



# HUMAN SKILLS: FOUNDATION FOR SUCCESS IN THE FUTURE OF WORK

Workshop Curriculum and Materials

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## Workshop Description

*"Human Skills: Foundation for Success in the Future of Work"* is a workshop designed to help participants understand essential non-technical skills for success in the complex work environments of today and tomorrow. The workshop highlights skills for the ways we think, ways we interact with others, ways we manage ourselves, and ways we lead others.

At the conclusion of the workshop, participants will be able to:

1. Describe 'human skills' needed to succeed in the workplace of today and the future
2. Identify their own tendencies for at least five skills
3. Recognize when skills are needed in different work experiences
4. Use diverse feedback from workshop experiences to initiate a personal growth plan

The workshop is designed as a highly interactive experience in which participants will not only identify and assess their own abilities in critical skills, but will also practice them in five realistic scenarios. In addition to commonly-recognized skills such as communication and collaboration, students will also be exposed to less publicized skills such as ethical thinking, adaptability, and critical thinking with data. After engaging with these skills, participants will have the opportunity to self-assess their performance and to receive feedback from peers and experts. The capstone of the workshop is a design task that participants will present to those in attendance during the final session. After self-reflection and reviewing feedback, participants will have the opportunity to develop a personal growth plan.

### Workshop Overview

The workshop material is presented in four sessions, and is designed for one full day. An agenda for a full day offering is included in Appendix A. However, it can be scheduled as a multi-day offering as desired. An overview of workshop content and timing is shown below.

#### *Session 1* – 1.0 hour

Introduction to 'human skills' and their importance in the workplace, review of the MIT J-WEL Human Skills Matrix, initial skills self-assessment

#### *Session 2* – 3.5 hours

Small group rotation through case study scenarios and design tasks, self-assessment of performance, feedback for peers

#### *Session 3* – 1.0 hour

Small group completion of final design task, self-assessment of performance, feedback for peers

#### *Session 4* – 2.5 hours

Small group presentations of design task products, initiation of a personal growth plan, workshop evaluation

### Recommendations for Implementation

For successful implementation of *Human Skills: Foundation for Success in the Future of Work*, the following suggestions are recommended:

1. Participants – Community college students, students nearing the end of a post-secondary degree program, or early-stage workers.
2. Participant enrollment and Facilitators - The workshop is designed to accommodate 18-24 participants with one group of three scenario facilitators (referred to as 'actors'). This number

allows for three to four participants per group, and provides opportunities for participants' active engagement in the scenarios. A fourth facilitator to oversee groups engaged in the design activities is optional. A description of facilitator responsibilities is included in Appendix B.

3. Participant requirements – Participants need to bring data-enabled phone or computer, as well as their enthusiasm!
4. Space requirements (Wi-Fi enabled rooms are needed if participant evaluations will be conducted via online programs):
  - a. Session 1 - One room large enough to accommodate all participants for the beginning of the workshop; also needs to be suitable for 4-5 groups to work in, each using separate area of the room
  - b. Session 2 – One room large enough to accommodate all participants; three additional small rooms that could serve as 'offices' for case study scenarios. The smaller rooms should be reasonably close together to minimize participants' travel time between scenarios.
  - c. Session 3 – One room large enough for 4-5 groups to work in, each using separate corner, or center of the room
  - d. Session 4 – Same as session 1
5. Materials needed:
  - e. Session 1 – Projector w/ screen; easels with flip charts, or flip charts with paper that could be taped to walls; markers to write on flip charts
  - f. Session 2 – Power supply available for participants
  - g. Session 3 – Power supply available for participants
  - h. Session 4 - Projector w/ screen; sound capabilities for projector

# Human Skills: Foundation for Success in the Future of Work

## Session 1

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### Expected Outcomes

- Participants will be able to describe human skills needed to succeed in the workplace of the future.
- Participants will be able to identify their own tendencies for at least five skills.

### Agenda/Activities

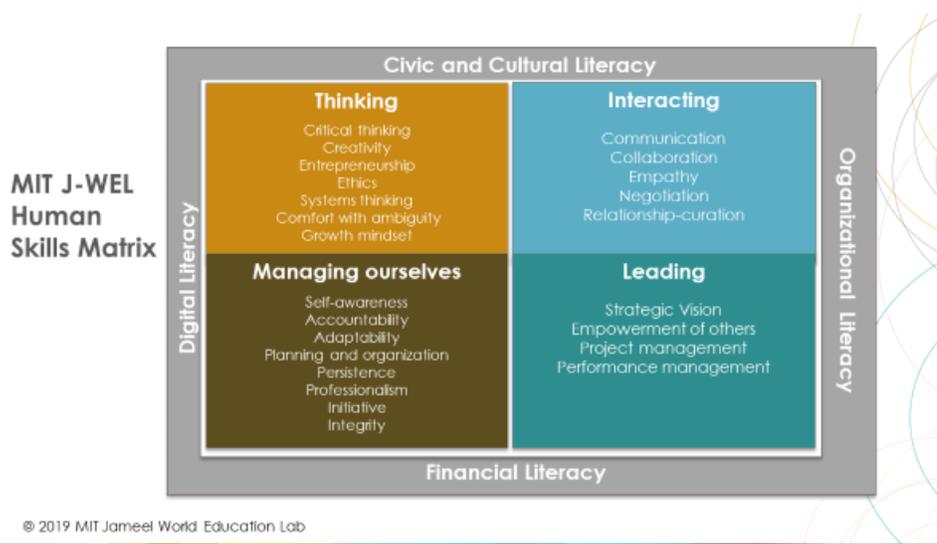
8:00 Introduction & Brief Overview of workshop

8:10 What are Human skills? Why do they matter?

“Think about someone you know who is technically brilliant, but fails in the workplace. What are they missing?”

*As participants are sharing their lists of skills, facilitator should write skills in two colors or sort into two columns – one column (or color) will contain the skills that are on MIT J-WEL’s matrix and are deemed to be critical to future success; the other column (or color) are skills that are important, but not critical for future workers.*

*Show MIT J-WEL’s current matrix as skills and attributes that have been confirmed as important by various forms of research in multiple corporations, academic institutions, and consulting firms. In addition, MIT has also conducted validation research with educators, researchers, and those involved in workforce and public policy.*



Assign participants to work in small groups to define assigned set of skills. Definitions should include two points: 1) what does the term mean? And 2) what would I see if someone possessed this skill/attribute?

*For giving feedback later, participants need a clear, consistent definition of these terms. Definitions will be guided by facilitators to make sure important characteristics are included. Each group will place their definitions on chart paper for all to view.*

8:45 What are my strengths and areas for improvement?

Activity: 'assessment' of participants' human skills from J-WEL matrix (See Appendix C for survey items).

*If they are interested in reading about some of the skills they thought about today, one helpful resource is the 'Skills You Need' website, located at <https://www.skillsyouneed.com/>*

## Session 2

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### Expected Outcome

- Participants will be able to recognize when skills are needed in work experiences

### Agenda / Activities

9:00 What would you do?

*This entire morning session will focus on communication skills (oral and listening), empathy, negotiation, critical thinking with data, collaboration, empowerment of others, performance management, ethical thinking, project management, systems thinking, and accountability.*

Activity: Distribute ATA case study and allow them to read (See Appendix D: ATA Corporation Case Study Summary).

Divide participants into groups of 3-4. They will have 15 minutes to read/familiarize themselves with the ATA case study. The groups will then rotate through two different 'phases' of the case study.

*Phase 1 of the case study consists of three scenarios, each lasting approximately 20 minutes (10 minutes for prep, 6 minutes for interaction, 4 minutes for peer / actor evaluation).*

*Phase 2 of the case study consists of two design activities. Design Activity 1 should last 45 minutes and the initial portion of Design Activity 2 should last 20 minutes, with additional time for completion after the lunch break.*

*This segment of the workshop will take 2 hours and 25 minutes (60 minutes for Scenarios 1-3 + 65 minutes for Design Activities 1 and part of 2 + 15 minutes to move from one scenario/design activity to the next).*

*\*\*Note: When explaining participants engagement in Scenarios 1-3, be sure to inform them that this is a role play exercise and that their preparation includes selecting a lead speaker for the group.*

*Description of Case Study Scenarios: Three scenarios involve interactions with an actor whom they will converse with in different settings, or 'offices.' As one team member (lead speaker) converses with the actor, teammates will observe him/her. After the interaction, the lead speaker will complete a self-evaluation on their use of Human skills, and they will also be rated on those skills by their peers and the actor. These three scenarios do not need to be encountered in any particular order.*

*Description of Case Study Design Activities: Two additional design activities require teams to work together to produce a product. At the conclusion of each activity, teams will complete a self-evaluation as well as an evaluation of their team as a whole.*

The scenarios and design activities are further described below.

### Scenario 1 – Emphasizes negotiation and peer to peer interaction

MIT J-WEL Matrix Skills addressed: oral communication, listening, empathy, negotiation

Issue: support for the ‘ATA Green’ approach—impact on their everyday work practices, performance, and possibly salary

Materials needed:

- Appendix E: Participant Description - Encounter with Jo Narano (also included below)
- Appendix F: Participant Self / Peer Evaluation - Jo Narano
- Appendix G: Actor Script – Jo Narano
- Appendix H: Participant Evaluation from Jo Narano

Scenario information for participants:

You are part of a three-person product team for ATA. Your role in the team is to translate consumer demands into product specifications. Your team also includes a designer, who creates the product’s general concept and layout, and a developer, who is charged with the product’s technical details and coordinating production with the factory. You have read the employee newsletter releases about the new ‘ATA Green’ program, and you think that something like this is a great way to counter the substantial hit to ATA’s reputation. You are excited that the CEO has mandated that every team adopt this program.

You know that ATA footwear, apparel, and equipment sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries, creating a massive global supply chain, and also creating a significant carbon footprint. Using the ATA Green approach could be the most important marketing tool the company has for the next few years.

You receive an email from Jo Narano, the designer for your three-person product team. The email reads as follows, “I have been reading about this new ‘ATA Green’ program. Can we meet to discuss?”

Jo has a long history at ATA—has been at the company for more than 20 years, and was the designer of the first TrailBuster shoe, a product line that has consistently led to extremely large profits for ATA. Because of this history, Jo is widely known throughout the company, and is highly respected among fellow designers. Although Jo does not have formal authority, s/he has connections at various levels of management and is known for having strong opinions. You realize the importance of Jo’s support for the new ‘ATA Green’ program, not only for your team, but for all of the teams.

*Your Goal:* Get Jo on board because participation in ATA Green is required, and other designers will listen.

### Scenario 2 – Emphasizes critical thinking – interaction between employees from different levels within an organization

MIT J-WEL Matrix Skills addressed: oral communication, listening, critical thinking with data

Issue: critically evaluating data on a presentation for upper management prior to launch of the program. Need to prep data to convince a skeptical audience

Materials needed:

- Appendix I: Participant Description - Encounter with SJ Jones (also included below)
- Appendix J: Self / Peer Evaluation - SJ Jones
- Appendix K: Actor Script – SJ Jones
- Appendix L: Participant Evaluation from SJ Jones

Scenario information for participants:

You are part of the ‘ATA Green team’—the group that is responsible for facilitating implementation of the ATA Green program—and you have been called into the office of SJ Jones, your boss. SJ asks your team to help prepare for an upcoming meeting with leaders in the manufacturing and supply chain, design teams, and marketing department. For the ATA Green program to succeed, it is important that those individuals are on board from the beginning. You and your team are relatively certain that this will be a challenging task, as the program requires changes within the entire supply chain, beginning with designers and extending to the manufacturing operations.

SJ gives you her notes containing her presentation for the upcoming meeting. Her points are as follows:

- ATA Inc.—including our footwear, apparel and equipment—sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries, creating a massive global supply chain with total sales of \$16.6 billion. This sounds great, but we also left a carbon footprint of 1.36 million tons (MT) in FY16.
- By contrast Timberfield, our major competitor with FY16 revenues amounting to twice as much as ATA--\$30.6 billion—reported only ½ the amount (.7 MT) of greenhouse gas emissions (GHG) from manufacturing and logistics in FY16.
- Sales declined 15% after the labor controversy. We think doing something good for the economy can increase sales by the same 15%
- When Dragon Cars implemented sustainability practices, a drop of 20% in waste also led to a reduction of 10% in production costs.
- ...We think we can drop waste by 50%, which would translate to a 25% reduction in production costs.
- A survey from Outdoor Life magazine found that of people who hike at least once per month – a key customer segment for us – 78% care deeply about environmental issues, versus only 42% of the population at large
- A study by the Taiwan Work Safety Commission found cancer prevalence under age 60 to be 23% higher among workers who used solvents for 10 years or more.
- The response to our small initial launch of green products has been impressive: 260 media hits in the first month, and our initial green products sold substantially better than our standard products during that time period
- Our company analysts have determined that implementation of the ATA Green program will cut our greenhouse gas emissions at least 40% for the footwear line alone.
- Also, market research has shown a ROI of 175% when products are affiliated with protection of the environment. Despite the fact that some individuals do not believe our abuses of the environment are directly related to climate change, there are many more individuals who do believe scientists in this regard, and they are quite willing to effect personal change, including purchasing habits, to remedy the situation whenever possible.

*Your Goal:* Decide how convincing SJ's arguments are, and help put together the best business case to convince the management teams.

**Scenario 3** – Emphasizes leadership - cross context interaction between the VP of Corporate Responsibility and the VP of Manufacturing and Supply Chain

MIT J-WEL Matrix Skills addressed: collaboration, empowerment of others, performance management

Issue: Work with the VP of Manufacturing and Supply Chain to plan implementation and evaluation of the 'ATA Green' approach in the manufacturing facilities.

Materials needed:

- Appendix M: Participant Description - Encounter with Pat Montgomery (also included below)
- Appendix N: Self / Peer Evaluation - Pat Montgomery
- Appendix O: Actor Script – Pat Montgomery
- Appendix P: Participant Evaluation from Pat Montgomery

Scenario information for participants:

You are SJ Jones, the new VP of Corporate Responsibility, and you oversee implementation of strategies related to the 'ATA Green' program throughout the corporation. The CEO has mandated ATA Green implementation, and you know that some of the VPs within the corporation are not happy with the introduction of this program. You schedule one-on-one meetings with each one, beginning with Pat Montgomery, the VP of Manufacturing and Supply Chain.

ATA Green will presumably have the largest effect on Pat's area, as ATA footwear, apparel, and equipment sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries. This massive global supply chain creates a significant carbon footprint, which can be reduced by implementing measures as outlined in ATA Green.

In addition to making a contribution toward protection of the environment, the program also has potential to make significant return on investment (ROI) due to the reduction of wasted materials in manufacturing processes, particularly footwear. These positive aspects could make the ATA Green program the most important marketing tool the company has for the next few years, but the constraints imposed by the approach will be difficult to implement in the varied environments of the supply chain.

*Your Goal:* Work with Pat to identify basic strategies for making and evaluating changes in manufacturing processes throughout the supply chain.

*While ½ of the participants (3 groups) are rotating through Phase 1 (Scenarios 1-3), the remaining ½ of the participants (3 groups) will participate in Phase 2 (Design Activities 1 & part of 2).*

**Design Activity 1** – Emphasizes understanding the task, breaking it into its component parts, understanding what those components mean, their purpose, why they are important, and developing a framework that would produce a valid estimate of skills. Also focuses on ethical aspects of evaluation and requires systems thinking to consider impact of the solution.

MIT J-WEL Matrix Skills addressed: collaboration, ethics, systems thinking

Materials needed:

- Appendix Q: Participant Description of Design Activity 1 (also included below)
- Appendix R: Design Activity 1 Solution
- Appendix S: Peer / Team Evaluation - Design Activity 1
- Appendix T: Self Evaluation - Design Activity 1

Task information for participants:

You are now a member of a team of ATA managers who are tasked with revision of a portion of the employee evaluation framework for employees working at the home office in the United States. This portion of the framework must be applicable to ATA employees in all positions and at all levels of authority.

Your task: To identify 6 general skills or attributes that are critical to all employees' success at ATA.

Your solution must answer the following questions:

- Which 6 basic skills or attributes are essential to any employee?
- What would serve as indicators of these skills or attributes?
- How can these skills or attributes be assessed by a human as well as a non-human? What can be observed or measured?
- How would this new portion of the evaluation be instituted?
- When considering employee acceptance of assessment by non-human means, how would you defend the ethical aspects of this type of evaluation?

**Design Activity 2** – Emphasizes collaboration, adaptability to required skills or context, planning activities/workflow, investigating needed resources, and accountability for completion of a project.

MIT J-WEL Matrix Skills addressed: planning/organization, collaboration, adaptability, accountability

Materials needed:

- Appendix U: Participant Description of Design Activity 2 (also included below)
- Appendix V: Peer / Team Evaluation - Design Activity 2
- Appendix W: Self Evaluation - Design Activity 2

### Task information for participants:

You are now part of marketing for ATA Corporation, and your team must develop a new ad campaign that appeals to one of your market segments. These ads will be placed online in places like Facebook or Google search, so must be short and memorable as they market the ATA brand.

### Your first task:

Design an ad for ATA that would appeal to either youth or adults who might use a particular ATA product. Remember that ATA produces and sells athletic and outdoor shoes, backpacks, and accessories. The ad has no required length, but must include language that tells something unique about the product. Be prepared to explain who it should appeal to, and the ideas behind the words, symbols, characters, or actions incorporated into the ad.

*There are two ways this task can be completed (at the discretion of the workshop coordinator)*

*Option 1: Create the ad using Scratch (requiring adaptability to using an unfamiliar technology). If using this option, participants could be given a link to basic instructions for programming in Scratch <https://resources.scratch.mit.edu/?prefix=www/cards/en/> or they could receive printed instruction cards.*

*Option 2: Design the ad as a poster. During the last hour of this activity (after lunch), change the requirements for the ad to introduce a need for the team to adapt to a new context. The ad must now convey a similar message about the ATA product but without using language. Introduce this change by saying "The leadership feels that the ad should be universally accessible and easily interpreted by those who do not speak English."*

### Your second task: Prepare a 5-6 minute presentation that incorporates the following information:

- Description of planning/organization processes for your ad (limit to 1 slide)
- Reflection on skills or attributes utilized/learned (limit to 1 slide)
- Demonstration of project solution (ATA ad constructed as a poster / in Scratch)

*For both design activities, a facilitator may observe group dynamics and provide general feedback on this during the oral debrief session (Note that this observation requires a fourth facilitator for the workshop).*

*In this portion of the workshop (session 2), participants will only engage in the initial planning portion of Design Activity 2. During completion of the Design Activity 2 during session 3, participants will complete their project as well as their presentation.*

*Timing: The groups would rotate as follows (for 6 groups, or 18-24 participants):*

Group	9:25-9:45	9:50-10:10	10:15-10:35	10:40-11:00	11:05-11:25	11:30-11:50
#1	Scenario 1	Scenario 2	Scenario 3	Design Act. 1	----->	Design Act. 2
#2	Scenario 2	Scenario 3	Scenario 1	Design Act.1	----->	Design Act. 2
#3	Scenario 3	Scenario 1	Scenario 2	Design Act.1	----->	Design Act. 2
#4	Design Act. 1	----->	Design Act. 2	Scenario 1	Scenario 2	Scenario 3
#5	Design Act.1	----->	Design Act. 2	Scenario 2	Scenario 3	Scenario 1
#6	Design Act. 1	----->	Design Act. 2	Scenario 3	Scenario 1	Scenario 2

#### 11:50 Debrief session

The last 40 minutes of this session will be devoted to debriefing.

Participants will first reflect individually and record their reaction to the three scenarios.

- What was good or bad about the situation presented in the scenarios?
- What did it make you think about? Could you have responded differently?

Participants will then reflect upon their experiences as a team. Questions to be answered:

- What skills were important in each of the interactions?
- How do you think you did?
- What would you change?

*Ask all teams to share highlights of their experiences in the case study scenarios and design activities with the larger group.*

*The facilitator will facilitate this discussion, and a review of general principles will take place as the feedback is discussed. The facilitator should take opportunities to emphasize or teach good communication skills ('I' messages, tailoring to audience, active listening, etc.).*

#### 12:20-1:00 Lunch

## Session 3

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### Expected Outcome

- Participants will be able to recognize when skills are needed in work experiences

### Agenda / Activities

1:00 Complete Design Activity #2 and related evaluations (Appendices V and W)

Introduce change in requirements if using Option 2 (creation of ad on poster)

*New requirement: The ad must now convey a similar message about the ATA product but without using language. Introduce this change by saying “The leadership feels that the ad should be universally accessible and easily interpreted by those who do not speak English.”*

2:00 – 2:15 Break

## Session 4

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### Expected Outcome

- Participants will be able to use feedback from workshop experiences to initiate a personal growth plan

### Agenda / Activities

2:15 Project presentations: Each group will present the following: (maximum of 6 minutes per group)

- Description of planning/organization processes (limit to 1 slide)
- Reflection on non-technical skills utilized/learned (limit to 1 slide)
- Demonstration of project solution (ATA ad constructed in Scratch)

3:30 Distribute individual & team feedback from peers and actors to participants for their review.

*Note: If feedback is not automatically organized via an online program or app such as Qualtrics 360, paper copies of self, peer, and actor evaluations can be used so feedback is easily sorted and distributable.*

3:45 Next steps

Each participant will initiate a personal growth plan that prioritizes human skills for improvement and identifies next steps in improving those skills.

4:00 Wrap-up Session & Workshop Evaluation

Facilitate discussion regarding the following questions (written or oral)

- What did you learn about yourself?
- What will you do with the information you learned?
- What criteria did you use to prioritize skills for your personal growth plan?

Complete workshop evaluation survey (See Appendix X for survey items)

*Note: The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.*

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## Appendix A: Human Skills: Foundation for Success in the Future of Work – 1-Day Agenda

### Session 1

- 8:00 - 8:10 Introduction & Brief Overview of workshop  
 8:10 - 8:15 What are human skills? Why do they matter?  
 8:15 - 8:45 The MIT J-WEL Human Skills Matrix  
 8:45 - 9:00 Self-Assessment - strengths and areas for improvement

### Session 2

- 9:00 - 9:10 Overview of next activities  
 9:10 - 11:50 What would you do? All Terrain Accessories [ATA] Case Study

Group	9:25-9:45	9:50-10:10	10:15-10:35	10:40-11:00	11:05-11:25	11:30-11:50
#1	Scenario #1	Scenario #2	Scenario #3	Design Act. #1	----->	Design Act. #2
#2	Scenario #2	Scenario #3	Scenario #1	Design Act.#1	----->	Design Act. #2
#3	Scenario #3	Scenario #1	Scenario #2	Design Act.#1	----->	Design Act. #2
#4	Design Act. #1	----->	Design Act. #2	Scenario #1	Scenario #2	Scenario #3
#5	Design Act.#1	----->	Design Act. #2	Scenario #2	Scenario #3	Scenario #1
#6	Design Act. #1	----->	Design Act. #2	Scenario #3	Scenario #1	Scenario #2

11:50 - 12:20 Debrief session

12:20 - 1:00 LUNCH

### Session 3

- 1:00 - 2:00 Complete Design Activity #2  
 2:00 - 2:15 Break

### Session 4

- 2:15 – 3:30 Project presentations  
 3:30 – 3:45 Review individual feedback  
 3:45 – 4:00 Next steps  
 4:00 – 4:30 Wrap up & Workshop Evaluation

## Appendix B: Responsibilities of Scenario Facilitator

### *Prior to workshop*

Review the following documents

- Case study
- Your script for the scenario, including description of skills you should note during the interaction
- Information participants know prior to their encounter with you, including their goal for the interaction
- Feedback form completed at scenario conclusion

### *During the workshop*

Scenario procedure

- Participant prep (10 minutes)
  - Participants review scenario information, select primary speaker, strategize approach
  - *Facilitator*: you are not present for this part
- Interaction (6 minutes)
  - Optional: Facilitator video-records interaction (if participant consent obtained)
  - Facilitator uses script (may also ad lib as appropriate)
  - *Facilitator*: monitor time, conclude interaction after 10 minutes
- Reflection/Feedback (4 minutes)
  - Speaker completes self-evaluation survey online
  - Peers complete feedback survey online
  - *Facilitator*: Complete feedback survey of interaction

## Appendix C: Human Skills Self-Assessment

Below you will see a list of human skills and attributes as shown in the MIT J-WEL Matrix. Please rate your level of ability or extent of knowledge for each of the content areas.

### Thinking

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
1. Critical thinking	<input type="radio"/>				
2. Creativity	<input type="radio"/>				
3. Entrepreneurship ( <i>ability to identify market opportunities and find ways and right time to capitalize on them</i> )	<input type="radio"/>				
4. Ethics	<input type="radio"/>				
5. Systems thinking ( <i>understand how system's constituent parts interrelate and affect the larger system</i> )	<input type="radio"/>				
6. Comfort with ambiguity	<input type="radio"/>				
7. Have a growth mindset ( <i>believe ability can be improved with effort/better strategies</i> )	<input type="radio"/>				

## Interacting

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
8. Communication - oral ( <i>clear, concise, respond to non-verbal cues of receiver</i> )	<input type="radio"/>				
9. Communication - listening	<input type="radio"/>				
10. Collaboration	<input type="radio"/>				
11. Empathy	<input type="radio"/>				
12. Negotiation	<input type="radio"/>				
13. Relationship-curation ( <i>pursue and maintain contact with those who have common interests or goals</i> )	<input type="radio"/>				

## Managing ourselves

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
14. Self-awareness Take initiative	<input type="radio"/>				
15. Accountability	<input type="radio"/>				
16. Adaptability	<input type="radio"/>				
17. Planning and organization	<input type="radio"/>				
18. Persistence	<input type="radio"/>				
19. Professional ( <i>appearance, demeanor, speech</i> )	<input type="radio"/>				
20. Initiative	<input type="radio"/>				
21. Integrity	<input type="radio"/>				

## Leading

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
22. Strategic vision	<input type="radio"/>				
23. Empowerment of others	<input type="radio"/>				
24. Project management	<input type="radio"/>				
25. Performance management	<input type="radio"/>				

## Literacies

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
26. Digital Literacy ( <i>find, evaluate, and compose clear information through writing and other mediums on various digital platforms</i> )	<input type="radio"/>				
27. Civic and Cultural Literacy ( <i>knowledge of how to actively participate and initiate change in your community and the greater society; ability to understand and participate fluently in a given culture</i> )	<input type="radio"/>				
28. Financial Literacy ( <i>set of skills and knowledge that allows one to make informed and effective decisions with all of their financial resources</i> )	<input type="radio"/>				
29. Organizational Literacy ( <i>knowledge of how things get done within an organization – power, communication channels, proper procedure</i> )	<input type="radio"/>				

## Appendix D: ATA Corporation Case Study Summary

In the early 2000s, the All-Terrain Accessories (ATA) Corporation—a manufacturer of athletic and outdoor shoes, backpacks, and accessories—faced public scrutiny as their overseas labor practices were exposed. Activists increasingly criticized labor practices at ATA's contract factories, alleging that workers were systematically subjected to conditions including unjust and illegal pay practices, forced overtime, verbal and physical abuse, sexual harassment, interference with unionization, and excessive toxic chemical exposure.

To compound the negative publicity received in this area, corporate responsibility concerns about global issues such as water, health, and energy, alongside increasing worldwide concern about climate change, fueled ATA's apprehensions about the company's supply chain. As with most industries, ATA was heavily dependent on oil for materials and fossil fuel energy, and was potentially exposed to high oil prices and looming carbon restrictions from anti-climate change regulation. Meanwhile its waste production and use of toxic materials and water also posed major risks. The manufacturing of ATA products left a large carbon footprint on the environment compared to other corporations of similar size.

In 2015, incoming Corporate Responsibility (CR) VP SJ Jones recognized that ATA needed to improve strategic response to its environmental impacts, especially since their initial reaction to accusations of abuse at supplier factories had been ineffective earlier. Despite ATA's various sustainability initiatives, environmental responsibility had not penetrated into ATA's daily business decisions. Following a review with the corporations' key business leaders, Jones realized that corporate responsibility toward the environment was considered to be a 'police force' outside the business that was unfocused and not aligned with creating business value.

Based on information obtained through the review mentioned above, Jones developed a strategic approach to Corporate Responsibility that emphasized value creation, collaboration with business units, and proactive strategic planning. Jones highlighted "Return on Investment" as CR's new strategic area, emphasizing that business decisions included both financial and corporate responsibility returns. If CR delivered a return on investment, it was helping the business succeed as well as improve its social and environmental footprint. Jones hoped that by organizing CR around return on investment, it would evolve from being seen as an unwanted cost to being an intrinsic part of a healthy business model that benefitted both profitability and sustainable growth.

Jones's team decided it needed to help ATA design for the future...rather than retrofit the past. Because design was situated at the beginning of the supply chain, Jones considered the design function as a key intervention point.

Despite being overshadowed by publicity about its labor contracts, ATA had earlier initiated some measures to decrease impact on the environment which went unnoticed by the general public. In 2002-2003, the company launched several small pilot programs to replace a greenhouse gas—SF<sub>6</sub>—in the air insole system with climate-neutral nitrogen in its hiking shoes. They also developed water-based cements to replace toxic solvents, otherwise known as volatile organic compounds (VOCs). By 2010, ATA attempted a company-wide training program centered on product sustainability and initiated some sustainability metrics with limited success. In early 2015 however, one of ATA's footwear design team released a small line of more sustainable shoes and

called them the “*ATA Green*” product line. The name came from the teams’ desire to join the movement toward sustainability and protection of the environment.

In late 2016, the CEO of ATA Inc., the VP of Footwear Design, and Jones, decided to adopt the idea of going green for all footwear production, and formed the *ATA Green* Group as a way to diffuse the ethos of high-performing, aesthetically pleasing greener products. Its mandate was to provide the inspiration and tools to drive the *ATA Green* design philosophy deep into ATA footwear product creation units and processes. The group’s objectives included helping ATA consider the impacts of choices on the entire product lifecycle from design through end of life, and understand and reduce its environmental footprint. Instead of commanding and controlling the ways in which the businesses implemented sustainability, the group placed responsibility for sustainability in the hands of designers who birthed the product.

The *ATA Green* approach encompassed the design as well as the construction of ATA products, most notably its shoes. This included consideration of three elements in shoe production: the materials used for construction, material waste for various designs, and solvents used to bond shoe materials.

- The *materials used for construction* were chosen based on their toxic hazard, energy and water usage, recycled content, recyclability, and other supply chain responsibility issues.
- *Material waste* took into account the pattern efficiency of the shoe midsole and the construction process. Pattern efficiency was valued, since production processes related to cutting materials for the shoe upper accounted for a large amount (approximately 60%) of the footwear waste stream. Shoes with single material sockliners or even without sockliners (the foam pads sitting directly underneath the foot ) and those that reduced or reused tooling were encouraged, whereas wasteful ultrasonic welding and autoclaving, energy and solvent-intensive processes, were discouraged.
- *Solvent usage* was monitored to decrease use of the least environmentally friendly bonding options. Mechanical bonds (i.e., sewing) were preferred, followed by water-based cement bonds, and then solvent-based cement bonds. Cemented bonds were further evaluated on whether they used water or solvents to wash, prime, and cement. Bonds using solvent washes were preferred over ones with solvent washes and priming; all-solvent chemistry was to be avoided as much as possible.

Your next activities are based on ATA’s ambitious plan.....

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix E: Participant Description - Encounter with Jo Narano

You are part of a three-person product team for ATA. Your role in the team is to translate consumer demands into product specifications. Your team also includes a designer, who creates the product's general concept and layout, and a developer, who is charged with the product's technical details and coordinating production with the factory. You have read the employee newsletter releases about the new 'ATA Green' program, and you think that something like this is a great way to counter the substantial hit to ATA's reputation. You are excited that the CEO has mandated that every team adopt this program.

You know that ATA footwear, apparel, and equipment sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries, creating a massive global supply chain, and also creating a significant carbon footprint. Using the ATA Green approach could be the most important marketing tool the company has for the next few years.

You receive an email from Jo Narano, the designer for your three-person product team. The email reads as follows, "I have been reading about this new 'ATA Green' program. Can we meet to discuss?"

Jo has a long history at ATA—has been at the company for more than 20 years, and was the designer of the first TrailBuster shoe, a product line that has consistently led to extremely large profits for ATA. Because of this history, Jo is widely known throughout the company, and is highly respected among fellow designers. Although Jo does not have formal authority, s/he has connections at various levels of management and is known for having strong opinions. You suspect that Jo might be resistant to the idea, and you also realize the importance of Jo's support for the new 'ATA Green' program, not only for your team, but for all of the teams.

**Your Goal:** Get Jo on board because participation in ATA Green is required, and other designers will listen.

**\*\*Remember to choose a primary speaker for this interaction. All team members may contribute, but the primary speaker will receive feedback.**

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix F: Participant Self / Peer Evaluation - Jo Narano

Please rate the interaction with Jo Narano in the skill areas that follow. If you were the primary speaker in the interaction, your responses will rate yourself; if one of your team members was the primary speaker during the interaction, your responses will rate your team member.

1. Who was the primary speaker in this interaction?

- I was the primary speaker (1)
- One of my team members was the primary speaker (2)

\*Note: This data was collected in an online survey program in which skip logic was deployed. The logic is shown below.

*Skip To: Q1.1a If 1. Who was the primary speaker in this interaction? = I was the primary speaker*

*Skip To: Q1.1b If 1. Who was the primary speaker in this interaction? = One of my team members was the primary speaker*

1.1a Enter your name:

*Note:* This will only be used to match with your other feedback

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.1b Enter your team member's name:

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.2 How did you choose the primary speaker?

2. Name 3 skills that the primary speaker (you/your team member) used during this interaction

**Use the following scale when responding to the sections below:**

1 star = not at all

2 stars = sometimes

3 stars = consistently when appropriate

**3. Oral Communication - Organization**

3.1 Made points that were connected and relevant to main topic   

3.2 Provided explanation or elaboration when needed   

**4. Oral Communication - Delivery**

4.1 Articulated thoughts clearly, minimizing number of ideas in each sentence   

4.2 Addressed points concisely, leaving out unnecessary repetition   

4.3 Matched tone of voice to the message   

4.4 Communicated in a friendly, open, and honest manner   

4.5 Expressed disagreement without personal attack   

**5. Oral Communication - Other (negative)**

5.1 Avoided eye contact with message receiver   

5.2 Used distracting body language, e.g., facial expressions, gestures, etc.   

**6. Listening**

6.1 Displayed attentiveness during the interaction   

6.2 Allowed Jo to finish thoughts or sentences before replying   

6.3 Paraphrased or restated Jo's thoughts to confirm understanding   

6.4 Asked questions to clarify understanding   

**7. Empathy**

7.1 Indicated that Jo's feelings about the issues were understood   

7.2 Told Jo that their viewpoint was understood   

**8. Negotiation**

- |   |   |   |   |
|---|---|---|---|
| 8.1 Planned a strategy for the interaction    | ★ | ★ | ★ |
| 8.2 Stated the problem                        | ★ | ★ | ★ |
| 8.3 Clarified Jo's interests                  | ★ | ★ | ★ |
| 8.4 Attempted to develop possible solutions   | ★ | ★ | ★ |
| 8.5 Reached consensus or decided to walk away | ★ | ★ | ★ |

9. How would you rate your team's achievement of the goal for this interaction (Get Jo on board with the ATA Green program)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

10. Additional observations or comments about this interaction:

## Appendix G: Actor Script – Jo Narano

*You (Jo Narano) have a long history at ATA—you have been at the company for more than 20 years, and were the designer of the first TrailBuster shoe, which has consistently led to huge profits for ATA. You are widely known throughout the company, and are highly respected among your fellow designers. Although you do not have any formal authority, you know designers for many other ATA teams, and have connections at various levels of management. You are known for your strong opinions, and at this point, you are skeptical about the ‘ATA Green’ program and the actual impact it can make. You are most concerned about the constraints that it will place on the design and development of new shoes. You pride yourself on your creative designs, and you think that the ‘ATA Green’ program may limit your creativity.*

*Your task: To assess skills demonstrated by the speaker in the teams you encounter, with emphasis on the following 4 skills: 1) empathy—does the speaker indicate that they see your side of the argument or understand your feelings about the matter? 2) oral communication skills—do they speak clearly? Do they make their point in an understandable manner? Do they remain positive throughout the encounter? 3) negotiation—did they appear to have a strategy for the interaction? Do they work toward a goal of obtaining Jo’s acceptance of the ATA Green program? 4) listening skills—do they allow you to finish your statements/thoughts before replying? Are they responding to what you say, or are their arguments unrelated?*

**You (Jo):** Hey man – this *ATA Green* program seems to be a good idea for some, but definitely not a good idea for those of us who are designers. I cannot imagine what the TrailBuster shoe would have looked like if I had to abide by these rules! Why should we even think we should take this extreme approach?

*Additional arguments:*

But limiting waste, as the program promotes, will restrict us to creating styles with only one look so that the pattern for the uppers can nest closely to one another.

I could start a movement with all of the designers. As a larger group, we could just refuse to cooperate—we are key to the success of this entire *ATA Green* movement, and if we don’t do it, the program will fail.

Are we even thinking about money? If we have to do it, then I would argue that we should just eliminate half sizes for all shoes, because that saves on equipment. It takes separate equipment for each size and half size you know.....we could save actual money there, which would benefit the company’s profit margin, instead of worrying about the environment, which saves us no money at all.

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix H: Participant Evaluation from Jo Narano

Instructions: Please rate the primary speaker in each group for the skill areas below.

1. Who was the primary speaker in this interaction?

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

**Use the following scale when responding to the sections below:**

1 star = not at all

2 stars = sometimes

3 stars = consistently when appropriate

### 2. Oral Communication - Organization

During the interaction, the speaker:

2.1 made points that were connected and relevant to main topic



2.2 provided explanation or elaboration when needed



### 3. Oral Communication - Delivery

During the interaction, the speaker:

3.1 articulated thoughts clearly, minimizing number of ideas in each sentence



3.2 addressed points concisely, leaving out unnecessary repetition



3.3 matched tone of voice to the message



3.4 communicated in a friendly, open, and honest manner



3.5 expressed disagreement without personal attack



#### 4. Oral Communication - Other (negative)

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 4.1 avoided eye contact with me (message receiver)                           |  |  |  |
| 4.2 used distracting body language, e.g., facial expressions, gestures, etc. |  |  |  |

5. Please add any additional notes/feedback for the speaker related to oral communication.

#### 6. Listening

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 6.1 displayed attentiveness                                      |    |    |    |
| 6.2 allowed me to finish thoughts or sentences before replying   |   |   |   |
| 6.3 paraphrased or restated my thoughts to confirm understanding |  |  |  |
| 6.4 asked questions to clarify understanding                     |  |  |  |

7. Please add any additional notes/feedback for the speaker related to listening.

#### 8. Empathy

During the interaction, the speaker:

- |   |   |   |   |
|---|---|---|---|
| 8.1 indicated that my feelings about the issues were understood |  |  |  |
| 8.2 told me that my viewpoint was understood                    |  |  |  |

9. Please add any additional notes/feedback for the speaker related to empathy.

### 10. Negotiation

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 10.1 demonstrated a strategy for the interaction |  |  |  |
| 10.2 stated the problem                          |  |  |  |
| 10.3 clarified my (Jo's) interests               |  |  |  |
| 10.4 attempted to develop possible solutions     |  |  |  |
| 10.5 reached consensus or walked away            |  |  |  |

11. Please add any additional notes/feedback for the speaker related to articulating a cogent argument.

12. How would you rate the speaker/team's achievement of the goal for this interaction (Find out what you, as Jo, care about and get you on board)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

13. Additional observations or comments about the speaker in this interaction:

14. Additional observations or comments about the other team members in this interaction, e.g., did they participate at all, did they support the speaker, did they interrupt, etc.

## Appendix I: Participant Description - Encounter with SJ Jones

You are part of the 'ATA Green team'—the group that is responsible for facilitating implementation of the ATA Green program—and you have been called into the office of SJ Jones, your boss. SJ asks your team to help prepare for an upcoming meeting with leaders in the manufacturing and supply chain, design teams, and marketing department. For the ATA Green program to succeed, it is important that those individuals are on board from the beginning. You and your team are relatively certain that this will be a challenging task, as the program requires changes within the entire supply chain, beginning with designers and extending to the manufacturing operations.

SJ gives you her notes containing her discussion points for the upcoming meeting. They are as follows:

- ATA Inc.—including our footwear, apparel and equipment—sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries, creating a massive global supply chain with total sales of \$16.6 billion. This sounds great, but we also left a carbon footprint of 1.36 million tons (MT) in FY16.
- By contrast Timberfield, our major competitor with FY16 revenues amounting to twice as much as ATA--\$30.6 billion—reported only ½ the amount (.7 MT) of greenhouse gas emissions (GHG) from manufacturing and logistics in FY16.
- Sales declined 15% after the labor controversy. We think doing something good for the economy can increase sales by the same 15%
- When Dragon Cars implemented sustainability practices, a drop of 20% in waste also led to a reduction of 10% in production costs.
- ...We think we can drop waste by 50%, which would translate to a 25% reduction in production costs.
- A survey from Outdoor Life magazine found that of people who hike at least once per month – a key customer segment for us – 78% care deeply about environmental issues, versus only 42% of the population at large
- A study by the Taiwan Work Safety Commission found cancer prevalence under age 60 to be 23% higher among workers who used solvents for 10 years or more.
- The response to our small initial launch of green products has been impressive: 260 media hits in the first month, and our initial green products sold substantially better than our standard products during that time period
- Our company analysts have determined that implementation of the ATA Green program will cut our greenhouse gas emissions at least 40% for the footwear line alone.
- Also, market research has shown a ROI of 175% when products are affiliated with protection of the environment. Despite the fact that some individuals do not believe our abuses of the environment are directly related to climate change, there are many more individuals who do believe scientists in this regard, and they are quite willing to effect personal change, including purchasing habits, to remedy the situation whenever possible.

*Your Goal:* Decide how convincing SJ's arguments are, and help put together the best business case to convince the management teams.

**\*\*Remember to choose a primary speaker for this interaction. All team members may contribute, but the primary speaker will receive feedback.**

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix J: Self / Peer Evaluation - SJ Jones

Please rate the interaction with SJ Jones in the skill areas that follow. If you were the primary speaker in the interaction, your responses will rate yourself; if one of your team members was the primary speaker during the interaction, your responses will rate your team member.

1. Who was the primary speaker in this interaction?

- I was the primary speaker
- One of my team members was the primary speaker

\*Note: This data was collected in an online survey program in which skip logic was deployed. The logic is shown below.

*Skip To: Q1.1a If 1. Who was the primary speaker in this interaction? = I was the primary speaker*

*Skip To: Q1.1b If 1. Who was the primary speaker in this interaction? = One of my team members was the primary speaker*

1.1a Enter your name:

*Note:* This will only be used to match with your other feedback

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.1 b Enter your team member's name:

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.2 How did you choose the primary speaker?

2. Name 2 skills that the primary speaker (you / your team member) used during this interaction.

Use the following scale when responding to the sections below:

- 1 star = not at all
- 2 stars = sometimes
- 3 stars = consistently when appropriate

### 3. Oral Communication - Organization

- |  |   |   |   |
|--|---|---|---|
| 3.1 Made points that were connected and relevant to main topic |  |  |  |
| 3.2 Provided explanation or elaboration when needed            |  |  |  |

### 4. Oral Communication - Delivery

- |   |   |   |   |
|---|---|---|---|
| 4.1 Articulated thoughts clearly, minimizing number of ideas in each sentence |    |    |    |
| 4.2 Addressed points concisely, leaving out unnecessary repetition            |    |    |    |
| 4.3 Matched tone of voice to the message                                      |   |   |   |
| 4.4 Communicated in a friendly, open, and honest manner                       |  |  |  |
| 4.5 Expressed disagreement without personal attack                            |  |  |  |

### 5. Oral Communication - Other (negative)

- |  |   |   |   |
|--|---|---|---|
| 5.1 Avoided eye contact with message receiver                                |  |  |  |
| 5.2 Used distracting body language, e.g., facial expressions, gestures, etc. |  |  |  |

## 6. Listening

- |  |   |   |   |
|--|---|---|---|
| 6.1 Displayed attentiveness during the interaction                 | ★ | ★ | ★ |
| 6.2 Allowed SJ to finish thoughts or sentences before replying     | ★ | ★ | ★ |
| 6.3 Paraphrased or restated SJ's thoughts to confirm understanding | ★ | ★ | ★ |
| 6.4 Asked questions to clarify understanding                       | ★ | ★ | ★ |

## 7. Critical Thinking using data

- |  |   |   |   |
|--|---|---|---|
| 7.1 Identified the nature of the issue or problem                | ★ | ★ | ★ |
| 7.2 Asked for evidence/data related to the issue or problem      | ★ | ★ | ★ |
| 7.3 Asked about source of evidence/data                          | ★ | ★ | ★ |
| 7.4 Determined relevance of evidence/data to situation           | ★ | ★ | ★ |
| 7.5 Determined if evidence/data were truly representative        | ★ | ★ | ★ |
| 7.6 Determined if data were generalizable to multiple situations | ★ | ★ | ★ |
| 7.7 Evaluated and synthesized evidence/data                      | ★ | ★ | ★ |
| 7.8 Used data to develop an argument or make a decision          | ★ | ★ | ★ |

8. How would you rate your team's achievement of the goal for this interaction (Decide how convincing SJ's arguments are, and help put together the best business case to convince the management teams)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

9. Additional observations or comments about this interaction:

## Appendix K: Actor Script – SJ Jones

*You (SJ) are about to launch the ATA Green program, and you are planning a presentation that will introduce the program to leaders within the manufacturing and supply chain, design teams, and marketing. This promises to be a challenging encounter, as ATA Green will necessitate many changes in current practices throughout the organization. You want your arguments for the program's merits to be convincing to your audience. You ask members of your ATA Green team to review your presentation, and make sure it will withstand even the harshest criticisms.*

*Your task: To assess skills demonstrated by the speaker/ teams you encounter, with emphasis on the following 3 skills: 1) oral communication: do they communicate clearly and make coherent points related to your argument? 2) listening: do they interrupt when you are speaking? Do they listen to what you are saying and respond to your statements, or are they articulating only their case? 3) critical thinking about data: do they question the data you present, or do they defer to your authority? Do they identify or suggest the appropriate kind of data to make a business case for ATA Green?*

**SJ:** I need your help to prepare for my upcoming meeting with leaders in the manufacturing and supply chain, design teams, and marketing department. I need those individuals to be on board with the ATA Green program. I am certain there are some unhappy skeptics within these management teams, and we need to make sure they are on board from the beginning. We really want this program to take hold at all levels of the corporation, and through all phases of product production—from the initial design phase to the end of the supply chain.

ATA corp. leaves a huge carbon footprint on our environment –much more than Timberfield or our other competitors. This is extremely difficult publicity for us, in light of the current focus on the environment. Our goal is to decrease this footprint, in an effort to get some publicity in our favor. Remember the negative publicity we received during the last decade about our factories and underage workforce? Well we have never really made amends for that.....in today's competitive environment, we really need to look more favorable in the eyes of our consumers, and now more than ever, we need to look good to those concerned about the environment.

*Provide the participants with a handout containing bullets for your presentation. Tell them that the first few bullets substantiate a need for the program, whereas some of the others provide evidence or predict outcomes based on other business case successes. As they study the handout, ask them, "How am I doing?" If they move the conversation toward subjects other than the data, tell them, "I really want this to be about the data. Does this work?"*

*The bullets presented on their handout, along with questions/points the team may/should come up with, are as follows:*

- ATA Inc.—including our footwear, apparel and equipment—sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries, creating a

massive global supply chain with total sales of \$16.6 billion. This sounds great, but we also left a carbon footprint of 1.36 million tons (MT) in FY16.

*\*\*\*comparison with competitors is good*

- By contrast Timberfield, our major competitor with FY16 revenues amounting to twice as much as ATA--\$30.6 billion—reported only ½ the amount (.7 MT) of greenhouse gas emissions (GHG) from manufacturing and logistics in FY16.

*\*\*\*they should ask what Timberfield actually manufactures – do they make as many shoes as ATA?*

- Sales declined 15% after the labor controversy. We think doing something good for the economy can increase sales by the same 15%

*\*\*\*unsupported by actual data*

- When Dragon Cars implemented sustainability practices, a drop of 20% in waste also led to a reduction of 10% in production costs.

*\*\*\*potentially useful but not exact for ROI calculations (and who is Dragon cars???)*

- ...We think we can drop waste by 50%, which would translate to a 25% reduction in production costs.

*\*\*\*not credible; proportional reduction is unsubstantiated*

- A survey from Outdoor Life magazine found that of people who hike at least once per month – a key customer segment for us – 78% care deeply about environmental issues, versus only 42% of the population at large

*\*\*\*publicity, not helping business case, what is the sample size of people who hike 1x/month?*

- A study by the Taiwan Work Safety Commission found cancer prevalence under age 60 to be 23% higher among workers who used solvents for 10 years or more.

*\*\*\*potentially a useful data point, but maybe not for convincing designers since they are not exposed to the solvents*

- The response to our small initial launch of green products has been impressive: 260 media hits in the first month, and our initial green products sold substantially better than our standard products during that time period

*\*\*\*not credible – extra promotion, demand from pioneers, or pent-up demand all being served at once, with little left over for the rest of the launches*

- Our company analysts have determined that implementation of the ATA Green program will cut our greenhouse gas emissions at least 40% for the footwear line alone.

*\*\*\*potentially useful? But only an estimate....would be stronger if there were data from other companies who implemented similar approaches*

- Also, market research has shown a ROI of 175% when products are affiliated with protection of the environment. Despite the fact that some individuals do not believe

our abuses of the environment are directly related to climate change, there are many more individuals who do believe scientists in this regard, and they are quite willing to effect personal change, including purchasing habits, to remedy the situation whenever possible.

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix L: Participant Evaluation from SJ Jones

Instructions: Please rate the primary speaker in each group for the skill areas below.

1. Who was the primary speaker in this interaction?

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

**Use the following scale when responding to the sections below:**

1 star = not at all

2 stars = sometimes

3 stars = consistently when appropriate

### 2. Oral Communication - Organization

During the interaction, the speaker:

2.1 made points that were connected and relevant to main topic



2.2 provided explanation or elaboration when needed



### 3. Oral Communication - Delivery

During the interaction, the speaker:

3.1 articulated thoughts clearly, minimizing number of ideas in each sentence



3.2 addressed points concisely, leaving out unnecessary repetition



3.3 matched tone of voice to the message



3.4 communicated in a friendly, open, and honest manner



3.5 expressed disagreement without personal attack



#### 4. Oral Communication - Other (negative)

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 4.1 avoided eye contact with me, the message receiver                        |  |  |  |
| 4.2 used distracting body language, e.g., facial expressions, gestures, etc. |  |  |  |

5. Additional comments for the speaker related to communication:

#### 6. Listening

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 6.1 displayed attentiveness during the interaction               |    |    |    |
| 6.2 allowed me to finish thoughts or sentences before replying   |   |   |   |
| 6.3 paraphrased or restated my thoughts to confirm understanding |  |  |  |
| 6.4 asked questions to clarify understanding                     |  |  |  |

7. Additional comments for the speaker related to listening skills:

## 8. Critical Thinking using data

During the interaction, the speaker:

- |  |   |   |   |
|--|---|---|---|
| 8.1 identified the nature of the issue or problem                |  |  |  |
| 8.2 asked for evidence/data related to the issue or problem      |  |  |  |
| 8.3 asked about source of evidence/data                          |  |  |  |
| 8.4 determined relevance of evidence/data to situation           |  |  |  |
| 8.5 determined if evidence/data were truly representative        |  |  |  |
| 8.6 determined if data were generalizable to multiple situations |  |  |  |
| 8.7 evaluated and synthesized evidence/data                      |  |  |  |
| 8.8 used data to develop an argument or make a decision          |  |  |  |

9. Additional comments for the speaker related to critical thinking:

10. How would you rate the speaker/team's achievement of the goal for this interaction (Decide how convincing your arguments are, and help put together the best business case to convince the management teams)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

11. Additional observations or comments about the speaker in this interaction:

12. Additional observations or comments about the other team members in this interaction, e.g., did they participate at all, did they support the speaker, did they interrupt, etc.

## Appendix M: Participant Description - Encounter with Pat Montgomery

You are SJ Jones, the new VP of Corporate Responsibility, and you oversee implementation of strategies related to the 'ATA Green' program throughout the corporation. The CEO has mandated ATA Green implementation, and some of the VPs within the corporation are not happy with the introduction of this program. You schedule one-on-one meetings with each one, beginning with Pat Montgomery, the VP of Manufacturing and Supply Chain.

ATA Green will presumably have the largest effect on Pat's area, as ATA footwear, apparel, and equipment sourced materials from nearly 600 factories, totaling 700,000 workers, located in 50 countries. This massive global supply chain creates a significant carbon footprint, which can be reduced by implementing measures as outlined in ATA Green.

In addition to making a contribution toward protection of the environment, the program also has potential to make significant return on investment (ROI) due to the reduction of wasted materials in manufacturing processes, particularly footwear. These positive aspects could make the ATA Green program the most important marketing tool the company has for the next few years, but the constraints imposed by the approach will be difficult to implement in the varied environments of the supply chain.

In previous conversations with Pat, you know he/she has reservations about the ATA Green program, but you've heard through the grapevine that he/she is resigned to the change.

Your Goal: Work with Pat to identify basic strategies for making and evaluating changes in manufacturing processes throughout the supply chain.

\*\*Remember to choose a primary speaker for this interaction. All team members may contribute, but the primary speaker will receive feedback.

Note: The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix N: Self / Peer Evaluation - Pat Montgomery

Please rate the interaction with Pat Montgomery in the skill areas that follow. If you were the primary speaker in the interaction, your responses will rate yourself; if one of your team members was the primary speaker during the interaction, your responses will rate your team member.

1. Who was the primary speaker in this interaction?

- I was the primary speaker
- One of my team members was the primary speaker

**\*Note:** This data was collected in an online survey program in which skip logic was deployed. The logic is shown below.

*Skip To: Q1.1a If 1. Who was the primary speaker in this interaction? = I was the primary speaker*

*Skip To: Q1.1b If 1. Who was the primary speaker in this interaction? = One of my team members was the primary speaker*

1.1a Enter your name:

*Note:* This will only be used to match with your other feedback

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.1b Enter your team member's name:

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_

1.2 How did you choose the primary speaker?

2. Name 2 skills that the primary speaker (you / your team member) used during this interaction.

**Use the following scale when responding to the sections below:**

1 star = not at all

2 stars = happened at least one time

3 stars = consistently when appropriate

### **3. Collaboration**

- |  |  |  |  |
|--|--|--|--|
| 3.1 Agreed on a goal or outcome of the interaction           |   |   |   |
| 3.2 Asked Pat to contribute                                  |   |   |   |
| 3.3 Tolerant of others' ideas                                |   |   |   |
| 3.4 Shared own ideas   |   |   |   |
| 3.5 Willing to compromise or come to mutually agreeable plan |  |  |  |

### **4. Empowerment of others (planning for)**

- |  |   |   |   |
|--|---|---|---|
| 4.1 Share information with subordinates (plant managers or employees) about ATA Green and program goals            |  |  |  |
| 4.2 Include subordinates in goal setting or decision making related to program implementation in their own setting |  |  |  |
| 4.3 Discussed importance of autonomy as motivation for subordinates  |  |  |  |
| 4.4 Provide needed resources to support successful implementation of ATA Green, i.e., education                    |  |  |  |

**5. Performance management (planning for)**

- |   |   |   |   |
|---|---|---|---|
| 5.1 Set program evaluation goals with subordinates  |  |  |  |
| 5.2 Monitor at frequent, planned intervals so course corrections could be made if needed                              |  |  |  |
| 5.3 Include subordinates in monitoring process  |  |  |  |
| 5.4 Provide constructive feedback for plant managers or employees to encourage further development and/or improvement |  |  |  |
| 5.5 Develop recognition plan for successful steps toward ATA Green implementation                                     |  |  |  |

6. How would you rate the team's achievement of the goal for this interaction (Work with Pat to identify basic strategies for making and evaluating changes in manufacturing processes throughout the supply chain)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

7. Additional observations or comments about this interaction:

## Appendix O: Actor Script – Pat Montgomery

*You (Pat Montgomery) are VP of Manufacturing and Supply Chain for ATA Corp. Your job is to oversee the procurement of materials for ATA products, as well as to obtain contracts for manufacturing facilities. You are concerned about the effect that the ATA Green program will have on the supply chain as well as manufacturing processes. Adherence to the program may require complete retraining of existing factory personnel, or even finding new manufacturing facilities altogether. You are not completely convinced that this program can provide any ROI (return on investment) for ATA. Despite your personal concerns, the CEO has mandated that all ATA divisions roll out the program. You are meeting with SJ Jones, VP of Corporate Responsibility for the first time after this mandate has been made.*

*Your task: Assess the skills of the primary speakers in each group you encounter, with emphasis on the following 3 skills: 1) collaboration—does the speaker allow for back and forth between the two of you (building on each other's ideas as opposed to him/her making all of the suggestions) 2) empowerment—does the speaker suggest any plant manager or employee participation in the planning process? In the evaluation process? Do they consider internal (in-house) incentives at the manufacturing facilities? 3) performance management—does the speaker plan for any formative evaluation of progress at a local (individual facilities) or systemic (overall) level?*

**Pat:** Good morning SJ. I am glad that we could meet today. After hearing about the *ATA Green* program at our internal management meeting, I must say that I have concerns. I think this program creates a significant learning curve for those affected by the initiative—designers, manufacturers,.... well virtually everyone has to think differently about how we produce our product.

I worry about return on investment, and the pressure that this program will add to a system, namely our manufacturing facilities, that is already experiencing difficulty due to worldwide attention to perceived injustices.

But I am sure you've heard this before, and I know I have to put these thoughts aside. I know we have to implement the program, so I am ready to do what it takes. I just don't know what that should entail. Our supply chain is extensive, global, and the manufacturing piece is culturally diverse—both plant management and employees. We have individualists, who treasure their autonomy, and those who are collectivistic, who place the goals, needs, or desires of the group—work or family—over their own. How should I even go about introducing this to plant managers? How should we introduce *ATA Green* to the different employees that our plants have? How do we need to approach them with this change? I need your help SJ to put together a workable plan.....

*During the discussion, suggest some things that are representative of an autocratic leadership style to see how the speaker reacts. Ask questions about their suggestions, such as 'Will that work for our plants in all cultures?'*

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix P: Participant Evaluation from Pat Montgomery

Instructions: Please rate the primary speaker in each group for the skill areas below.

1. Who was the primary speaker in this interaction?

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

**Use the following scale when responding to the sections below:**

1 star = not at all

2 stars = happened at least once

3 stars = consistently when appropriate

### 2. Collaboration

During the interaction, the speaker:

2.1 agreed on a goal or outcome of the interaction with me



2.2 asked me to contribute



2.3 showed tolerance for others' (my) ideas



2.4 shared their own ideas



2.5 was willing to compromise or come to mutually agreeable plan



3. Additional comments for the speaker related to their collaboration with me:

### 4. Empowerment of others (planning for)

During the interaction, the speaker discussed/planned for:

- |  |   |   |   |
|--|---|---|---|
| 4.1 sharing information with subordinates (plant managers or employees) about ATA Green and program goals            |  |  |  |
| 4.2 including subordinates in goal setting or decision making related to program implementation in their own setting |  |  |  |
| 4.3 importance of autonomy as motivation for subordinates  |  |  |  |
| 4.4 providing needed resources to support successful implementation of ATA Green, i.e., on-site education            |  |  |  |

5. Additional comments for the speaker related to empowering others:

## 6. Performance management (planning for)

During the interaction, the speaker discussed/planned for:

- |   |   |   |   |
|---|---|---|---|
| 6.1 setting program evaluation goals with subordinates  |    |    |    |
| 6.2 monitoring at frequent, planned intervals so course corrections could be made if needed                             |   |   |   |
| 6.3 including subordinates in monitoring process  |  |  |  |
| 6.4 providing constructive feedback for plant managers or employees to encourage further development and/or improvement |  |  |  |
| 6.5 developing recognition plan for successful steps toward ATA Green implementation                                    |  |  |  |

7. Additional comments for the speaker related to planning for performance management:

8. How would you rate the speaker/team's achievement of the goal for this interaction (Work with you to identify basic strategies for making and evaluating changes in manufacturing processes throughout the supply chain)?

- did not achieve this goal
- partially achieved this goal
- achieved this goal

9. Additional observations or comments about the speaker in this interaction:

10. Additional observations or comments about the other team members in this interaction, e.g., did they participate at all, did they support the speaker, did they interrupt, etc.

## Appendix Q: Participant Description of Design Activity 1

You are now a member of a team of ATA managers who are tasked with revision of a portion of the employee evaluation framework for employees working at the home office in the United States. This portion of the framework must be applicable to ATA employees in all positions and at all levels of authority.

Your task: To identify 6 general skills that are critical to all employees' success at ATA. Your solution must answer the following questions:

- Which 6 basic skills are essential to any employee?
- What would serve as indicators of these skills?
- How can these skills be assessed by a human as well as a non-human? What can be observed or measured?
- How would this new portion of the evaluation be instituted?
- When considering employee acceptance of assessment by non-human means, how would you defend the ethical aspects of this type of evaluation?

Record your task solution on the document provided.

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix R: Design Activity 1 Solution

Skill	Indicators	How can a human measure this?	How can a non-human measure this?

**How will you institute the new portion of the evaluation?**

**If a non-human evaluation is used, how would you defend this methodology to your employees?**

## Appendix S: Peer / Team Evaluation - Design Activity 1

The questions below ask about your team members' behaviors during the design activity that you just completed. You will be asked to add each team member's name and answer the same set of questions for each of them.

1. Your team name:

Team \_\_\_\_\_

2. Your name:

*Note:* This will be used only to match with your other feedback.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

3. Name 3 skills that your team used during this interaction

**\*\*Note:** repeat questions 4 & 5 for each team member

4. Your team member's name

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Use the following scale when responding to the next question:

1 star = not at all

2 stars = sometimes

3 stars = consistently

### 5. Team member's (named above) collaboration with the team

During this activity, (team member's name):

- |  |   |   |   |
|--|---|---|---|
| 5.1 took charge of completing the task               |  |  |  |
| 5.2 contributed ideas about how to approach the task |  |  |  |
| 5.3 participated in team decision-making processes   |  |  |  |
| 5.4 interrupted during team discussions              |  |  |  |
| 5.5 asked for help when they needed it               |  |  |  |
| 5.6 listened to teammates                            |  |  |  |
| 5.7 expressed disagreement calmly and respectfully   |  |  |  |
| 5.8 pointed out flaws in teammates' thinking         |  |  |  |

6. How would you rate your team's achievement of the goals for this task (Identify 6 essential skills, name indicators that would measure level of ability, describe how they could be measured by a human or non-human, plan for instituting solution, defend ethical aspects of your choices)?

- did not achieve any of these task goals
- achieved several of the task goals
- achieved all of the task goals

7. Additional observations or comments regarding the design task experience:

## Appendix T: Self Evaluation - Design Activity 1

Please complete an evaluation of your performance in the design activity you just completed.

1. Your team name:

Team Name \_\_\_\_\_

2. Your name:

*Note:* This will be used only to match with your other feedback.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Use the following scale when responding to the sections below:

1 star = did not do at all

2 stars = sometimes / superficial consideration

3 stars = consistently / thorough consideration

### 3. Collaboration with your team

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 3.1 took charge of completing the task                                 |  |  |  |
| 3.2 contributed ideas about how to approach the task                   |  |  |  |
| 3.3 participated in team decision-making processes                     |  |  |  |
| 3.4 interrupted team discussions when I had something important to say |  |  |  |
| 3.5 asked for help when I needed it                                    |  |  |  |
| 3.6 listened to my teammates   |  |  |  |
| 3.7 expressed disagreement calmly and respectfully                     |  |  |  |
| 3.8 pointed out flaws in teammates' thinking                           |  |  |  |

#### 4. Ethical Thinking

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 4.1 discussed the benefits or harm our solution may cause  |  |  |  |
| 4.2 discussed whether our solution respected employee's basic rights (truth, privacy, safety)            |  |  |  |
| 4.3 discussed whether our solution would treat all employees fairly without favoritism or discrimination |  |  |  |
| 4.4 discussed whether our solution would help the organization (ATA) in a significant way                |  |  |  |

#### 5. Systems Thinking

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 5.1 discussed how employees typically react to change  |    |    |    |
| 5.2 discussed how we might facilitate employee acceptance of our solution (new portion of evaluation tool) |    |    |    |
| 5.3 discussed how our solution might impact various departments within the organization                    |   |   |   |
| 5.4 discussed how our solution might impact work processes at ATA  |  |  |  |
| 5.5 discussed how our solution might impact ATA's products   |  |  |  |

6. Additional observations or comments regarding this design activity experience:

## Appendix U: Participant Description of Design Activity 2

You are now part of marketing for ATA Corporation, and your team must develop a new ad campaign that appeals to one of your market segments. These ads will be placed online in places like Facebook or Google search, so must be short and memorable while marketing the ATA brand.

Your first task: Design an ad for ATA that would appeal to either youth or adults who might use a particular ATA product. Remember that ATA produces and sells athletic and outdoor shoes, backpacks, and accessories. The ad has no required length, but must include language that tells something about the product. Be prepared to explain who it should appeal to, and the ideas behind the words, symbols, characters, or actions incorporated into the ad.

Your second task: Prepare a 5-6 minute presentation that incorporates the following information:

- Description of planning/organization processes for your ad (limit to 1 slide)
- Reflection on human skills utilized/learned (limit to 1 slide)
- Demonstration of project solution (ATA ad)

*Note:* The company and situation in this case study are fictional. The material is intended for teaching purposes and not to demonstrate effective or ineffective management practices.

## Appendix V: Peer / Team Evaluation - Design Activity 2

The questions below ask about individual and team behaviors during the design activity that you just completed. You will be asked to add each team member's name and answer the same set of questions for each of them.

Think only about the team design activity that you just completed--creating an ad --as you respond to the questions.

1. Your team name:

Team name \_\_\_\_\_

2. Your name:

*Note:* This will be used only to match with your other feedback.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

3. Name 3 skills that your team used during this interaction.

**\*\*Note:** repeat questions 4,5 & 6 for each team member.

4. Team member's name:

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Use the following scale when responding to the next sections:

1 star = not at all

2 stars = sometimes

3 stars = consistently

## 5. Team member's collaboration

During this activity, (team member's name):

5.1 took charge of completing the task	★	★	★
5.2 contributed ideas about how to approach the task	★	★	★
5.3 participated in team decision-making processes	★	★	★
5.4 interrupted others during team discussions	★	★	★
5.5 asked for help when they needed it	★	★	★
5.6 listened to teammates	★	★	★
5.7 expressed disagreement calmly and respectfully	★	★	★
5.8 pointed out flaws in teammates' thinking	★	★	★

## 6. Please give a rating for *each team member* individually with respect to the criteria listed below

	Very Poor	0	1	2	3	4	5	6	7	8	9	10	Excellent
6.1 Participation in this activity													
6.2 Contribution to the final product													

## 7. Please give an overall rating of *your team* for the criteria listed below

	Very Poor	0	1	2	3	4	5	6	7	8	9	10	Excellent
7.1 Collaboration													
7.2 Shared contribution from members													
7.3 Time management													
7.4 Quality of our solution or product													

8. What might have improved any of your ratings above?

## Appendix W: Self Evaluation - Design Activity 2

Please respond to the questions below to evaluate your engagement in the design task you just completed. Think only about the team design activity that you just completed—creating an ad—as you respond the questions.

1. Your team name:

Team name \_\_\_\_\_

2. Your name:

*Note:* This will be used only to match with your other feedback.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Use the following scale when responding to the sections below:

1 star = not at all

2 stars = sometimes / superficially

3 stars = consistently when appropriate / thoroughly

### 3. Collaboration

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 3.1 took charge of completing the task                                 |  |  |  |
| 3.2 contributed ideas about how to approach the task                   |  |  |  |
| 3.3 participated in team decision-making processes                     |  |  |  |
| 3.4 interrupted team discussions when I had something important to say |  |  |  |
| 3.5 asked for help when I needed it                                    |  |  |  |
| 3.6 listened to my teammates   |  |  |  |
| 3.7 expressed disagreement calmly and respectfully                     |  |  |  |
| 3.8 pointed out flaws in teammates' thinking                           |  |  |  |

#### 4. Accountability

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 4.1 fully engaged in the design activity during the time allotted                      |  |  |  |
| 4.2 completed any tasks that I volunteered for or that were assigned to me             |  |  |  |
| 4.3 took responsibility for finding any information needed to complete my task(s)      |  |  |  |
| 4.4 worked to make sure my team completed the design activity within the allotted time |  |  |  |

#### 5. Planning / Organization

During this activity, I:

- |  |   |   |   |
|--|---|---|---|
| 5.1 helped to define the task, thinking about needs and interests of the target audience |    |    |    |
| 5.2 assisted with developing a plan of action for task completion                        |    |    |    |
| 5.3 sought feedback from others to improve the end product (ad)                          |   |   |   |
| 5.4 evaluated the final product according to task criteria                               |  |  |  |

Choose how strongly you agree or disagree with the following statements:

## 6. Adaptability

During this activity, I:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
6.1 approached a challenging task willingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 explored resources to help us complete the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 tried something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4 viewed mistakes as an opportunity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 reacted positively to setbacks or criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.6 balanced diverse views and beliefs to reach workable solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 7. Please give an overall rating for the criteria listed below

	Very Poor	0	1	2	3	4	5	6	7	8	9	10	Excellent
7.1 My participation in this activity													
7.2 My contribution to the final product													

8. What might have improved your ratings above?

## Appendix X: Human Skills Workshop Evaluation

Please help us evaluate this workshop by responding to the questions below. This will take approximately 10 minutes of your time. Your feedback will be very valuable to us for improvement of future educational sessions.

1. Please rate the usefulness of the following sessions:

	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful
a. Session 1 - What are human skills & Why do they matter?	<input type="radio"/>				
b. Session 1 - Defining skills from the MIT J-WEL Human Skills Matrix	<input type="radio"/>				
c. Session 1 - Self-assessment of skills	<input type="radio"/>				
d. Session 2 - ATA Case Study - Interaction with Jo Narano	<input type="radio"/>				
e. Session 2 - ATA Case Study - Interaction with SJ Jones	<input type="radio"/>				
f. Session 2 - ATA Case Study - Interaction with Pat Montgomery	<input type="radio"/>				
g. Session 2 - ATA Case Study - Design Task 1 (revise employee evaluation framework)	<input type="radio"/>				
h. Session 3 - ATA Case Study - Design Task 2 (create ad)	<input type="radio"/>				
i. Session 4 - Project presentations	<input type="radio"/>				
j. Session 4 - Receiving feedback from peers and workshop personnel	<input type="radio"/>				
k. Session 4 - Initiating a personal growth plan	<input type="radio"/>				

2. Please tell us how confident you are to do the following:

	Not confident at all (0%)	A little confident (25%)	Moderately confident (50%)	Very confident (75%)	Extremely confident (100%)
a. Describe human skills and attributes needed to succeed in the workplace of today and the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Identify my tendencies for 5 skills/attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Recognize when skills or attributes are needed in work experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developing a personal growth plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How likely are you to pursue additional information about skills or attributes you learned about/practiced?

- Extremely unlikely
- Somewhat unlikely
- Neither likely nor unlikely
- Somewhat likely
- Extremely likely

4. What are you taking away from this experience? In other words, what did you learn that has influenced your thinking about skills or attributes needed for your future work?

5. What information from the workshop was new to you? What surprised you?

6. Pick one session from the workshop that was very helpful to you. What made it work well?

7. Pick a session that you thought could use improvement. What should be changed?

8. What additional information about this topic would be helpful to you at this point?

9. Additional Comments:

## About J-WEL Workforce Learning

J-WEL Workforce Learning (<https://jwel.mit.edu/workforce-learning>) works with its members and other cooperating institutions to rethink the process of workforce learning -- to provide the right skills to the right people at the right time, at scale. For corporations, we conduct research and experiments that help chief learning officers and other business executives to innovate the way they train workers and develop talent in their organizations. For individuals, we seek to provide research-driven advice, right-sized learning, and tools that can help them make their individual competencies evident to potential employers. For governments and non-profit institutions, we seek to conduct pilot programs and build research-driven tools to improve workforce learning and job readiness for underserved segments of society. To learn more about our efforts, contact Faculty Advisor George Westerman at [georgew@mit.edu](mailto:georgew@mit.edu) or Assistant Director Susan Young at [susany@mit.edu](mailto:susany@mit.edu)