, Facilities Management-custodial, IT, Dining Services, Housing, Campus Recreation/Intramural and Event Management. Student demographics will be gathered from Institutional Research once student employees, participating in the program, are identified.

Needs of Target Population

We have surveyed the employers in the selected departments and have found what they think are the soft skills their student employees are lacking in.

The results of the survey are as follows:

9-Dependable
8-Pay attention to details
5-Customer Service

5-Follow Instructions
4-Time Management
4-Critical Thinking and Problem Solving
3-Trainable

In addition to the soft skills we had identified, the employers requested that we also train students in the following areas: professionalism, interpersonal communication, responsibility and proper use of electronic devices during work hours.

Proposed Workshop topics:

Workshop 1 Dependability and Time Management

Workshop 2 Professionalism and Proper use of Electronic Devices

Workshop 3 Interpersonal Communication and Customer Service

Workshop 4 Critical Thinking and Problem Solving

Workshop 5 Following Instructions and Trainability

Workshop 6 Teamwork, Collaboration and Adaptability

Objectives

Students enrolled in the program will:

- Increase competency in the identified soft skills
- Expand their social and professional network
- Set monthly goals. Track identified goals. Report and reflect on the goals.
- Have an updated LinkedIn account and resume
- Practice common interview questions with a professional / mentor
- Add additional value to department

Student Monthly requirements (all reporting is done to the learning group):
- Attend two required meetings
  - Monthly Training - 1st Tuesday of the month
    - Career Services led training on the identified monthly soft skills
    - Learning groups & mentors will discuss and create monthly goals and objectives
    - Food will be provided
  - Networking Luncheon - 4th Tuesday of the month
    - Each luncheon will be sponsored by one featured employer who will give a testimonial about the soft skills identified for that month. They will also talk about their company and opportunities available. (30 minutes)
    - All students in the program, along with their assigned mentors, will be invited to the luncheons.
    - After the employer is finished presenting, the learning groups and their mentors will discuss the month's progress and determine if goals were met. The students will be evaluated by their mentors each month. (Peer Evaluation, Mock Interview, Mentor Feedback-30 Minutes)
- Online Training Videos – watch and report
- Identified Articles – read and report
- Meet an additional 2 times each month with their learning group to evaluate journal entries and provide feedback.
- Each member of the learning group will provide a monthly evaluation for the other members of the learning group.

Employer Monthly Requirements:

- Will perform an evaluation of all employees, based on the identified soft skills, to choose the employees that will participate in the program.
- Other employees (in the identified departments) would be able to request to join the program.
- Need to have at least three - four employees per department. This will be their "learning group."
- Employers will be required to fill out a post evaluation of each student each month.
- Employers will be required to perform a final evaluation at the completion of the program that is consistent to the evaluation they provided at the start of the program.

Mentor Monthly Requirements:

- Each learning group will be provided three mentors from the community. These mentors will attend both scheduled meetings in order to assist with setting monthly goals and also holding the students accountable to the goals they set. The mentors and their learning group will discuss journal entries and how the month went.

Evaluation

We plan to gather feedback from all participants to determine how much knowledge was learned from the program and how the behavior of participants changed due to participation in the program. This first year we need to establish a baseline of information and go off qualitative feedback from employers. Next year we will set a goal to increase the overall effectiveness of the program.

Assessments:

Employer feedback:

- Succession Planning Input to determine the students who will participate in the program.
- Pre survey at the beginning of the program for each employee participating.
- Post survey at the end of each month that will gather feedback on the specific skills focused on that month as well as provide examples of each employee's performance at work.
- The employer will also complete a survey at the end of the program ranking the overall effectiveness of the program.

Mentor feedback:

- The mentor will track that their student is doing all the program requirements.
- Conduct a short mock interview on the specific skills focused on that month and then provide feedback on the student's responses.
- Provide overall feedback based on the student's performance in the program.
- The mentor will also complete a survey at the end of the program ranking the overall effectiveness of the program.

Peer feedback:

- The learning groups will provide monthly feedback that includes observations of peers' performance at work, as well as their monthly goals.

Employee feedback:

- The employee will complete a retrospective assessment at the completion of each month in regard to the specific skills taught that month.
- The employee will also complete a survey at the end of the program ranking the overall effectiveness of the program.

Calendar

July - Introductory meeting with administration- VP of Student Affairs, Provost and Associate Provost, President of Faculty Association and Staff Association

July - Introductory meeting with departments who are participating

August- Touch base with departments enrolling student employees

August- Opening social with mentors, students and supervisor

August- No Meeting (Handshake)

September-Dependability and Time Management

October- Professionalism and Proper use of Electronic Devices

November-Interpersonal Communication and Customer Service

December-No Meeting (Resume)

January-Critical Thinking and Problem Solving

February-Trainability and Following Instructions

March-Teamwork, Collaboration and Adaptability

April- No Meeting (LinkedIn)

April- No Meeting- Certificate Recognition

Workshop 1 Objective:

By the end of this program, participants will be able to define what dependability is and understand that reliability and dependability are synonyms. Students will demonstrate their ability to be dependable in their work environment by showing competence in the following areas:

1. Be on time for all scheduled shifts- dressed and ready to work before start time. This includes returning from lunch or taking breaks.

2. Call in or make other arrangements if they will be late or unable to make their shift.

3. Perform all the required duties to the best of their ability by being reliable in keeping their promises. If circumstances arise that prevent them from delivering on their promises, they manage expectations up front, and they do their best to make the situation right.

4. Don't make excuses. Focus on finding solutions.

Methods for accomplishing:

- View assigned videos and complete reflection journal entry.
    - https://www.youtube.com/watch?v=z3jmWaHFHAI
    - https://www.youtube.com/watch?v=KcXjC6qKSLw
    - https://www.youtube.com/watch?v=z3jmWaHFHAI&t=1s
    - TIME MANAGEMENT
    - https://www.youtube.com/watch?v=TvwJIZZh7Us
    - https://www.youtube.com/watch?v=b3fVtWfhitc

- o https://www.youtube.com/watch?v=oXEanzlcoPg

- Read assigned readings and complete reflection journal entry.
  - o http://smallbusiness.chron.com/example-dependability-workplace-34899.html
  - o https://www.nytimes.com/guides/business/how-to-improve-your-productivity-at-work?smid=fb-nytimes&smtyp=cur
  - o http://www.nyu.edu/students/academic-services/undergraduate-advisement/academic-resource-center/tutoring-and-learning/academic-skills-workshops/time-management.html

- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

Definition:

Dependability is building trust with others by doing what I say I will do. The opposite of Dependability is unreliability, letting others down by failing to do what is expected of me. A dependable employee not only shows up for work on time every day but also produces consistent work and can apply company policies and business strategies evenly to each task and assignment.

Workshop 2 Objective:

By the end of this program, participants will be able to define professionalism and demonstrate professionalism in their work environment by showing competence in the following areas:

1. Dress Appropriately

Your workplace attire may or may not include wearing a suit and tie. Whether you have to dress up for work, or you can wear more casual clothes, your appearance should always be neat and clean.

Wear the type of clothing your employer requires or that is the norm for your place of employment. Generally speaking, revealing or tight clothing is a not appropriate. You should save flip-flops, shorts, and tank tops for the weekends.

2. Appropriate Language

Swearing, cursing or cussing has no place at work, particularly if those who you might offend are present. If you wouldn't say it to your grandmother, refrain from saying it at work.

Do not use slang or text talk. Be polite and well-spoken whether you're interacting with customers, superiors or co-workers.

3. Specialized Knowledge

Professionals are known for their specialized knowledge. They've made a deep personal commitment to develop and improve their skills.

Not all business areas have a stable core of knowledge (and the academic qualifications that go with this); not all areas demand extensive knowledge to practice successfully; and not all professionals have top degrees in their field.

What matters, is that these professionals have worked in a serious, thoughtful and sustained way to master the specialized knowledge needed to succeed in their fields; and that they keep this knowledge up-to-date, so that they can continue to deliver the best work possible.

Your demeanor should exude confidence but not cockiness.

4. Self-Regulation

Professionals stay professional under pressure. You need to keep your calm, even during tense situations.

For instance, imagine a customer service employee who's faced with an irate customer. Instead of getting upset or angry in return, the employee exhibits true professionalism by maintaining a calm, business-like demeanor, and by doing everything that she can to make the situation right.

Genuine professionals show respect for the people around them, no matter what their role or situation. They exhibit a high degree of emotional intelligence (EI) by considering the emotions and needs of others, and they don't let a bad day impact how they interact with colleagues or clients.

5. Good Manners

Be kind and polite and use good manners to everyone you come into contact with, no matter what your role is, and no matter how you're feeling. This might sound unimportant, but it makes a significant impact. Your demeanor should exude confidence but not cockiness.

6. Organizational Skills

A professional can quickly and easily find what is needed. Your work area should be neat and organized.

7. Accountability

Professionals are accountable for their actions at all times. If you make a mistake, own up to it and try to fix it if possible. Don't try to place the blame on a colleague. If your company made the mistake, take responsibility and work to resolve the issue.

8. Proper Usage of Electronic Devices

Discuss appropriate use of cell phones, computers, I-Pad's, etc. while at work.

Methods for accomplishing:

- View assigned videos and complete reflection journal entry.
  - Ted Talk by Dale Atkins https://www.youtube.com/watch?v=gZnE8zcUUUE
  - https://www.youtube.com/watch?v=0o3INMBL58w
  - US Dept. of Labor https://www.youtube.com/watch?v=7dPWVjQSad4
  - https://www.youtube.com/watch?v=7dPWVjQSad4&t=4s
  - https://www.youtube.com/watch?v=14bCsM16bYo
  - https://www.youtube.com/watch?v=ualI05aKXOk
  - Appearance
  - https://www.youtube.com/watch?v=-vk-99seC_I
  - https://www.youtube.com/watch?v=s6p4nLtC-fM

- Read assigned readings and complete reflection journal entry.
  - https://www.forbes.com/sites/forbescoachescouncil/2017/06/07/can-the-airline-industry-teach-us-something-about-professionalism/#6147df144ae0
  - https://www.forbes.com/sites/tykiisel/2011/11/02/winston-churchil-professionalism-and-common-courtesy/#567940832ca8
  - https://www.forbes.com/sites/kaytiezimmerman/2017/03/26/is-your-cell-phone-killing-your-productivity-at-work/2/
  - https://www.forbes.com/video/4457941742001/
- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

Definition:

- **Professionalism** is the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.

- The Merriam-Webster dictionary defines professionalism as "the conduct, aims, or qualities that characterize or mark a profession or a professional person"; and it defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation."

Workshop 3 Objective:

By the end of this program, participants will be able to define interpersonal communication and customer service. They will demonstrate an improvement in their communication skills and customer service in their work environment by showing competence in the following areas:

- Define the three types of communication and grade themselves on their level of competence in each area.
- Students will practice identifying nonverbal communication cues.
- Define customers and identify customers you serve. Describe how you can provide good customer service to the identified customers.
- Listen to customers for understanding and practice good listening techniques.
- Display confidence to demonstrate competence to customers, supervisors, students, or any other interaction where interpersonal communication plays a part. For example: shake hands, look the person in the eye, speak clearly and be loud enough to hear.

Methods for accomplishing:

- Scenarios to demonstrate nonverbal communication and the part it plays in everyday communication.
- View assigned videos and complete reflection journal entry.
  - US Dept. of Labor https://www.youtube.com/watch?v=X0voPlW2pSs
  - Customer Service video https://www.youtube.com/watch?v=0jPk6CtK360
  - https://www.youtube.com/watch?v=Di4JJQ_4Pzs
  - Customer Service
  - https://www.youtube.com/watch?v=0jPk6CtK360&t=3s

- https://www.youtube.com/watch?v=dnpMqQnt8WY&t=48s
- Interpersonal Communication
- https://www.youtube.com/watch?v=_tG9YHeZT2A
- https://www.youtube.com/watch?v=kaH4xfodN3w -Possibly Only the first half
- https://www.youtube.com/watch?v=X0voPlW2pSs

Read assigned readings and complete reflection journal entry.
- https://www.thebalance.com/communication-skills-list-2063779
- https://www.helpscout.net/blog/customer-service-skills/
- https://www.forbes.com/sites/forbescoachescouncil/2017/06/14/six-bad-conversation-habits-and-how-to-fix-them/#38a0151c2eff
- https://www.forbes.com/sites/lisaroepe/2017/06/27/how-to-prepare-for-a-difficult-conversation-at-work/#74df9512344d

- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

DEFINITIONS:

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Everything you do in the workplace results from communication. Therefore good reading, writing, speaking and listening skills are essential if tasks are going to be completed and goals achieved

Communication can be categorized into three basic types: (1) verbal communication, in which you listen to a person to understand their meaning; (2) written communication, in which you read their meaning; and (3) nonverbal communication, in which you observe a person and infer meaning.

Customer service is the support you offer your customers that helps them have an easy and enjoyable experience with you.

Customer service involves being a kind, courteous, and professional face for the company. It also involves listening carefully to customer wants and concerns. Asking clarifying questions, repeating their concerns, and simply quietly listening are helpful ways to demonstrate that you are listening, and that you care about their problems. Beyond listening, customer service is doing everything in one's power to efficiently and accurately serve each customer. Customer service is clearly explaining solutions to clients.

Workshop 4 Objective:

By the end of this program, participants will be able to define critical thinking and problem solving and identify skills in both areas. They will demonstrate an improvement in their ability to use critical thinking and problem solving in their work environment by showing competence in the following areas:

- Understand that critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking and identify a situation in their job where they could use critical thinking skills.

- Understand the possible benefits that can come from being an effective critical thinker and problem solver.
- Understand that being aware of your surroundings and paying attention to details are necessary parts of critical thinking and problem solving.
- Understand that critical thinking and problem solving is about being open-minded and communicating effectively with others to come up with solutions that are best for the team.
- Understand the four steps of problem solving and demonstrate competency in using the steps to solve practice scenarios.

Methods for accomplishing:

- Add practice scenarios
- View assigned videos and complete reflection journal entry.
  - **US Dept. of Labor https://www.youtube.com/watch?v=hPiI44XEKgs

  Critical thinking and problem solving

  - https://www.youtube.com/watch?v=hPiI44XEKgs&t=65s
  - https://www.youtube.com/watch?v=hPiI44XEKgs&t=9s
  - https://www.youtube.com/watch?v=HnJ1bqXUnIM
  - https://www.youtube.com/watch?v=ZLyUHbexz04

- Read assigned readings and complete reflection journal entry.
  - https://www.forbes.com/sites/brookmanville/2017/04/23/how-to-hire-and-develop-critical-thinkers/#1c26bcfa797e
  - http://smallbusiness.chron.com/benefits-critical-thinking-workplace-11638.html
- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

Definition:

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and sociocentrism.

Critical Thinking is the as the art of taking charge of your own mind. If we can take charge of our own minds, we can take charge of our lives; we can improve them, bringing them under our self-command and direction. Of course, this requires that we learn self-discipline and the art of self-examination. This involves becoming interested in how our minds work, how we can monitor, fine tune, and modify their operations for the better. It involves getting into the habit of reflectively examining our impulsive and accustomed ways of thinking and acting in every dimension of our lives.

Problem Solver's have confidence that comes from having a good process to use when approaching a problem. You can solve problems quickly and effectively.

There are four basic steps in solving a problem:

- Defining the problem.

- Generating alternatives.

- Evaluating and selecting alternatives.

- Implementing solutions.

Workshop 5 Objective:

By the end of this program, participants will be able to identify attributes that make a person trainable. They will demonstrate an improvement in their ability in following instructions and trainability in their work environment by showing competence in the following areas:

- Understand that being trainable is different depending on your experience in the industry.
    - New to industry
    - Veteran
- Identify a situation at work where you could have been more trainable and share what you could have done differently.
- Understand that listening and asking clarifying questions is necessary to being adept at following instructions.
- Understand that following instructions often times is a result of caring and taking pride in what you are doing.

Methods for accomplishing:

- Complete activity on following instructions (read all the way through).
- View assigned videos and complete reflection journal entry.
  Paying attention to details
    - https://www.youtube.com/watch?v=IGQmdoK_ZfY
  Follow Instructions
    - https://www.youtube.com/watch?v=s5KpMTzADg8
- Read assigned readings and complete reflection journal entry.
    - http://www.businessphrases.net/willingness-to-learn/
    - https://www.forbes.com/sites/carolinebeaton/2017/01/06/top-employers-say-millennials-need-these-4-skills-in-2017/#7d4f2cb27fe4
- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

Definition:

Trainable means you allow others to guide or teach (to do something), as by subjecting to various exercises or experiences, to control or guide towards a specific goal, to do exercises and prepare for a specific purpose and to improve or curb by subjecting to discipline.

Trainability Attributes:

1. Positive attitude.

If you want to tell whether a job candidate is trainable, take a good look at his/her demeanor. Does the person have a go-getter attitude? Is he or she enthusiastic about the job and eager to get started? People like that are likely to look forward to being trained, and will savor every aspect of it as if it were the first meal they've had in a week. Remember that it's not only unproductive but it's also no fun to attempt to train someone with a negative or ho-hum attitude. But a positive and enthusiastic outlook is a great indicator of trainability.

2. A problem-solver is a precious commodity.

Resourcefulness and trainability go hand in hand. A systemic part of any job is dealing with problems and trying to figure out how to overcome them. When you think about it, problem- solving is really the core aspect of learning! If a person is resourceful and likes to tackle tricky problems, then that person will not only embrace the concept of training but will most likely catch on to what he is being taught a lot more quickly than your average Joe. As an added bonus, a problem-solver also makes an ideal employee in other ways because he or she will approach obstacles in a solutions-oriented manner instead of avoiding them, dodging them, or looking for others to blame.

3. Fully invested in the job.

If a person is passionate, that means he or she is fully invested in the job. Passionate employees are ones who persevere through rough stretches. They follow through on their commitments, are always prompt, and complete their assignments on time. Simply put, they are dependable. And if you can count on them to do their job well, you can just as reliably count on them to embrace training when needed. A smart hiring manager will never undervalue dependability when making a selection, and neither should you.

4. Curious and eager to learn.

By definition, a curious person is eager to learn. Makes a lot of sense, doesn't it? Yet you'd be surprised how often this trait is dismissed or not considered strongly as a hiring credential. And it's usually very easy to tell in a job interview whether a candidate is curious by nature. Is the candidate a good listener? Does he or she ask questions? Does the candidate appear very interested and curious about the job and about what you are saying? Did the individual do some research about your business before the interview? These are good clues to look for. And the value-added aspect of hiring employees like this is that they are apt to take advantage of what they learn and apply it most effectively.

5. Adaptability.

The most predictable aspect of any job is change. And if you find an employee who is flexible and able to roll with the punches, you have yourself a very trainable person. Team members who can adapt very well won't complain or get stressed out when the business abruptly changes course or tries something new. They will also have the same positive reaction to any emergent requirement to learn new job skills. In addition, a flexible

employee will be likely to consider all points of view and forge smart compromises when the situation calls for it.

Workshop 6 Objective:

By the end of this program, participants will be able to identify attributes that make a person adaptable and know the importance of collaboration and teamwork. They will demonstrate an improvement in their ability in adapt and collaborate with their team members in their work environment by showing competence in the following areas:

- Understand the two distinct components of adaptability; flexibility and versatility, and practice both to improve adaptability.
- Understand that work responsibilities will change and they need to be ready to say "yes" to challenges, keep a positive attitude with setbacks and be open to learning new skills.
- Understand the benefits of being adaptable in their work environment.
- Understand how the team benefits when teamwork and collaboration is practiced in the work environment.
- Understand how demonstrating teamwork and collaboration can benefit the individual employee in their current and future career.

Methods for accomplishing:

- Complete activity on following instructions (read all the way through).
- View assigned videos and complete reflection journal entry.
  Teamwork
    - https://www.youtube.com/watch?v=sMFh9QYFh2I&t=7s
    - https://www.youtube.com/watch?v=mf9FRXPHMUg
    - https://www.youtube.com/watch?v=hDKLyW69GcM
    - https://www.youtube.com/watch?v=sMFh9QYFh2I
  Collaboration
    - https://www.youtube.com/watch?v=KT2TQGFWcko
  Adaptability
    - https://www.youtube.com/watch?v=rlmX1yWt_SI
- Read assigned readings and complete reflection journal entry.
    - https://www.business.com/articles/how-well-do-you-handle-change-the-benefits-of-being-adaptable/
    - http://www.yti.edu/blog/reasons-teamwork-is-important-in-the-workplace.asp#sthash.XpF0pZUZ.dpuf
    - http://blog.herrmannsolutions.com/blog/3-tips-for-overcoming-the-frustrations-of-collaboration/
    - https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0
    - https://hbr.org/2012/03/the-new-science-of-building-gr

- Set monthly goals and have them approved by your supervisor.
- Track monthly goals and be prepared to discuss with mentor at final monthly meeting.
- Attend monthly meetings. If unable to attend the 1st or 4th meeting, arrangements will need to be made with a member of Career Services and the student's individual mentor. The 2nd and 3rd meetings should be scheduled when all members of the learning group are available.

Definitions:

Adaptability is the ability to change (or be changed) to fit changed circumstance.

Keeping calm in the face of difficulties. Persisting in the face of difficulties. Taking on new challenges at short notice. Saying "YES' to challenges. Dealing with changing priorities and workloads. Improvising. Bouncing back from setbacks and showing a positive attitude. Keeping an open mind. Seeing the bigger picture.

Adaptability in the workplace is when an employee can be flexible and have the ability to adapt to changing work conditions. An **adaptable** employee can work independently, or work well with a team. Working in a group is helpful for employees to brainstorm ideas, or to create an excellent product.

Adaptability is a sought-after job skill as employers increasingly rely on flexible job descriptions and rotate employees into different roles. Your ability to adapt to changing situations and expectations makes you more valuable to a current or prospective employer.

Teamwork is important for the success of all businesses. To have a meaningful and lifelong career, you need to work well with others which is why teamwork is so important in the professional world. Businesses thrive when they have a diverse team of people who can contribute individual ideas. Teamwork helps solve problems, is supportive and helps builds morale.

Collaboration in the workplace is when two or more people (often groups) work together through idea sharing and thinking to accomplish a common goal. It is simply teamwork taken to a higher level.

Teamwork & **Collaboration** is the ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating a win-win solution to achieve the objectives of the team.