

LIFE SKILLS: PERSONAL RELATIONSHIP SKILLS

PROFILE OF TRAINING MASTERY

Instructor: _____ Date: _____

Program: _____

School: _____ Grade: _____

Name: _____ Soc. Sec. No. _____

Address: _____ Phone: _____

In Case of Emergency, Contact: _____

Address: _____ Phone: _____

Allergies/Disabilities that might require special accommodation for training (please specify):

**The above information can be used for school records and/or to ensure safety of students.
This confidential information is not to be released to employers or the general public.**

Date of Enrollment: _____ Date of Withdrawal: _____

Date of Completion: _____ Total On-the-Job Training Hours: _____

Total Class Hours: _____ Total Lab Hours: _____

Total Hours Tardy: _____ Total Hours Absent: _____

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment Job Title Supervisor's Name

Address of Employer Phone

Duration of Employment Job Title Supervisor's Name

Address of Employer Phone

Use of This Document

This document can be used to record information about the student and skills mastered. This information is useful in documenting student progress during training and in providing information about the student's qualifications to potential employers and/or for entry into advanced training programs. Instructors using these materials are authorized to reproduce this document as required for use in their training programs.



SPECIFIC JOB COMPETENCIES

INSTRUCTOR:

As each competency is mastered, place your initials and the date in the blank on the left.
This will verify that the student can perform the skill with a minimum of supervision.

UNIT 1 — BUILDING PERSONAL RELATIONSHIPS

- _____ 1. Identify qualities of successful friendships.
- _____ 2. List ways to meet people.
- _____ 3. Recognize possible problems in relationships.
- _____ 4. Define forms of abuse and harassment in relationships.
- _____ 5. List ways to improve relationships.
- _____ 6. Examine traits of your personality and character. (Assignment Sheet 1)
- _____ 7. Identify ways to be a better friend. (Assignment Sheet 2)

UNIT 2 — DEFINING MARRIED AND SINGLE LIFESTYLES

- _____ 1. Identify developmental tasks associated with early adulthood and marriage.
- _____ 2. Identify characteristics of people who live single lifestyles.
- _____ 3. Compare lifestyles of married and single people. (Assignment Sheet 1)
- _____ 4. Determine the relationship of lifestyles and work. (Assignment Sheet 2)
- _____ 5. Identify factors that affect the choice of a companion.
- _____ 6. Distinguish between infatuation and mature love.
- _____ 7. Distinguish between positive and negative reasons to choose marriage.
- _____ 8. Match characteristics of marital readiness to their descriptions.
- _____ 9. Select purposes of an engagement period.
- _____ 10. Distinguish between positive and negative reasons for having children.
- _____ 11. Discuss basic characteristics of parent readiness.
- _____ 12. Evaluate personal readiness for parenthood. (Assignment Sheet 3)
- _____ 13. Distinguish among areas of marital counseling.
- _____ 14. Define adjustment stages individuals experience after a divorce.

UNIT 3 — DEVELOPING LEADERSHIP SKILLS

- _____ 1. Identify skills of effective leaders.
- _____ 2. Assess personal leadership skills. (Assignment Sheet 1)
- _____ 3. Identify characteristics of effective leaders.
- _____ 4. Assess personal leadership characteristics. (Assignment Sheet 2)
- _____ 5. Describe types of leadership styles.
- _____ 6. Determine your leadership style. (Assignment Sheet 3)
- _____ 7. Identify responsibilities of a leader in a small group.
- _____ 8. Determine responsibilities in different situations. (Assignment Sheet 4)
- _____ 9. Identify negotiation guidelines.
- _____ 10. Identify guidelines for resolving conflict.
- _____ 11. Apply negotiation guidelines to specific situations. (Assignment Sheet 5)

Student ratings on specific competencies evaluated during the course are available upon student's written request and/or by calling the instructor. Parent's or guardian's signature is necessary if student is under 18 years of age.

UNIT 4 — USING ETIQUETTE AND GOOD MANNERS EVERY DAY

- _____ 1. Distinguish among styles of meal service.
- _____ 2. Identify types and techniques of table settings.
- _____ 3. Discuss the relationship of dining etiquette to success in the workplace.
- _____ 4. Select from a list guidelines for good table manners.
- _____ 5. Identify proper dining etiquette when using formal table settings.
- _____ 6. Complete a list of guidelines for proper restaurant etiquette.
- _____ 7. Set and clear a table. (Job Sheet)
- _____ 8. State guidelines for introducing yourself and others.
- _____ 9. State guidelines for carrying on a casual conversation.
- _____ 10. Practice introductions and casual conversation. (Assignment Sheet 1)
- _____ 11. State guidelines for using e-mail.
- _____ 12. List guidelines for using the telephone.
- _____ 13. State guidelines for using a cell phone responsibly.
- _____ 14. List opportunities for staying in touch with people.
- _____ 15. List guidelines for writing thank-you notes.
- _____ 16. Write thank-you notes. (Assignment Sheet 2)
- _____ 17. List opportunities for using good manners every day.
- _____ 18. List guidelines for tipping.