

Foundational thoughts-Our beliefs

- All young adults have **worth**.
- They **will thrive** in business & society. when provided with life skills and foundational career skills
- They will become life-long learners when they **own their learning...**


Mindset thinking

- A sense of purpose and goals are part of their journey

General Tenants to understand:

1. Will change careers equally as jobs.
2. Life-skills are transferable between careers/jobs
3. Think of yourself as in your own business. ... Your boss is your customer. Build your brand.
4. Problems are opportunities ... the bigger the problem the bigger the opportunity. Vinod Khosla
5. Use the engineering mindset to focus on all the activities around your normal position.
6. Learn from your errors ... They are learning tools
7. Be a lifelong learner ... Have fun at





Back-Ground: Our pre-employment program is designed to give young adults, who dropped out of school or have graduated HS but have little direction, the life skills and attitude to become part of the community. The program is designed to include the community and business partners to ensure success for the individual.

Working in Technology companies with others, the following two things I would like to share with you:

1. There is some good in each of us
2. You don't have to be a college grad to add value to the organization, but you need certain characteristics such as being a thinker and doer. Our graduates are both. The curriculum focusses on know-how, a term for practical knowledge or how to accomplish something.

Needs of the young adult will be assessed, such as transportation, family commitments, legal and others to make the training possible and successful.

We look for young adults that have:

- a positive Attitude:
- Willing to try things
- Have confidence in themselves
- See the good in others

“I didn't value experience as much as character, creativity, and common sense, which I suppose was related to my having started Bridgewater two years out of school myself,



and my belief that having an ability to figure things out is more important than having specific knowledge” . . . Dalio, Ray.

Principles: Life and Work

Detail Learning Plan

The basic project for the students:

16 week course for young adults to enter the work force Each week = 7 hours/day 5 days a week

0.0 Starting your learning

Using morning messages to start the day

Start the class by first breaking up the class into teams of 6-9 people. The learning will progress in order of starting at unit 1.0 thru 9.0. The team members are to read the **FLIP** pages prior to the class. The goal is to get the students to begin self-learning. When looking at the FLIP learning, it is best to have a learning buddy studying with you.

Begin each training session with a Video that explains the lesson

1.0 Take charge of your learning

Encouraging students to take charge of their learning

[Ice Breaker](#) ... [Marshmallow project](#) (Begin our thoughts on the problem to be solved)

[Brain Plasticity](#) (Mindset)

week 1

Community (Society)

Business Foundation

Non-Verbal Communication

My Appearances

Study Habits



2.0 Your strengths & Attitude

week 2

Valuing yourself, attitude, confidence, Social & Emotional learning, your goals

FLIP About You

Your Strength	Life Goals
Attitude	Ownership, Our Brand
SEL (Social & Emotional Learning)	Questioning (See below)

3.0 Forming teams

week 3, 4

Setting community values, norms

see forming team-work-2 handbook above

Flip learning page

Charter (Purpose, Rules, Structure, Community authorization, Goals)	Culture (Values, Norms, Rituals, Beliefs, Moral Compass)
Similar Teams	Coaching Support
Quality Processing	Measurements

4.0 Cognitive Tool kit for Corporate Design

Week 5,6,7

Project Management, Process, Customer focus, Measurements, Communication, Questioning

FLIP Tools

Planning/ Gannet charts	Info-Mapping, Process mapping
Process Design & Simplification	<u>Community Skills</u>
Time Management	Communication Tools





	Learning Process	<u>Digital Literacy</u> : Integrating skills using digital skills							
	Problem Solving Using Technology	Computer and Mobile Device	Interactions Basic Tools (e.g., Email, Word Processing)	Data Security and Safety	Data Ethics				
	Catalogues of work activities Project Management <ul style="list-style-type: none">• developing a shared mission and objectives,• organizing work, planning and follow-up• developing competencies,• driving innovation, customer needs• coordinating with others teams• managing performance— measurements								
5.0 week 8,9	a) <u>Picking a project</u> ... b) <u>Requirements & Measurements</u> Flip <u>Problem framing, Design</u> <table><tr><td>Framing the problem</td><td>Requirement</td></tr><tr><td>5 Whys</td><td>Root Cause analysis</td></tr></table>					Framing the problem	Requirement	5 Whys	Root Cause analysis
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6.0 week 10,11,12	<u>Problem solving</u> process... another design process <u>Circular design</u> Flip: <u>Problem-Solving</u>								





	<table><tr><td>Divergent/ Convergent Thinking</td><td>Critical Thinking</td></tr><tr><td>Brain Storming</td><td>Creative Thinking</td></tr><tr><td>System Thinking</td><td>Decision Making</td></tr><tr><td>Magical Thinking</td><td>Innovation ... making things better</td></tr></table>	Divergent/ Convergent Thinking	Critical Thinking	Brain Storming	Creative Thinking	System Thinking	Decision Making	Magical Thinking	Innovation ... making things better
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7.0 week 13	Testing: Testing and Reflection <ul style="list-style-type: none">• Meta-cognition• Elevator pitch used for Public Reporting FLIP: Testing <table><tr><td>Reflection</td><td>What have we learned?</td></tr><tr><td>Evaluation of the Design</td><td></td></tr></table>	Reflection	What have we learned?	Evaluation of the Design					
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8.0 week 14,15	Public reporting and feedback FLIP: Reporting <table><tr><td>Presentation, Elevator Pitch</td><td>Meta-Cognition</td></tr><tr><td>Listening</td><td>Feedback to future Teams</td></tr></table>	Presentation, Elevator Pitch	Meta-Cognition	Listening	Feedback to future Teams				
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9.0 week 16	Follow-up refresher Monthly meeting's/ Mentoring <table><tr><td>1 year industry mentoring</td><td>Life Coaching/ Reflection... child care, housing, transportation</td></tr><tr><td colspan="2">Training plan for companies to support their new employees</td></tr></table>	1 year industry mentoring	Life Coaching/ Reflection... child care, housing, transportation	Training plan for companies to support their new employees					
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Much is being made these days of the need to boost academic achievement. In reality, though, in terms of importance, the need to boost academic achievement runs a distant second to the need to boost life skills. For the happiness and success of our students and the productiveness and success of our society, as educators we need to admit, face and address the life skills crisis.

Thinking skills Creativity/imagination Problem solving Decision making
Self-knowledge Critical thinking Accessing and analyzing information

Working skills Communication/collaboration/ Cooperation People
Management Time management Organization Negotiating Leading by
influence

Learning skills ICT Agility and adaptability Receiving and giving feedback
Handling criticism Innovation/exploration Learner autonomy

So what are life skills? A definitive list is something educators, governments and employers continue to discuss. But no matter if you call them life skills, 21st century skills, soft skills, etc. students who are able to understand and use these skills, along with their educational qualifications, will be better placed to take advantage of educational and employment opportunities.

Training support tools

<p>How to Teach – Changing Our Pedagogy to “Partnering” We need to move from the teacher talking and the students taking notes. (“My teachers just talk and talk and talk” is by far the students. biggest complaint about school.) In partnering, the students do what they do – or can do – best, which is finding information, using technology and</p>	<p>What we teach Knowing our students ... education plan for the student In the current system – or at least the public portion, which is most of it – there is an almost total lack of curricular emphasis on character, i.e., <i>becoming a good person in addition to a good student</i> • Children need to feel</p>
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other resources, and creating. The teachers do what they do best, which is asking the right questions, ensuring quality and rigor, vetting, and adding context and appropriate scaffolding

successful and do it with community
• Communication and Problem Solving • Character and Passion • Empathy • Ethics • Values

Learning Strategies: It is important to give learners the time and opportunity to talk about thinking processes, to make their own thought processes more explicit, to reflect on their strategies and thus gain more self-control. Acquiring and using meta-cognitive skills has emerged as a power idea for promoting a thinking skills curriculum ... **Carol McGuinness (1999) Create your thinking strategies** • Look to make your approach more efficient. • Look at issues from a system view with inputs, outputs, processes and feedback. • Think of strategies in “gathering, organizing, analyzing and making conclusions. • Break problems into small chunks and study them well. • Begin with the things that are simplest to understand and move to the more complex. • Never to accept anything as true that you do not clearly know. • Be complete in both your work and reviews that nothing is omitted.

Descartes, Discourse on Methods

Learning Areas:

Self-Branding

About me	SEL	Goals
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Goal setting

Communications/ Writing & Reading

Making it easier to deal with each other and share information

Info-Mapping	Mind-Mapping	Flow Map
Math-graphing	Gantt Chart	Reporting

Corporate Tools:

Process Sheets	Project Management	Quality Processing
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The Balanced Score card	6-Sigma	Closed-loop processing
Material-Flow JIT	IOT-Internet -of-things	Customer Focus

Showing up:

Non-verbal	Appearance	Time-management
Personal Skills	Computer usage	Attitude

Navigate the Corporation:

Reading	Networking	Culture/Values
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Life Skills

Skills	Teamwork	Problem Solving
Math-graphing	Decision making	

