

Client Life Skills Complimentary Copy Set for Human Services Staff

Building Client Life Skills Overview

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Building Client Life Skills

Leadership Skill

Strengthening

1. The Strength Perspective

- A. I am discovering, embellishing, and capitalizing on my clients' strengths and resources in the service of assisting them to their goals, dreams, and social freedom.
- B. I am seeking to optimize the ingenuity, creativity, courage and common sense, of both my clients and myself. This is a collaborative joint-venture.
- C. I am honoring the innate wisdom of the human spirit, the inherent capacity for transformation of even the most humbled and abused.
- D. I am asking these customer-service type of questions:
 - 1. To what extent are clients consulted about matters pertinent to them?
 - 2. What do they want?
 - 3. What do they need?
 - 4. How do they think they can get it?
 - 5. How do they see their situation - problems as well as possibilities?
 - 6. What values do they want to maximize?
 - 7. How have they managed to survive thus far?

2. The Lexicon of Strengths

- A. Empowerment - The strengths of individuals and communities are renewable and expandable resources. Furthermore, the assets of individuals almost always lie embedded in a community of interests and involvement.
- B. Membership - To be without membership is to be alienated, to be at risk for marginalization and oppression. People need to be citizens, responsible and valued members of a community.
- C. Resilience – As a rule, people do rebound from serious trouble. Resilience is the continuing growth and articulation of capacities, knowledge, insight, and virtues derived through meeting the challenges of one's world, however chastening.
- D. Healing and Wholeness - The inborn facility of the body and the mind to regenerate and resist when faced with disorder, disease, and disruption. Healing also requires a beneficent relationship between the individual and the larger social and physical environment.
- E. Dialogue and Collaboration - Dialogue requires empathy, identification with, and the inclusion of other people. Collaboration is more specific. When we work together with clients, we become their agents, their consultants, stakeholders with them in mutually crafted projects.

3. Principles of the Strengths Perspective

- A. Every individual, group, family and community has strengths. "While it may be hard at times to invoke, it is essential to remind oneself that the person or family in front of you and the community around you possess assets, resources, wisdom, and knowledge that, at the outset, you probably know nothing about.
 - 1. I am discerning those resources, involving them for reversing misfortune, countering illness, easing pain, and reaching goals.
 - 2. I am genuinely interested in, and respectful of, clients' stories, narratives, and accounts, the interpretive slants they take on their own experiences.
 - 3. I assume that they know something, have learned lessons from experience, have hopes,

Building Client Life Skills

have interests, and can do some things masterfully. These may be obscured by the stresses of the moment, submerged under the weight of crisis, oppression, or illness but, nonetheless, they exist and abide.

- B. Trauma and abuse, illness and struggle may be injurious but they may also be sources of challenges and opportunity. The Wolins (1993) point out that the "damage model" of development so prevalent in today's thinking only leads to discouragement, pessimism, and the victim mind set.
- C. Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously. Too often, professionals assume that a diagnosis, an assessment, or a profile sets the parameters of possibility for their clients.
 - 1. I see client's promise and possibility and respect their hopes, visions, and values.
 - 2. I believe that emotions have a profound effect on wellness and health activating the inner pharmacopeia, those chemicals that relax, help fight infection, and restore. When people believe that they can recover, that they have prospects, that their hopes are palpable, their bodies often respond optimally.
- D. We best serve clients by collaborating with them. The role of "expert" or "professional" may not provide the best vantage point from which to appreciate clients' strengths and assets.
 - 1. I am a collaborator, a consultant; an individual clearly presumed, because of specialized education and experience, to know some things and to have some tools at the ready, but definitely not the only one in the situation to have relevant, even esoteric, knowledge and understanding.
 - 2. I am connecting to clients' stories and narratives, their hopes and fears, their wherewithal and resources rather than trying to stuff them into the narrow confines of a diagnostic category or treatment protocol.
- E. Every environment is full of resources. To communities that seem to amplify individual and group resilience, there is awareness, recognition, and use of the assets of most members of the community.

Discussion:

What new idea did you read about?

What would you like to implement?

Who else needs to know about this material?

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Tasking

Leadership Skill

When working out projects with your client the following may serve as a guide

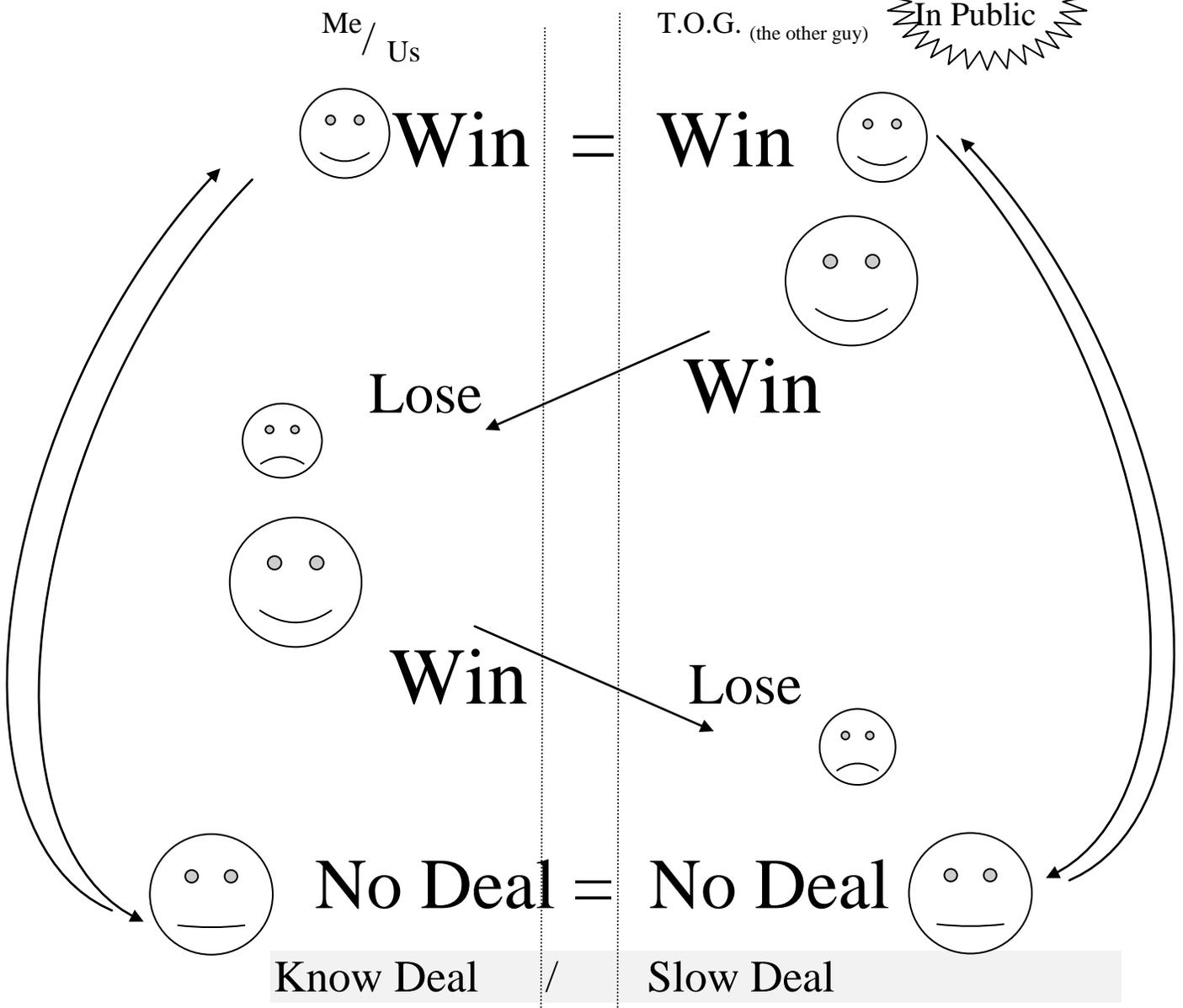
1. **Enlist** Client Commitment to carry out a specific task.
2. **Partialize** the Details of carrying out the task.
3. **Anticipate** and **Recognize** obstacles that may be encountered.
4. **Rehearse** or Practice the behaviors involved in carrying out the task.
5. **Support** the Plan of task implementation; Conveying both encouragement and expectation that the client will carry out the task.
6. **Follow-Up:** Maintaining Focus and Continuity

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Employability Skill

WIN-WIN Negotiating Map

TOG is 1st
In Public



- Values
- Beliefs
- Feelings
- Time

- Values
- Beliefs
- Feelings
- Time

I'm 1st In
Private

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Employability Skill

Believing

Old Battering belief:

I am too: ugly / fat / poor / stupid / gullible / rigid / young / old / tall / short / messed up/
other: _____ to be very successful.

They are too: ugly / fat / poor / stupid / gullible / rigid / young / old / tall / short /
messed up/ other: _____ to be very successful.

Quickly! Write a New BETTERING Belief to counter act the above battering belief:

Old Battering belief:

I don't have enough: time / talent / will power / education / money / friends /
connections / other: _____ to achieve excellence.

Change the Bad Belief NOW! Not another minute will it rule you! Write a New
BETTERING Belief to counter act the above battering belief:

Old Battering belief:

It's Too hard for me to: make friends / get organized / make money / save money / be
on time / communicate / lose weight / budget / study / exercise / diet // other:

Attack the Bad Belief NOW! Write a New BETTERING Belief to counter act the above
battering belief:

Building Client Life Skills

Employability Skill

Interviewing

7-11Rule: In an interpersonal setting we make ___ assessments about each other in just ___ seconds

Quality	In other words...	My Rating 1(poor)-5(great)
1 Clean?	Daily grooming (shower, hair, teeth, clothes neat)	
2 Attractive?	Approachable, comfortable,	
3 Credible?	Believable? Taken seriously?,	
4 Knowledgeable?	Prepared? Done your homework?	
5 Responsive?	Tuned in? Interactive? Interested?	
6 Friendly?	Kind? Pleasant? Smiling? Eye-contact? Posture? Good Handshake?	
7 Helpful?	Meeting needs? Supportive?	
8 Empathetic?	Aware of the other person? Sense their feelings? Able to interact?	
9 Safe?	Contributing to a safe exchange? Non-threatening. Non-intimidating? Bridge-builder? Positive? Appropriate?	
10 Confident?	Self-assured? At peace? Secure?	
11 Professional?	All of the above. Clear boundaries? Trustworthy? Truthful? Clear communication.	

I will especially work on...

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Learning/Education Skill

Styling

Personality Styles

In the spaces provided below rate each term which is **MOST** = (4) like you to what term is **LEAST** = (1) descriptive of you. Number each word with a **4,3,2, or 1**. Use all 4 numbers on each row. Sub-Total each of the columns then total the 4 sub-totals across. The sub-totals should equal 100+/-.

A	B	C	D
___ Determined	___ Carefree	___ Adaptive	___ Analytical inquisitive, systematic
___ Productive	___ Relational people-person	___ Dependent want others to lead	___ Reflective
___ Optimist it'll all work out	___ Idealist dreamer, beyond facts	___ Realist give me facts, not dreams	___ Perfectionist
___ Domineering	___ Impulsive	___ Indecisive	___ Skeptical
___ Result-oriented	___ Approval oriented want others happy	___ Compromising	___ Artistic
___ Insensitive	___ Undisciplined	___ Spectator	___ Rigid
___ Organized	___ Free-Wheeling easy-going, flexible	___ Cooperative	___ Creative
___ Practical	___ Emotional	___ Loyal	___ Moody
___ Volatile	___ Restless	___ Stubborn	___ Judgmental
___ Efficient	___ Expressive	___ Conservative	___ Sensitive
=====+	=====+	=====+	=====+ = 100

Sub-total each column. Write in corresponding boxes below.

		Extrovert			
PEOPLE	Persuasion	Fun-loving, Peacock		First, Eagle	Get it Done TASK
		<p>Strengths: Talkative, Outgoing, Enthusiastic, Friendly, Warm, Carefree, Compassion, Personable, Persuasive</p> <p>Weaknesses: Can be---Unstable, Restless, Egocentric, Undisciplined, Fearful, Exaggerates, Weak-willed, Loud, Non-Trustworthy</p>	B= ___	<p>Strengths: Very independent, Result oriented, Pragmatic, Utilitarian, Questions Status Quo, Problem Solver, Critical Thinker, Determined, Persistent, Organized, Logical, Endless Ideas, Opinionated, Decisive, Confident, Stable, Manages trouble.</p> <p>Weaknesses: Can be---Angry, Unsympathetic, Cruel, Self Sufficient, Emotionally Immature, Distrustful of others, Ruthless, Pride, Reluctant to admit wrong or weakness.</p>	
	Peace	Friendly, Dove		Feeler, Owl	Do it right
		<p>Strengths: Calm, Dependable, Easy-Going, Efficient, Conservative, Practical, Stable, Sympathetic</p> <p>Weaknesses: Stingy, Indecisive, Spectator, Selfish, Unmotivated, Fearful, Compromising, Cautious</p>	C= ___	<p>Strengths: Gifted, Analytical, Sensitive, Perfectionist, Aesthetic (eye for beauty), Loyal, Idealistic, Self-sacrificing</p> <p>Weaknesses: Moody, Negative, Self-centered, Unsociable, Impractical, Rigid, Revengeful, Theoretical</p>	
		Introvert			

Building Client Life Skills

Learning/Education Skill

Learning

Visual Learners: learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners: learn through listening...They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinesthetic Learners: learn through , moving, doing and touching...They learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Interactive Learning Styles Test

Everybody has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. Through identifying your learning style, you will be able to capitalize on your strengths and improve your self-advocacy skills. Here is a way to help you get started:

Directions: Place a check in all the boxes that describe you. The list with the greatest number of checks is your dominant learning style.

1 - Tactile learner

- reaches out to touch things
- collects things
- talks fast using hands to communicate
- fidgety (e.g. tapping pen, playing with keys)
- good at sports
- takes things apart, puts things together
- prefers to stand while working
- likes music in the background while working
- enjoys working with hands and making things
- likes to chew gum or eat in class or working
- learns through movement and exploring the environment around them
- may be considered hyperactive
- good at finding their way around
- comfortable touching others as a show of friendship (e.g. hugging)
- prefers to do things rather than watching a demonstration or reading about it in a book

2 - Visual learner

- asks for verbal instructions to be repeated
- watches speakers' facial and body language
- likes to take notes to review later
- remembers best by writing things down several times or drawing pictures and diagrams
- good speller
- turns the radio or T.V up really loud
- gets lost with verbal directions
- prefers information presented visually
- skillful at making graphs, charts, & other visuals
- can understand and follow directions on maps
- feels the best way to remember something is to picture it in their head
- follows written instructions better than oral ones
- good at solving jigsaw puzzles
- gets the words to a song wrong
- good at the visual arts

3 - Auditory Learner

- follows oral directions better than verbal ones
- rather listen to a lecture than read the material
- understands better when reads aloud
- struggles to keep notebooks neat
- prefers to listen to the radio than read a paper
- frequently sings, hums or whistles to themselves.
- dislikes reading from a computer screen especially when the backgrounds are fussy
- when presented with two similar sounds, can tell if sounds are the same or different
- requires explanations of diagrams, graphs, or maps
- enjoys talking to others
- talks to self
- uses musical jingles to learn things
- would rather listen to music than view a piece of art work
- uses finger as a pointer when reading
- likes to tell jokes, stories and makes verbal analogies to demonstrate a point

Building Client Life Skills

Life Planning Skill

Prioritizing

	Urgent	Not so Urgent
Important	<p>1 Activities</p> <p>Crises Pressing Problems Deadline driven activities</p> <p>Some... Interruptions, Calls, Mail, Reports, Meetings</p>	<p>2 Activities</p> <p>Prevention Relationship building, networking Recognizing new opportunities Planning Vision Self-investment, Self Help Recreation: Mind, Body, Social, Spirit</p>
	Not so	<p>3 Activities</p> <p>Proximate, pressing matters Popular activities</p> <p>Some... Interruptions, Calls, Mail, Reports, Meetings</p>

1. Some things are Urgent and Important as in Box 1. Others are NOT Urgent but still Important--see Box 2. Then there are activities that are not as Important but seem Urgent as in Box 3. Finally, there are activities that are neither Urgent or Important as in Box 4.
2. Box 2 is thought to be a very important and often gets neglected. Why do you think this is so?
3. What can you learn about yourself from this chart?
4. What changes would you like to make in your time management as a result of what you've seen here?

Building Client Life Skills

Flexing

Life Planning Skill

	Can Control	Can't Control
Action	1. Mastery is taking action on things you can control.	2. Ceaseless striving is trying to make an impact on things beyond your control.
No Action	3. Giving up is not taking action when you can control parts of a situation.	4. Letting go is not trying to influence things beyond your control.

Which two would you consider healthy responses? Why?

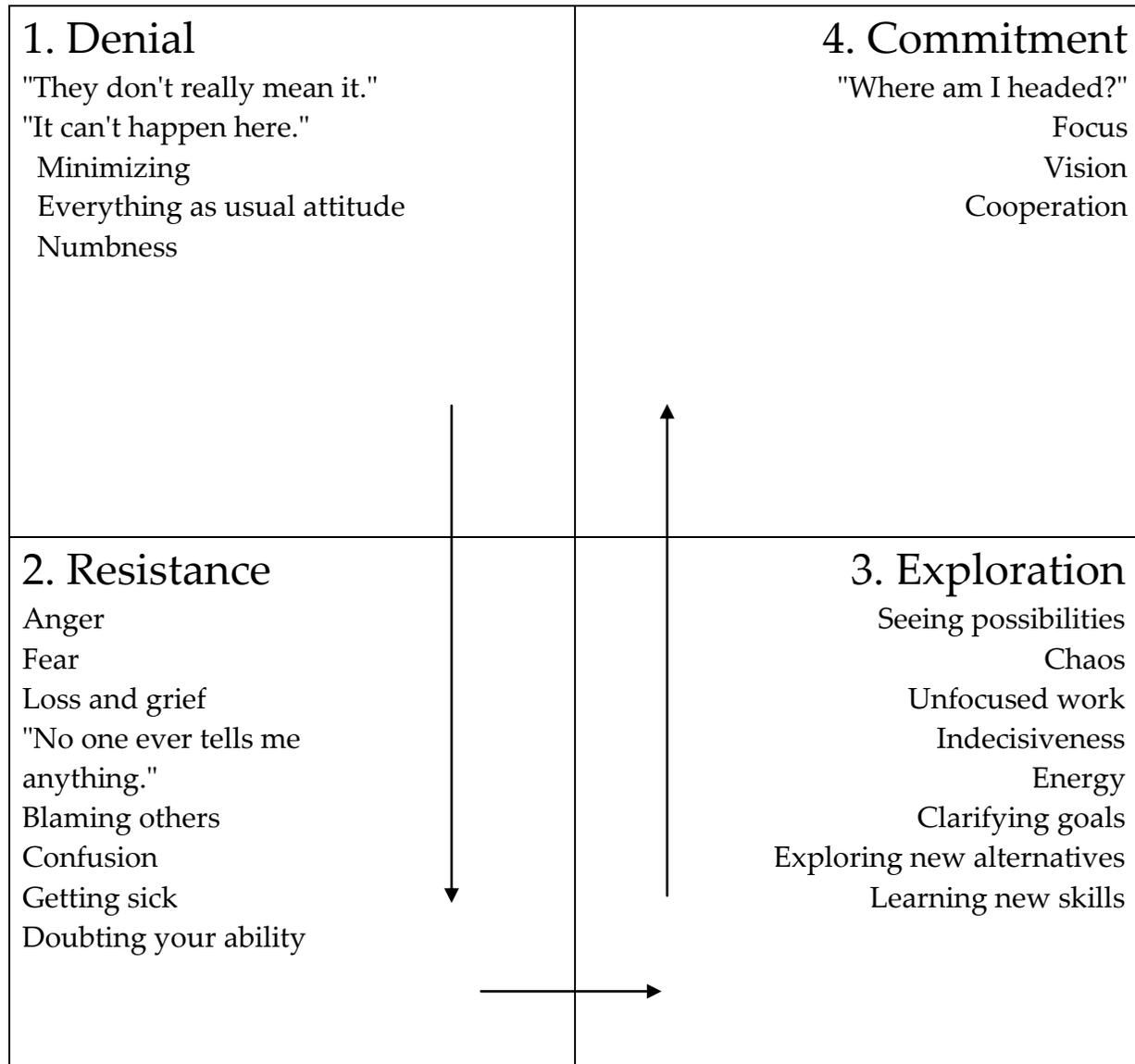
Which two are not so healthy? Why?

What helps you from this chart?

Building Client Life Skills

Changing

Life Planning Skill



Change takes time. People have to pass through the four boxes to move from denial and resistance to exploration and commitment. Where are you in this process?

Building Client Life Skills

Solving

Life Planning Skill

I. Identify the problem.

What is problem?

Is there more than one problem?

Pick just one to work on. Write it down here:

II. Set a goal or objective.

Describe what success in dealing with this problem would look like:

III. Generate solutions to the problem.

Brainstorm as many solutions to the problem as you can think of? Silly and wild solutions are okay they will help your mind play and come up with more ideas!

IV. Evaluate solutions.

Look over all your solutions above and pick one to aim for.

V. Develop an action plan .

Make your solution a reality.

What is my first step?

When will I start?

When will I finish?

What help do I need? .

VI. Evaluate your action plan.

How did it go?

Good? Select a new problem (Repeat I-VI)

Not so good? Pick another solution (repeat III-VI)

Building Client Life Skills

Life Planning Skill

Journaling GRATITUDE JOURNAL

How-to Guidelines: Enter daily any one of the following:

1. Five things that you are grateful for, or
2. Five things that were wonderful or fun today, or
3. Five things you like or love about yourself or any family member or friend

Example

June 23

Dear Gratitude Journal,

Today I am grateful for the ability to see.

I am grateful for the beautiful sunrise.

I'm grateful that my car is running.

I am grateful for all the safe drivers on the road.

I am grateful that I was able to eat and digest my food.

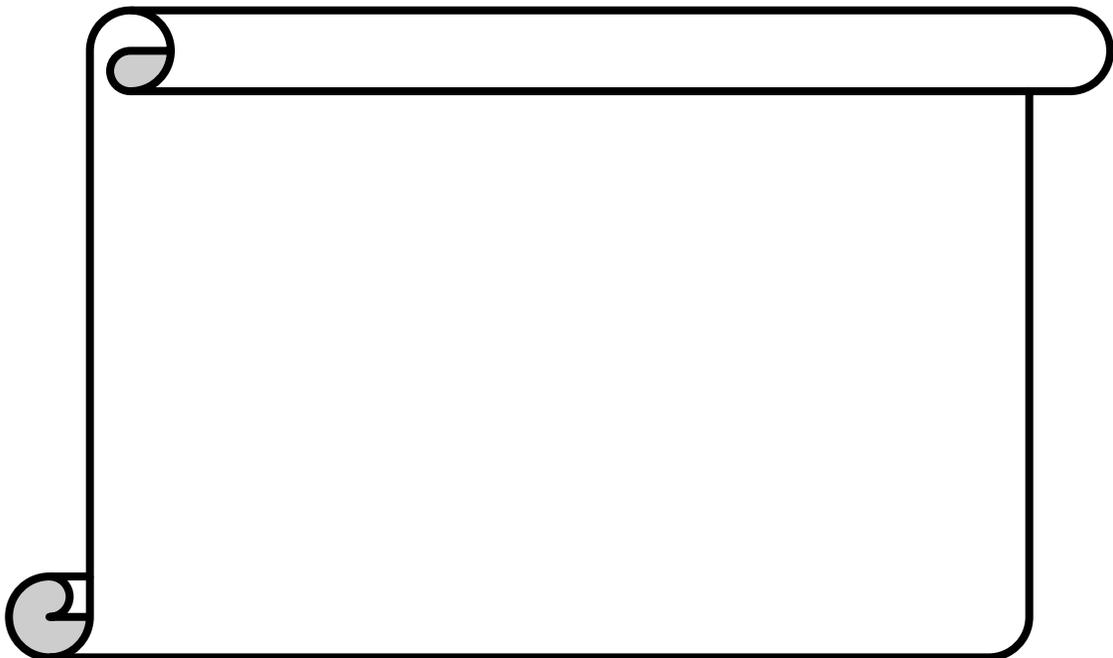
Thank you.

Sincerely,

Sally

This is a way of lifting the spirit. Try it individually and/or with others in your household or co-workers. It a wonderful way to lift the entire family or an office.

Your Turn: Right now, following the guidelines above, write a quick Gratitude Journal entry for today, or this past week.



Building Client Life Skills

Financial Skill

Financing

Historical Analysis

Think of money making attempts have you tried recently and clear back to when you were a kid (Include jobs, investments, lemonade stands, garage sales, joint ventures with others, your own business, etc.). List them below and give them a success rating

Money making attempt	Rating of Success					Reason for success or failure
	None	Little	Good	Great	Super	

What can you observe about your failures?

What are your financial success traits?

What can you learn from your history?

What's your next plan?

THE WEALTH ROBBERS

1. Poor attitudes about money.
2. Not making abundance a priority
3. Lack of effective strategies.
4. Failure to consistently follow your plan daily.
5. Relying on experts to tell you what to do.
6. Financial complacency - too comfortable.
7. Allowing financial problems to turn into financial ruin.

Resource: Anthony Robbins, Personal Power.

Building Client Life Skills

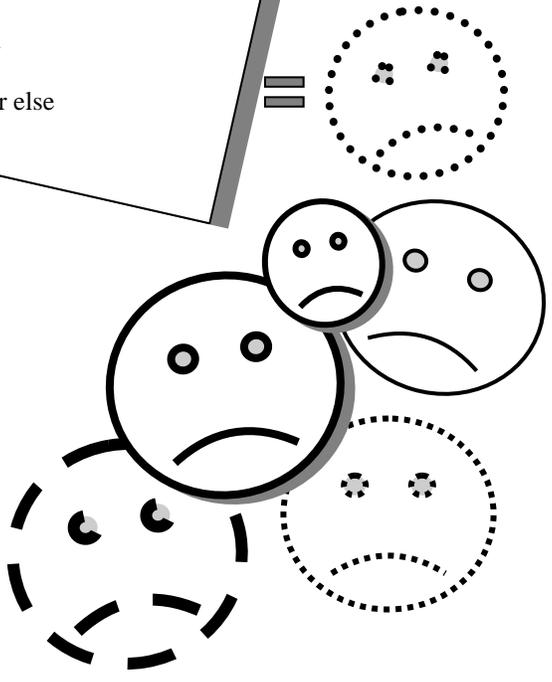
Talking

Social/Civic Skill

ROLES:
 Men
 Women
 Bosses
 Workers
 People
 Rich
 Poor
 Husband
 Wife
 Children
 You
 Me
 Them
 We

RULES
 Should (n't)
 Ought to
 Must
 Have to
 Need to
 Supposed
 Gotta
 ...better or else

**TEND TO
 RUIN
 RELATIONSHIPS**



If you saying something positive use YOU and their NAME!



With negative's use ME and I messages!

LOVE WORDS
 Want to
 Hope to
 Like to
 Love to
 CHOOSE TO!!

Building Client Life Skills

Social/Civic Skill

Listening

"Listening well is an exercise of attention and by necessity hard work. It is because they do realize this or because they are not willing to do the work that most people do not listen well" ---M. Scott Peck

The best listener I had growing up was _____ a specific way I knew they were good at listening was because _____

I struggle with listening to others when _____

Others struggle with listening to me sometimes because _____

Others think I am a good listener when I _____

Three keys to listening to someone who is hurt or hostile.

Key A. Paraphrasing:

Step 1. After the person has talked a while try to say back to them what they are saying to you. Be careful with your tone or voice and wording. Try not to put your twist on what they said, just try to repeat it back to them.

Step 2. Ask them if they think you are hearing them. Ask: "Is that what you are saying?"

Step 3. If they say yes then move on to the next Section (B.) If they say no then ask them what part you missed, and ask them to please repeat that part and repeat Steps 1-3 until they say you've heard them.

Then go to Section B.

Key B. Validate

After they say you've heard them simply say, "That makes sense to me."

Key C. Empathize

In this step you are trying to feel their feelings with them. If you've listened closely you might already know one or two of their feelings such as Hurt, Anger, Embarrassed, Judged, Left, Sad, Tricked. If you think you know go ahead and say to them: "In light of what you shared you must be feeling _____ and _____. If you don't know ask them how they felt.

"Hearing what someone says and feels helps build a bridge for further communication."

Building Client Life Skills

Social / Civic Skill

Resolving

Try "PATs" for Resolving People Challenges

Problem?

What's actually happening?

How does that effect me?

Attempted?

What's been done so far?

How did it work?

Try?

What could I do with him/her/them?

What could I do for me?

So?

How did my new behavior serve me?

What results do I see?

What next?

Building Client Life Skills

Social/Civic Skill

Belonging

My Support Network

Who Helps? Who Hurts?



Emotional Support
Listen



Work Support
Teach



Reality Support
Truth



Instrumental Support
Do



Me



Social Support
Play



Work Challenge
Growth



Emotional Challenge
Stretch



Psychological Support
Discernment



Work Appreciation
Affirmation

Building Client Life Skills Tooling

Environmental

Screwdrivers: Slotted



and Philips head.



Pliers slip-joint pliers needle-nose pliers



Wrenches adjustable and a pipe wrench, will come in handy.

Hammer



Hacksaw



Utility Knife



Level



Tape Measure



Cordless Drill/Driver



Plunger



Safety Glasses



Work Gloves



Duct Tape

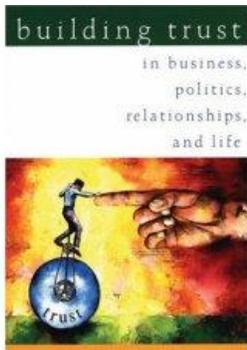


Super Glue



Building Client Life Skills Parker's Favorite Books

View Parker's UCD Center classes menu website: www.sealegsforsuccess.com - speaking



Robert Solomon & Fernando Flores

