



W A S A T C H  
CAPS

INDUSTRY | EDUCATION | COMMUNITY

# PROFESSIONAL SKILLS

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# Professional Skills

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# Introduction

At Wasatch CAPS our mission is: “To inspire students to find their passion and acquire essential 21st century skills through strategic partnerships with education, industry, and community.”

The purpose for creating this booklet is to assist both finding passion and obtaining these essential professional skills.

## GOALS

Upon completion of each section, you will be able to finish an assortment of exercises which will help you acquire the skills essential to success in today's economy. Most of these exercises will benefit you in several areas. For instance creating a meeting agenda will help with your communication, productivity, and leadership.

## INSTRUCTIONS

For each Professional Skill Module, you will be responsible for:

- Reading through the material
- Finishing all of the goals
- Keeping your own portfolio of each of the exercises.

## USING THE BOOKLET

Please feel free to write, draw, highlight, or mark up this booklet as you desire - anywhere in the booklet. There are also lines or areas designated on most pages (indicated by "Notes:") for you to write in thoughts or ideas that will come up as you discuss topics as a class, work on different exercises, or through your project experiences. Writing these thoughts down will make it easier for you to remember those lessons in your future.

- Several of the ideas, design, and concepts for this booklet were taken from the "Professional Skills" developed by Northland CAPS in Kansas City, MO.

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## ESSENTIAL PROFESSIONAL SKILLS



Communication



Problem Solving



Productivity



Collaboration



Creativity



Adaptability



Initiative



Social Skills



Leadership



Research

“It is almost universally acknowledged that in order to succeed in the 21st century, students must learn much more than the “three Rs” and basic computer competency.”

- Dr. Cat McManus





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# PROFESSIONAL SKILLS:

## Module #1 - The Basics

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## GOALS

- Sign Handbook Agreement Form
- Read through the entire module
- Give a 30-second elevator speech
- Send an introductory professional email (CC: your instructor)
- Check your social media presence
- Create a team scrum board
- Prepare a meeting agenda
- Present your background knowledge
- Define your passion project

## DEVELOPING YOUR 30-SECOND ELEVATOR SPEECH

A 30-second commercial or “elevator speech” is a thorough, but concise way for you to introduce yourself to CAPS clients, mentors, instructors or other visitors. Your goal is to develop a 30-second elevator speech as a way of making a positive first impression with confidence. You will be evaluated based off of information given, being concise yet non-robotic, and confident.

There will be times when you meet someone who may not be familiar with CAPS. Be prepared to concisely describe the program as well. This might be your chance to recruit a future client for CAPS!

## ELEVATOR SPEECH TEMPLATE

My name is \_\_\_\_\_

I am a junior / senior at Wasatch High School and am enrolled in the CAPS \_\_\_\_\_ course.

I am looking forward to studying in the field of \_\_\_\_\_ and specializing in \_\_\_\_\_.\*

Add a personal note to CAPS - what project you are on, and who your client is. What is your end goal on the project?

\*If you need to discuss CAPS: Wasatch CAPS - the Center for Advanced Professional Studies immerses students in professional environments where students work in collaborative teams to complete real-world industry projects while being mentored by industry professionals.

"We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it's hard for them to create focus, energy, and passion around the points they want to make."

- Mike Summers

## TOP 10 PROFESSIONAL ETIQUETTE TIPS

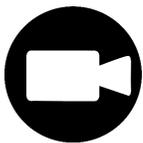
Notes:

There are a variety of essential skill fundamentals that are essential to proficient communication and professional interaction. Carefully review the following and begin incorporating these ideas into your daily CAPS routine.



### 1. FACE TO FACE

When introducing yourself it is important to make eye contact and extend your hand to initiate a firm handshake. Use active listening skills like eye contact, smiling, and head nodding to show your interest. Also, ask relevant questions about his/her profession



### 2. VIDEO CONFERENCING

Video conferencing has become a norm in professional world. Be on time (set an alarm to remind you a few minutes early). Limit distractions - find a quiet place and a not distracting background. Turn on your camera. Mute yourself when you join or are not speaking. Wear appropriate clothes. PARTICIPATE (don't multitask).



### 3. EMAIL

Use your school or professional email to contact and interact with any business professional at CAPS. Do not use any email accounts with inappropriate addresses.

- Use a descriptive subject line (professionals get a lot of emails everyday), i.e. “CAPS Meeting Items for Thursday”.
- Start with a greeting. “Dear Mr./Ms./Mrs. \_\_\_\_\_,” (Mrs. is correct for a married woman, Ms. can be used if unsure or for a woman married *or* single)
- Be clear and concise.
- Close your email. (i.e. “Thank you again for your time, Sincerely, John Doe”)
- Check your email three times each day, in the morning, mid-day, and at the end of your school day. Many business professionals expect a response the same day.
- Respond to any email within 24 hours. Always respond, even if it is just to say, “Thank you for getting back to me.”
- Think about who you should copy on your email communications. *Always copy your team and instructor (CC:).*
- Only use BCC if sending an informational email to a large group you would not like everyone to be able to respond to the entire group.
- Proof read your email before clicking “send”. Use complete sentences and avoid abbreviations that you might use when texting.

Email format example:

Send	To...	joan.smith@company.com
Account	CC...	
	Bcc...	
Subject: Thank You - Assistant Account Executive Interview		

Dear Ms. Smith,

It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency.

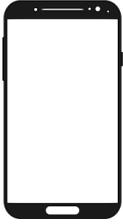
The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,  
Jane Jones

Jane Jones  
janejones@gmail.com  
(555) 555-5555



## 4. CELL PHONES

When meeting with a client, mentor or other professional, turn your cell phone to silent and put it away. Keep your cell phone turned off during guest speaker presentations.



## 5. TEXT MESSAGES

Create a group text with fellow students, your client, and your instructor. You are expected to text your instructor with schedule changes. Communicate to your team often, and be responsible if you are going to be gone. Be thoughtful about the time of day when texting.



## 6. PHONE CALLS AND VOICEMAIL

When calling a client, mentor, or any other professional, prepare for the call by discussing the purpose of the call. Before picking up the phone, smile. Be concise and to the point. Be honest about who you are and why you are calling. Use good listening skills (summarize) and do not interrupt the person with whom you are talking.

Calling Steps:

- Prepare. Write down a list of objectives or questions and be ready to take notes during the call.
- Begin with an introduction, (“Hi, is this (their name), this is (your name) with Wasatch CAPS”).
- Next, tell them your purpose, “I was calling you about \_\_\_\_\_.”
- Thank them for their time and end the call.



## VOICEMAIL

Set up a professional voice mail message that callers will hear if you are on the phone or if your cell phone is turned off.

- “Hi, you’ve reached the cell phone of Holly Smith, I’m sorry I missed your call. Please leave me a message and I’ll be happy to return your call. Thank you.”

Be timely and check all voice mail messages you receive.

If you are making a call and it goes to voice mail - *leave a professional message - do not hang up*. Include all pertinent information in your message and speak clearly.

- “Hi Dr. Jones, this is Holly Smith from Wasatch CAPS medical course. I’d like to set up an informational interview at your convenience. You can reach me at 555-555-5555 or I am happy to call you again tomorrow. Thank you.”



## 7. SOCIAL MEDIA PRESENCE

Now that you are enrolled in Wasatch CAPS, you have entered the professional world. It is a good time to review your social media presence. As you work with business partners and later pursue an internship, college, or career options recruiters and human resource departments will likely be looking at your social media footprint. Think about your account from the perspective of a potential employer. Wasatch CAPS recommends you review all of your social media accounts (every 6 months) and clean them up.



## 8. TIMELINESS

Always be early for any appointments, meetings or guest speaker engagements. Use the calendar function in your email to keep track of your appointments and meetings (as well as reminders).

"There is no such thing as failure, only learning experiences."

- Anonymous



## 9. GRATITUDE

Being a grateful person will make you more pleasant to be around and tends to make people happier with themselves. Begin to develop gratitude by expressing your gratitude to those around you.

One of the ways you can express gratitude at CAPS is by recognizing the work that others do. This includes team mates, clients, mentors, guest speakers, etc. It has been said that Ronald Reagan during his presidency kept a sign in his office that said, "It is amazing what you can accomplish if you don't care who gets the credit." - Harry S. Truman.



## 10. EATING ETIQUETTE

Periodically you may have a breakfast or lunch meeting with a mentor or business partner. Good manners include putting a napkin in your lap, keeping your elbows off the table and chewing with your mouth closed. Eat slowly and quietly and refrain from conversation when your mouth is full. When you are finished, place your utensils sideways on your plate, this signals you are finished. Use your napkin to wipe your mouth and place it on the table.

# GUEST SPEAKER PROTOCOLS

Your CAPS experience includes exceptional guest speakers. These professionals have taken time away from their busy schedule to help advance your real-world learning.

To get the most out of the experience, please do the following during the presentation:

- Turn off your cell phone and computer
- Give the guest your full attention
- Use active listening skills
- Ask thoughtful questions

## SCRUM BOARDS

You will be creating a project Scrum Board board EVERY WEEK to track what needs to be done. An effective board includes the following:

01

### CAPTURE EVERYTHING



Write down everything you have to do - all the ideas, tasks, etc. This should be repeated every week. Take notes during meetings so you remember to include all action items.

02

### BITE SIZE PIECES



"The journey of a thousand miles begins with a step." - Chinese proverb. Some tasks seem paralyzing in size and scope. When you have a large task, don't simply write down the large task. Instead, break it down into tasks that can be completed in 1 class time.

03

### PRIORITIZE



Now take the detailed list and prioritize which tasks are most important (for example you could put due dates, or A, B, C, etc.). Consider using a symbol (like a box) that you can check off.

04

### ASSIGN



Now look through your list and make assignments of WHO is doing what. Few things are more demoralizing to a team than when no progress is being made. Hold each teammate accountable for what they agreed to do, when they agreed to do it, and at the quality expected by the team.

05

### SHARE

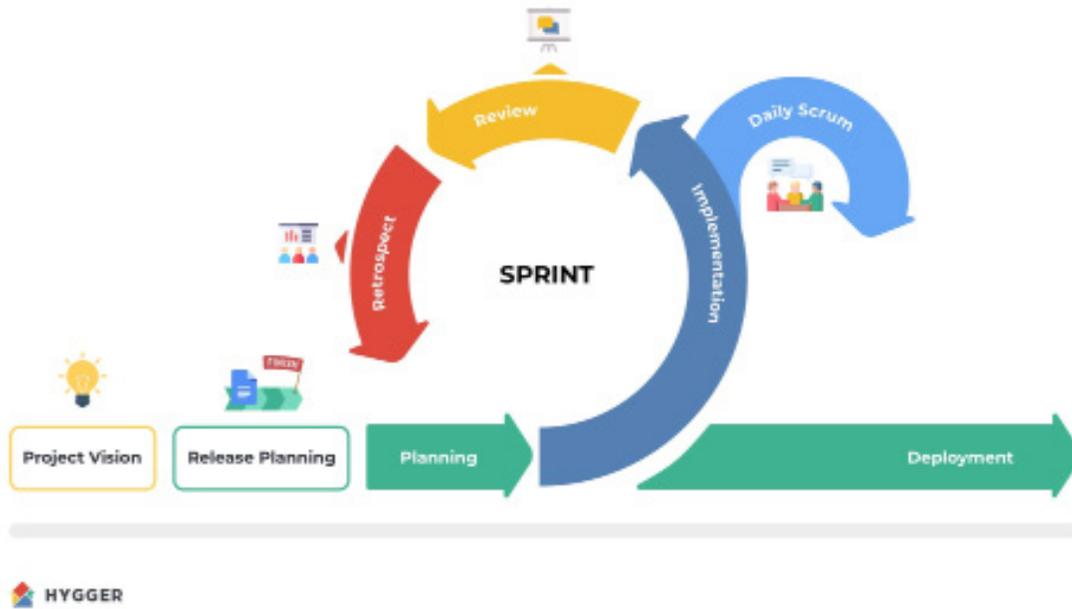


Find a way to share this list with your team, client, mentor, and instructor - make it as visible as possible. For example - a shared document everyone can access, using an online system such as Monday.com or Basecamp.

The purpose of doing a weekly Scrum Board is to help you achieve your final goal to complete your project - - ***on time and high quality.***

To give you the skills set you need, here are some specific terms to use with your Scrum Board:

- SPRINTS (a period of time of each cycle usually 1- 2 weeks.)
- SCRUM MASTER (person on the team responsible for making daily scrums happen, they also decide what gets done next. This position typically rotates.)
- DAILY SCRUM (daily meetings where all the team decides who is doing what - ran by the Scrum Master - these are also called stand up meetings - they are quick as a result but critical to a projects success. Members can also voice need for help here).



Example of a Scrum Board:

*ALL the items to be completed by end of the semester.*

*Items being worked on DURING the SPRINT \*ASSIGN who & when \*MAKE BITE SIZE - nothing bigger than one class worth of work.*

*What is being worked on RIGHT NOW? Decide this during the daily team stand up.*

*Items completed to satisfaction (items not meeting satisfaction go back into the backlog).*

## SET UP A CLIENT MEETING

While at CAPS you will need to set up several appointments. Here are a few tips to help you be more successful:

PRO TIP!

- 1 Offer at least 2 times and dates that work for you to meet. For example Wednesday at noon or Friday at 1 p.m.
- 2 Once you have a time, send them a \*calendar invite from your email. Many professionals rely heavily on what is written on their calendar, and this ensures your place.
- 3 A day or so ahead of the meeting, confirm the meeting (time, date, and location) and send over agenda items you will discuss. Then schedule time (10 min. before) to prepare as a team.
- 4 Set up the next meeting while at the meeting. Know when and where you will be meeting your client again. Sometimes it can be best to even arrange several meetings in the future.

## PREPARE A MEETING AGENDA

Meeting agendas are created to help all participants know why they are meeting and what is going to be accomplished during the meeting. Creating a meeting agenda will help you have much more productive meetings with your CAPS client.

There is not a one-size-fits-all for meeting agendas, but there are some elements common to the majority of all meeting agendas (you can find templates online):

- What is the *purpose* of the meeting?
- Include the *logistics*: date, location, and meeting time.
- List out any *follow up* items from the previous meeting?
- List the *items* which need to be discussed
- Include a spot for *action items* at the bottom and assign who will be doing what throughout the meeting.
- While in the meeting remember the 3 essentials:
  1. Present Something
  2. Action Items
  3. Set Up Your Next Meeting



From: <https://brandongaille.com/how-to-have-and-run-an-effective-meeting/>

In order to be able to be effective with your client project, you will need to gain as much background knowledge as possible. Each project charter has a list of background knowledge your client has requested you know prior to the first meeting. By gaining this knowledge you will be able to understand your project and client better, as well as contribute more.

A word of caution: If your client has asked you to know something, ALL members need to be familiar with ALL of the items listed in the charter. As you divide up who is doing what, members of the team should share the best of what they find out with all the team.



### Ways to gain background knowledge:

1. Look at your CAPS PROJECT CHARTER - your clients has specifically listed out areas in which to build your background knowledge.
2. Look up each area requested by your client - defining words and meanings.
3. Find examples of each of the areas including recent news stories, famous projects, etc.
4. Keep a list of valuable sites as you research and build your background knowledge.
5. Present to the class your findings as a team.
6. Cite your sources in your presentation.

### A good place to start:

- Wikipedia - this will help you begin to understand a little more
- Google
- Google Scholar
- Call or meet with professionals who know about the field
- Look up the organization or business you are working with and their competitors (i.e. go to each website and read as much as you can about each organization).
- Experience the product or business (i.e. if you are helping a restaurant, it would be worth eating at business).

PRO  
TIP!

"If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them."

- Henry David Thoreau

## PASSION PROJECT

In addition to a client project, you are to have a passion project during your CAPS course. A passion project is exactly what it says, a project that you can work on throughout the semester that you are passionate about.

Requirement for a passion project:

- Real world
- Research component
- Achievable goal by the end of the semester with a deliverable
- A mentor who can help guide you (you are responsible for finding this individual)
- Is there an Industry Certificate available in this field?

Passion Projects are a great chance for you to explore areas you are currently passionate about. Often times these are worked on throughout the semester when your client project doesn't require 100% of your time.

## CREATIVITY

Think of creativity less as something people either have or they don't, and more like a muscle. For some it may seem more developed, but that means you can exercise it and learn to build up your creative capacity.

Creativity is not just about coming up with something entirely new. It is about connecting existing things in a novel way. It requires different parts of our brain working together, and not just one side or the other. So, we can all learn to be more creative, and there are plenty of ways to facilitate this. Here are a few ideas:

- Allow Time
- Do Something Different
- Be Active, Mentally and Physically
- Formalize It
- Get Inspired
- Try These Three Things:
  1. Have the end in mind
  2. Take the very first step
  3. Accept crumbly drafts

“Creativity is the way I share my soul with the world.”

- Brene Brown

THE LITTLE BOY  
By Helen E. Buckley

Once a little boy went to school.

One morning, when the little boy had been in school a while, his teacher said:

“Today we are going to make a picture.”

“Good!” thought the little boy. He liked to make pictures. He could make all kinds. Lions and tigers, Chickens and cows, trains and boats, and he took out his box of crayons and began to draw.

But the teacher said: “Wait! It is not time to begin!” And she waited until everyone looked ready.

“Now,” said the teacher, “We are going to make flowers.”

“Good!” thought the little boy, he liked to make flowers, and he began to make beautiful ones with his pink and orange and blue crayons.

But the teacher said “Wait! And I will show you how.” And it was red with a green stem. “There,” said the teacher, “Now you may begin.”

The little boy looked at the teacher’s. Then he looked at this own flower.

He liked his flower better than the teacher’s. But he did not say this. He just turned his paper over. And made a flower like the teacher’s. It was red with a green stem.

On another day, when the little boy had opened the door from the outside all by himself, the teacher said: “Today we are going to make something with clay.”

“Good!” thought the little boy. Snakes and snowmen, elephants and mice, cars, and trucks, and he began to pull and pinch his ball of clay.

But the teacher said: “Wait!” It is not time to begin!” And she waited until everyone looked ready.

“Now,” said the teacher, “We are going to make a dish.”

He liked to make dishes. And he began to make some that were all shapes and sizes.

But the teacher said, “Wait! And I will show you how.” And she showed everyone how to make a deep dish. “There,” said the teacher. “Now you may begin.”

The little boy looked at the teacher’s dish, then he looked at his own. He liked his dish better than the teacher’s. But he did not say this. He just rolled his clay into a big ball again. And made a dish like the teacher’s. It was a deep dish.

And pretty soon the little boy learned to wait, and to watch and to make things just like the teacher. And pretty soon he didn’t make things of his own anymore.

Then it happened that the little boy and his family moved to another house, in another city, and the little boy had to go to another school.

And the very first day he was there the teacher said: “Today we are going to make a picture.” “Good!” Thought the little boy and he waited for the teacher to tell him what to do.

But the teacher didn’t say anything. She just walked around the room.

When she came to the little boy she said, “Don’t you want to make a picture?”

“Yes,” said the little boy. “What are we going to make?”

“I don’t know until you make it,” said the teacher. “How shall I make it?” asked the little boy.

“Why, any way you like,” said the teacher.

“Any color?” asked the little boy.

“Any color,” said the teacher.

“If everyone made the same picture, and the used the same colors, how would I know who made what?”

“I don’t know,” said the little boy.

And he began to make a red flower with a green stem.

Write down your thoughts to the following questions:

How are you going to start drawing your own flowers?

What inspires you?

What are flowers only you can draw?

# GOAL COMPLETION:

## Module #1

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At the conclusion of the module, students should complete the following:

- Sign Handbook Agreement Form
- Read all of the material in Module 1
- Present a 30-second elevator speech
- Send 3 introductory professional emails \*
- Check your social media presence
- Create a team scrum board
- Prepare a meeting agenda \*
- Present your background knowledge\*
- Identify your passion project\*

\* Include in your CAPS Project Portfolio



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# PROFESSIONAL SKILLS:

## Module #2 - Project Skills

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## GOALS

- Read all of the material in Module 2
- Complete secondary research and cite sources
- Manage your own primary research
- Learn to prioritize your time through the 4 quadrants
- Work on team work

"You get out what you put in. If you want more, give more."

- Jeanette Jenkins

## ESSENTIAL PROJECT SKILLS

Notes:

Now that you are beginning your project, we hope you feel excited and ready to go! There are a few areas (7 to be exact) we would like to focus on in this module to help you have the best possible experience on your project!

1. Own It
2. Get Into Flow
3. Research (Primary and Secondary)
4. Problem Solve
5. Prioritization
6. Team Work
7. Team Norms

Students often ask what they can do to have the best CAPS experience?

The answer: Take ownership. Period.

Ownership means that it belongs to you. You are responsible. You are accountable. You do your best. You don't have to be told every step of every project. You move forward, make mistakes, learn, and continue forward again. You find solutions. You work hard. You take initiative. You figure it out. You have grit.

What it is NOT: Ownership is not waiting to be told every step of the way. It is not stopping when things get hard. It is not finding the negative about every thing in your project, your client, etc. It is not pointing fingers at others. It is not complaining. It is not hiding or stopping because you don't know what to do.

## FLOW

One way we have learned to take better ownership is to realize what actually makes us happy and what does not. In a book written by Mihaly Csikszentmihalyi (pronounced Chick-sent-me-hi) he studied when are people happiest and found that they achieve this in a state of "Flow". Flow is when you are so absorbed in what you are doing that you forget about things going on around you.

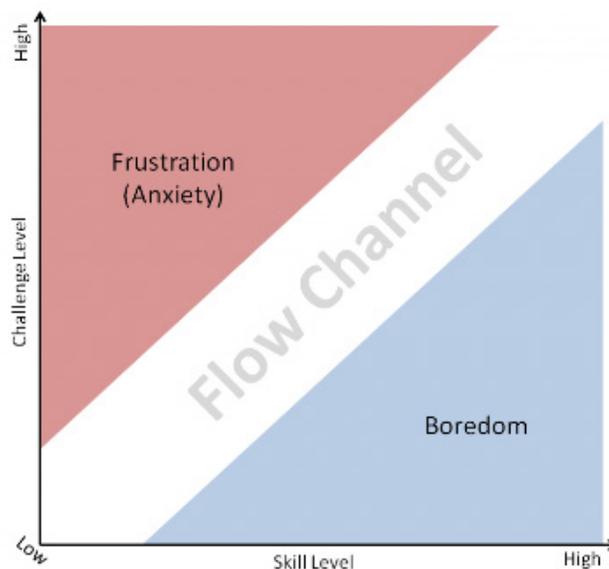
To better understand this, he created a graph - on the X axis is a person's skill level, on the y axis is how hard the challenges are a person faces.

If you have a high challenge and low skill - you would be anxious.

If you have a low challenge and high skill - you become bored.

We often feel we will be happiest if we could just kick back all day and watch TV or scroll through our phones. However, that is not the case. That is a low skill, low challenge which is where we become apathetic (loss of interest).

You will be happiest when you match your skills with the challenges you face. If you lack a skill, and it causes you anxiety - develop that skill. Search on the internet and watch YouTube tutorials. Get help. If you lack challenge and are getting bored. Again, challenge yourself, find a way to take the project to the next level. Do such good work that in your next meeting your client wants to give you more.



“Research is formalized curiosity. It is poking and prying with purpose.”  
- Zora Neale Hurston

Notes:

## RESEARCH

A large part of your education is learning the art of researching. You have already done some research to gain background knowledge in Module 1. There are two main types of research - looking at other people's data (called Secondary Research) or getting the data yourself (called Primary Research).

### Secondary Research

It is often better to begin with secondary research so you can see what data exists and not repeating something that has already been done. In secondary research you are finding data and research someone else already did, then applying that data to answer the question you are seeking. For instance you may be wondering what social media different age groups use - you will find several studies on this, your job is to find a reliable one that answers your question. A reliable source would be one that has a large sample size, a systematic method, and unbiased.

ALWAYS give credit to the source where we got the information - we do this through citing the source. There are a lot of official ways to cite (often we do this in a bibliography) you are free to choose your method but make sure to include the name of the Author, when did they do it, and where you got the information (website, book, etc).

Select your sources wisely. In a world filled with misinformation, use good judgment about where you are getting your information. Test by using the CRAAP Test:

- **Currency:** Check the publication date and determine whether it is sufficiently current for your topic.
- **Relevance:** Consider whether the source is relevant to your research and whether it covers the topic adequately for your needs.
- **Authority:** Discover the credentials of the authors of the source and determine their level of expertise and knowledge about the subject.
- **Accuracy:** Consider whether the source presents accurate information and whether you can verify that information.
- **Objectivity (purpose):** Think about the author's purpose in creating the source and consider how that affects its usefulness to your research.

\* <https://guides.lib.k-state.edu/c.php?g=181829&p=1195993>

For this assignment your team will present its secondary research and sources to the class.

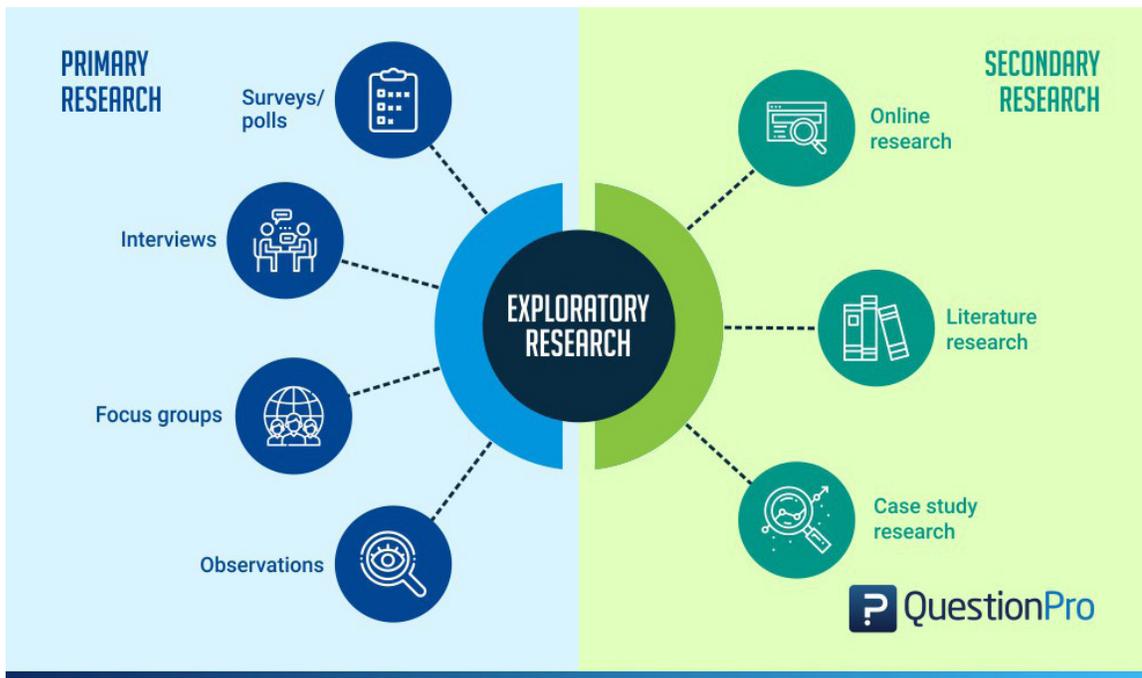
## Primary Research

Primary research is where you actually will be collecting the raw data yourself. Once the data is collected, you will document your findings in some sort of paper or document.

Some ways primary research happens include:

- **SURVEYS** - This can be done online or in person. The more people and more diverse those people are will typically yield better results. One other key, remember to try and not steer certain answers by the way you ask questions.
- **INTERVIEWS** - Interviewing people or customers can give much more detailed feedback than what you can gather in surveying others.
- **FOCUS GROUPS** - These are a chance to have a group of people who are willing to give you feedback. For example, if you were launching a new product you could get a group of people in a room and get their thoughts about the product before launching.
- **OBSERVATIONS AND TESTING** - Observing and testing your hypothesis along the way can prove invaluable.

In order to complete your own primary research, complete one or more of the methods listed above.



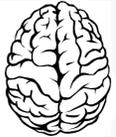
## PROBLEM SOLVE

The ability to critically think through and solve problems will benefit you for the rest of your life. It is arguably one of the most important skills you can gain.



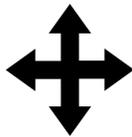
### STEP 1 - IDENTIFY THE PROBLEM

Asking the right questions is key. Often you need to understand more in order to arrive at the correct question. Albert Einstein once said, "If I had an hour to solve a problem and my life depended on it, I would use the first 55 minutes determining the proper questions to ask." Ask why and then keep asking it until you get to the root of the problem.



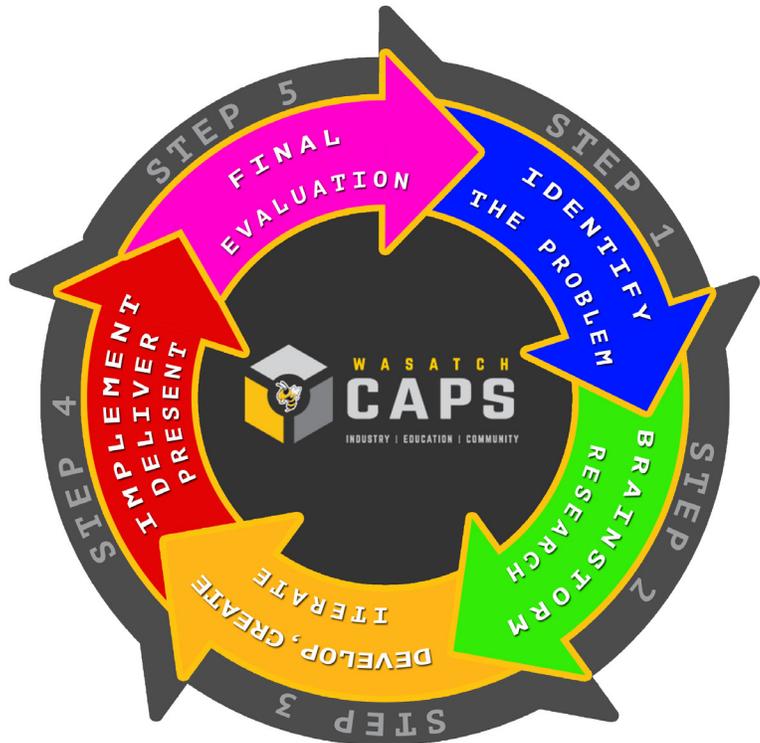
### STEP 2 - BRAINSTORM RESEARCH

Brainstorming is when a group of people meet to generate ideas to solve a problem. People freely give as many spontaneous ideas as possible. These ideas in turn are taken down and then later evaluated to find the best option. Brainstorming is enhanced when coupled with research (online, in person, etc.)



### STEP 3 - DEVELOP, CREATE, ITERATE

Figure out which of the ideas are worth trying and which are worth leaving behind.



PRO TIP!

Don't be too committed to your own idea, drop your ego! Some of the best ideas are often a combination of different ideas.



### STEP 4 - IMPLEMENT, DELIVER, PRESENT

Pick out one of the solutions and try it out.



### STEP 5 - FINAL EVALUATION

Did it work? If it did, then awesome. If not, go back through the cycle or try one of your other ideas from step #3.

# PRIORITIZATION

Notes:

Putting "First Things First" is an idea that comes from Stephen Covey's "7 Habits of Highly Effective People."

We all have much to do and not enough time to do it. This quadrant tool below will help you learn how to prioritize and manage your time so the things that matter most get done. We each spend time in all 4 quadrants but the real success comes from spending as much time as possible in Quadrant 2, as the Prioritizer. See the following video : <https://www.youtube.com/watch?v=OI9VLDWXavg>

Fill out your own version for your next Scrum Sprint (a great weekly practice). A blank template of the quadrant can be found on Canvas.

	URGENT	NOT URGENT
IMPORTANT	<b>Quadrant 1 - PROCRASTINATOR</b>  Crises (test tomorrow) Pressing problems Deadline driven projects Late to class	<b>Quadrant 2 PRIORITIZER</b>  Planning and goals Education / research Relationship building Planning Exercise Relaxation
NOT IMPORTANT	<b>Quadrant 3 YES-MAN</b>  Interruptions Texting endlessly Distractions Other people's small problems	<b>Quadrant 4 SLACKER</b>  Stuck on Instagram, Snapchat, TikTok Nonstop XBOX Mindless gossip Time wasters

## TEAM WORK

Learning to work together as a team and be unified is one of the most rewarding experiences you will have. To start, it is good to understand where your team currently is on Tuckman's stages of group development:

### Stage 1: Forming

The team begins and everyone is on their best behavior, the honeymoon part of the team. Everyone works toward the teams goals or at least does their jobs.

### Stage 2: Storming

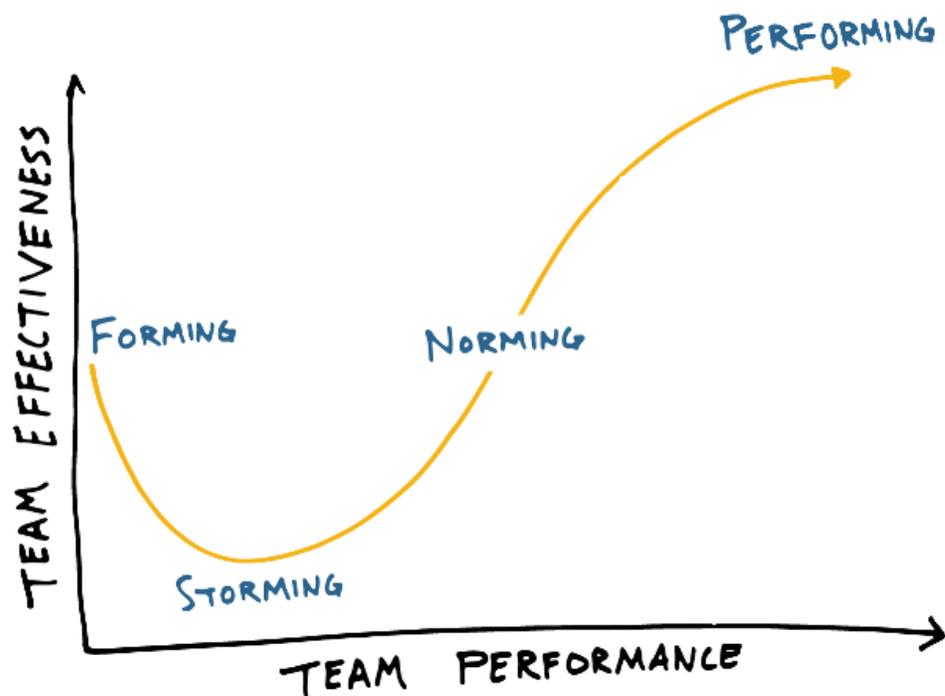
A few weeks in and the niceties wear off. Difference of opinions personality clashes, and different works styles come out. Teams need to work their way through this or else can end up stuck. Scrum Masters help facilitate discussions of creating "Team Rules".

### Stage 3: Norming

Working with each other smooths out. The team has common understanding and agreement of how they will do things.

### Stage 4: Performing

The team is a well oiled machine. Good norms have been accepted. The team can challenge each other to grow. Needs are being met and there is unity towards the right goals.



In order to create some team "Norms", we recommend you do the following two exercises with your group - each one should take only 10-15 minutes but will make a significant difference in your team.

## #1 - Establish a Vision



**10 STEPS FOR ESTABLISHING TEAM NORMS**

1. **THINK** of the worst team you've been on.
2. **WRITE** what made the experience negative.
3. **SHARE** your experience with the group.
4. **REFLECT** on the best team you've been on.
5. **COMMUNICATE** that experience to the group.
6. **DISCUSS** your positive and negative experiences.
7. **SUGGEST** successful team behaviors.
8. **DECIDE** which behaviors to commit to implementing.
9. **EXPLORE** responses for unresponsive team members.
10. **CREATE** a list of "must-do" behaviors for the team.

Center for Creative Leadership

## #2 - Answer EACH of the Following Questions

Meetings

- When, and where will we hold our Daily Scrums?
- When, and where will we hold our Weekly Sprint Meeting?
- How long should each of these last?

Roles

- Who will be our Scrum Master?
- How do we decide who is the Scrum Master?
- Who keeps notes of who will do what during these meetings?
- Should we rotate the assigned roles, and if so how often?

Expectations

- How important is it to arrive on time? What should we do if someone is late?
- How important is it to arrive prepared (i.e. everything done in advance, ready to get to work)? What should we do if someone is unprepared?
- Should we end each meeting with assigned action items to complete before the next meeting?
- What is the best way to communicate with group members (e.g. email, text, phone call)?
- How do we fill in someone who is absent? Who will take that responsibility?
- How should we make decisions? (Vote and majority rules? All must agree? One person decides?)
- How does each of us typically handle disagreement or conflict? (Avoid? Fight for my way? Give in? Persuade?)
- How will we ensure cooperation and equal distribution of tasks?
- How often should our group talk about how we're doing?

# GOAL COMPLETION:

## Module #2

---

At the conclusion of the module, students should complete the following:

- Read all of material in Module 2
- Secondary Research\*
- Primary research\*
- Fill out a the prioritization quadrants for your team\*
- Create your team "Norms"

\* Include in your CAPS Project Portfolio



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# PROFESSIONAL SKILLS:

## Module #3 - Professional Set Up

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## GOALS

- Read all material in Module 3
- Create a professional resume
- Develop your own personal statement
- Create a LinkedIn Profile
- Network with three individuals
- Write a thank you note to your client and mentor

As part of your experience as Wasatch CAPS, we want to help set you up for the professional world. In this module we will go over some of the basics of being ready for future professional success.

Notes:

### PROFESSIONAL RESUME

A resume is a marketing tool that lists and markets your best qualifications for a specific job. Your goal is to make a memorable presentation of what you have done, in order to have the employer call you for an interview.

Employers spend an average of 10-30 seconds screening each resume they receive. A resume that is organized and focused will keep the employer's interest.

Each student will create their own professional resume. On the following page are some examples as well as some tips:\* All resumes have some similarities. To begin, find a template of your liking by going on Canvas, online, or use one of the many free templates in Word, then use the tips on the following page to create your own professional resume.

Your resume needs to include:

- Contact Information
- Summary Statement
- Work Experience
- Education
- Skills

## Professional Resumes:

**Lucy Hemingway**  
(801)468-0000 • linkedin.com/in/lucyhemingway • lucyhemingway@email.com

### Career Summary

Certified Nursing and Medical Assistant with more than 6 years' experience in providing extraordinary care to patients and support personnel. Proficient in a variety of medical specialties including family practice, obstetrics, otolaryngology, and internal medicine.

### Skills

CPR Certification	Medication Administration	Charting
General Office Management	Mini CT Operations	Patient Education
Injections	Patient Vitals	Billing and Coding
Sterile Office Procedures	Patient Hygiene	Instrument Care

### Related Experience

#### Medical Assistant/CAT Scan Assistant, Canyon Rim Hospital, Salt Lake City, Utah, 2008-present

- Performed basic clinical tasks including patient vitals, charting, and injections.
- Assisted physicians with office procedures and surgeries as needed.
- Conducted basic education sessions and care for up to 15 patients simultaneously.
- Provided administrative support including inventory management, ordering office supplies and medications, calling in or e-prescribe medications, insurance verification, pre-surgical deposit acquisition, coding and billing.

#### Nurse Midwife/Medical Assistant, Rachel Lake, Fruit Heights, Utah, 2003-2005

- Assisted Midwife in labor and delivery and monitored customers hourly.
- Collected Group B Streptococcus cultures.
- Provided supplementary instruction on breast feeding and other health issues to new mothers.
- Completed patient information packets and updated information electronically.

#### Surgical Technical, Intermountain Valley View Medical Center, Salt Lake City, Utah, 2002-2003

- Created and maintained sterile surgical field and cleaning suite after surgery
- Conducted instrument, sponge and sharps counts.

### Additional Experience

Home Caregiver, Salt Lake City, Utah, 2005-2008  
Retail Sales, REI, Salt Lake City, Utah, 2001-2002

### Education

Certified Nurse's Assistant, Orchard CNA, Salt Lake Community College, 2003  
Technical Diploma, Surgical Technology, Salt Lake Community College, 2002

**Danielle Parkinson**  
3325 South Imperial Road, Apt. B  
Salt Lake City, Utah 84105  
801-342-1987  
dparkinson@yahoo.com

### SUMMARY OF QUALIFICATIONS

Three years successful cashiering and customer service experience in the grocery industry; promoted from cashier to team lead in 14 months. Recognized by management for accuracy, efficiency and commitment to customer service. Received Employee of the Month award after three months of employment.

### SKILLS

Cashiering	Processing Returns & Credits	Customer Service & Assistance
Credit & Debit Transactions	Complaint Resolution	Merchandise & Display
Balancing Cash & Receipts	Ordering & Inventory Control	Add-On Selling at Checkout
Communication	Basic Computer Applications	Team Coordination

### WORK EXPERIENCE

#### Team Lead/Cashier, SAVECO Warehouse, Salt Lake City, Utah, 2008-2011

- Operated cash register to itemize and total customers' purchases; balanced cash and checks in register with receipts; consistently achieved 98% accuracy.
- Received cash, checks and credit card transactions from customers; handled between \$2,500 and \$7,000 per shift; served approximately 10 customers per hour with \$175 average checkout.
- Stocked shelves and marked prices on over 4,500 items; maintained merchandise displays.
- Resolved customers' complaints and addressed questions in a timely manner; provided information about products and store layout; coordinated with supervisors and management.
- Completed weekly shift schedule for 15+ employees.
- Monitored 8 checkout stations to reduce customer delays; directed checkout line traffic during peak periods; called additional workers to stations to reduce wait time and bottlenecks.

#### Cashier, Sandy Food & Drug, Sandy, Utah, 2007

Marketing Management, Salt Lake Community College, Salt Lake City, Utah (degree expected 2013)  
Customers First Training, SAVECO Warehouse, Salt Lake City, Utah, 2009

### VALUE TO AN ORGANIZATION

"Danielle is an excellent employee. She knows how to build positive relationships with customers, management and co-workers. She is a team player and goes out of her way to assist whenever and wherever she is needed. While employed at SAVECO, she exhibited a great work ethic and was always on time and ready to start contributing. I highly recommend her to you."

Shawn Lee, Manager, SAVECO Warehouse, Salt Lake City, Utah

- Are one or two full pages in length (not one and a half)
- Are easy to read
- Use phrases instead of sentences
- Use lists instead of paragraphs
- Make good use of white space - by having 3/4" - 1" margins
- Use size 11-12 point font
- Are written in Arial or Times New Roman
- Use bullets, underline, bold and italics conservatively
- Contain no errors in grammar, spelling, and punctuation
- Are printed on high quality bond paper.
- Use action verbs
- Quantify results: use #'s, %'s, and \$'s
- Do not contain personal pronouns (I, you, my, we, they, etc.)
- Promote yourself! Don't be bashful about what you have done.

\* Examples and Tips taken from "Smart Start" by the Department of Workforce Services

Notes:

## PERSONAL STATEMENT

For this assignment, you will write your personal statement. This could be a statement of ethics, leadership, or simply a mission statement about what you believe.

As you face ethical quandaries in your personal, professional and public life, how do you go about taking an action that is right, just, and fair? What is your guiding light? To which anchor do you hold to assure that you are being true to yourself?

A personal statement is a set of beliefs and principles you use to evaluate information and respond to people and situations. It allows anyone who hears it to gain an understanding of your values, priorities, approach to decision making, and what you expect from yourself and others.

For many years someone relied on this philosophy: When you don't know what to do in a situation, ask yourself: "What would the person who I want to be do in this situation?" Then do that.

Simple? Yes. Easy to follow? Not at all.

Very few people have given a significant amount of thought to who it is they really want to be. Most want to be fundamentally "good" as opposed to "bad", but relatively few have taken the time to get much more specific than that.

Developing a personal statement is crucial. If you don't have one, you don't have a plan for every day.

To create your own personal statement, type in your core beliefs into a 1 page document - no more. This should be something you can explain to someone in 30 seconds - 1 minute. These need to be things you believe deeply. For a simple example, look on the following page:

\* Taken from Dr. Abe Bakhsheshy (Ethics Professor at the University of Utah) and Drew Dudley - <https://qz.com/work/1364155/what-is-a-personal-leadership-philosophy/>

"It takes 20 years to build a reputation and 5 minutes to ruin it. If you think about that you'll do things differently."

- Warren Buffet

# EXAMPLES OF PERSONAL STATEMENTS

## PERSONAL STATEMENT EXAMPLE #1 (Taken from Abe Bakhsheshy):

The Oxford Dictionary defines 'ethics' as "Moral principles that govern a person's behavior or the conducting of an activity." Ethics are an important part of our daily lives, and our personal moral beliefs are responsible for several of our judgments and actions. I believe that there are times in every individual's life when (s)he has to choose the right alternative, distinguish between right and wrong and support what is appropriate for society as a whole, which is when the personal ethics system comes into the picture.

My personal ethics consist of qualities that always help me pick the legitimate option in sticky situations. I am an honest person—the truth always matters to me more than anything else at any given moment. Since childhood, this quality has always directed me away from petty distractions that many children face at some time or the other—cheating in class examinations, and stealing, for instance. I have always stood up for what is right, and this has helped me become the person I am today.

I also consider my hardworking and sincere nature to be one of my biggest strengths. I believe honesty and hard work are intricately linked, and this has always shown me the importance of dedication and sincerity for fulfilling my ambitions, which is why, I am not afraid to take up seemingly difficult tasks. I am not afraid to stand up for what I truly believe in, and being a rational person, I rarely let emotions take control of any situation, which is extremely necessary at times when justice has to prevail.

I strongly believe that in order to receive fair treatment from others, it is very important to treat others the way you want to be treated. Thus, I try my best to be polite to everyone I meet. This ensures that I don't add to anyone's problems, if any, and assures polite interaction for most of the time.

I also deem consistency as one of the most important personal ethics one should possess. My work is always consistent in nature, and I strive hard to deliver results that are not sporadic.

However, every coin has two sides and just like my strengths, I too possess my share of weaknesses. Sometimes, I am too frank while expressing my opinions, and that has the ability of hurting people, though unintentionally. My tendency to grab the lead also sometimes labels me as a dominating person when working in a team. I also tend to react strongly to unfair criticism, which is a strength and weakness at the same time.

I would thus like to conclude by saying that personal ethics are important not only in a professional or academic setting, but also in every individual's personal life. My personal ethics will always influence my decisions and actions during any dilemma, and if I come across any more ethics that will help my personal and professional growth, I will not hesitate to adapt to them.

## PERSONAL STATEMENT EXAMPLE #2 (Taken from Rolfe Kerr as cited in Stephen Covey's "7 Habits of Highly Effective People"):

Succeed at home first.

Seek and merit divine help.

Never compromise with honesty.

Remember the people involved.

Hear both sides before judging.

Obtain counsel of others.

Defend those who are absent.

Be sincere yet decisive.

Develop one new proficiency a year.

Plan tomorrow's work today.

Hustle while you wait.

Maintain a positive attitude.

Keep a sense of humor.

Be orderly in person and in work.

Do not fear mistakes—fear only the absence of creative, constructive, and corrective responses to those mistakes. Facilitate the success of subordinates.

Listen twice as much as you speak.

Concentrate all abilities and efforts on the task at hand, not worrying about the next job or promotion.

Notes:

## LinkedIn PROFILE



For this assignment, create a LinkedIn profile. LinkedIn is a way for business people to connect on a social media platform. It is helpful in finding jobs, networking, hiring, idea sharing, connecting with other professionals, and several other things.

Steps:

1. Create a profile (you can list yourself as a student at Wasatch High School).
2. Connect with Wasatch CAPS and the CAPS Network.
3. Connect with 5 professionals you have met or students from Wasatch High School.
4. Submit your LinkedIn profile name.

\*This will need to be done on a CAPS computer or at home as your school computer might not allow the LinkedIn website.

## NETWORKING

According to Google, networking is, "the action or process of interacting with others to exchange information and develop professional or social contacts." One of the best things you will get out of CAPS is the connections you make in the professional field.

In a study done in 2016 by the Adler group, 85% of jobs are filled through people they know (networking). Yet, in a study done on LinkedIn, 43% of Millennials find networking difficult.

In order to help you become better at networking, here are some tips:

1. Be yourself and be genuine.
2. Join clubs, teams, or other groups. (Bonus: become a leader)
3. Add value. Find out what people need and help achieve it.
4. Get to know people - LISTEN and ask about them
5. Push yourself outside of your comfort zone
6. Follow through with what you said you would do.
7. Follow up with connections you have made
8. Remember that quality relationships are better than quantity.

PRO  
TIP!

Your assignment is to network with 3 professionals.

## WRITE A THANK YOU NOTE

It is standard business protocol to thank people. At CAPS this may include clients, mentors, guest speakers, teammates, instructors, and others.

Several methods of saying thank you exist - some people do this through talking, email, texting, hand-written notes, etc. We encourage you to express thank you frequently using any method that feels appropriate!

As most students have not experienced the hand-written method, we request that you try it! Write a handwritten thank you note to an industry partner adult from your CAPS experience (such as a client, mentor, etc). Though handwritten notes are not as common in the industry, they are still used and make a very favorable impression. Your handwritten note should include: a greeting, specific reason of why you are grateful, and a closing with your name.

You will find thank you cards and envelope from your CAPS Instructor. When your card and envelope are ready to be sent, give it to your instructor who will arrange for the postage for it to be sent.

Here is an example of a message and envelope:

*Dear Dr. Johnson,*

*Thank you so much for your excellent presentation on \_\_\_\_\_ with our CAPS class today. I especially was interested what you said about: \_\_\_\_\_.*  
*Thanks again for sharing your time and expertise.*

*Best,  
 Lauren White*



"Everyone I meet is in some way my superior."

- Ralph Waldo Emerson

# GOAL COMPLETION:

## Module #3

---

At the conclusion of the module, students should complete the following:

- Read all of material in Module 3
- Complete a professional resume\*
- Finish your own personal statement\*
- Create a professional LinkedIn Account
- Network with 3 professionals in a field you are interested in\*
- Write a thank you note to your client and mentor
- Submit your CAPS Project Portfolio

\* Include in your CAPS Project Portfolio



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# PROFESSIONAL SKILLS:

## Module #4 - Healthy Living

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## GOALS

- Educate yourself on a healthy lifestyle
- Implement 6 healthy lifestyles into your daily living for 1 month
- Fill out a gratitude journal
- Plan how you can learn to embrace failure
- Write down 3 books you would like to read and read one
- Find an insightful podcast

One of the areas most beneficial to ALL students is the idea of creating a healthy lifestyle - for our physical, mental, and emotional needs. In an increasingly busy world, we hope that students will practice and become proficient at Healthy Living. This section is required for any CAPS student looking to become CAPS Certified.

## HEALTHY LIFESTYLES

Notes:

### 1. MENTAL WELLNESS & STRESS REDUCTION\*

One of the best ways to handle stress and anxiety is to learn how to be more mindful and relax. It is recommended to spend *20-30 minutes a day* doing some form of relaxation. There are several ways this can be accomplished, but here are a few to learn and practice:

- Abdominal Breathing - your breathing directly reflects the level of tension you carry in your body, when tense your breathing becomes shallow and rapid. It is difficult to be tense when done correctly.
- Progressive and Passive Muscle Relaxation - These are techniques used in achieving a deep state of relaxation where you release the tension in your muscles through tensing and relaxing (Progressive) or focusing and relaxing each muscle (Passive).
- Visualization - In order to achieve a deeper relaxation, it can be helpful to visualize yourself in the midst of a peaceful place. This can free you from your anxious thoughts. Typically this is a visualization of yourself at the beach, in the mountains, or at home.

- 
- Meditation - Rarely do we experience ourselves "just being" present in the moment. It is the process that allows you to stop, let go of thoughts, and simply focus on being in the here and now. Notes:
  - Yoga - This is often thought of as a series of stretch exercises in the West, it is actually a broad philosophy of life and a system for personal transformation. By definition, it is a unity of mind, body and spirit.
  - Calming Music - Music has been called the language of the soul and seems to touch something deep within. Listening to relaxing music can help with daily stresses and problems. When practicing this technique, make sure your music is genuinely relaxing and not stimulating or emotionally evocative.

## 2. PHYSICAL EXERCISE\*\*

It is important that you participate in some sort of physical exercise, that is enjoyable, and that offers variety. You should be doing 60 minutes (1 hour) *or more* of moderate-to-vigorous physical activity daily:

- Aerobic: During an aerobic exercise your breathing and your heart rate will increase. This should be the majority of your daily exercise at least 3 times a week. Examples of aerobic exercises include spinning, running, swimming, walking, and cross country skiing.
- Muscle-strengthening: When participating in muscle-strengthening, you work your muscles as they move against resistance. This should be a portion of your daily exercise at least 3 times a week. Examples include lifting weights, working with resistance bands, using body weight as resistance (such as push-ups, pull-ups, and sit-ups), and climbing stairs.
- Bone-strengthening: Activities that produce and impact or force tension on your bones are considered bone-strengthening and should be a part of your exercise at least 3 times a week. Examples include jumping rope, gymnastics, basketball, and tennis.

### 3. NUTRITION\*\*\*

According to health.gov, "Over the past century deficiencies of essential nutrients have dramatically decreased, many infectious diseases have been conquered, and the majority of the U.S. population can now anticipate a long and productive life. At the same time, rates of chronic diseases—many of which are related to poor quality diet and physical inactivity—have increased.

#### Key Recommendations:

Consume a healthy eating pattern that accounts for all foods and beverages within an appropriate calorie level.

#### A healthy eating pattern includes:

- A variety of vegetables from all of the subgroups—dark green, red and orange, legumes (beans and peas), starchy, and other
- Fruits, especially whole fruits
- Grains, at least half of which are whole grains
- Fat-free or low-fat dairy, including milk, yogurt, cheese, and/or fortified soy beverages
- A variety of protein foods, including seafood, lean meats and poultry, eggs, legumes (beans and peas), and nuts, seeds, and soy products
- Oils

#### A healthy eating pattern limits:

- Saturated fats and trans fats, added sugars, and sodium
- Consume less than 10 percent of calories from added sugars
- Consume less than 10 percent of calories from saturated fats
- Consume less than 2,300 mg per day of sodium (around 1 teaspoon)

"It is health that is real wealth and not pieces of gold and silver."

- Mahatma Gandhi

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## 4. POSITIVE SELF TALK\*\*\*\*\*

Notes:

Imagine two individuals sitting in stop-and-go traffic at rush hour. One perceives himself as trapped, and says such to himself as "I can't stand this!" He feels anxiety, anger, and frustration. The other perceives the situation as an opportunity to sit back, relax, and listen to music. He feels a sense of calm and acceptance. The difference is because of each individual's internal monologue or self-talk.

Self talk, or the way we speak to ourselves inside our heads, determines our mood and feelings. Our self talk is often in response to something that is happening. We choose whether or not the response is positive or negative. Choosing a positive self-talk over negative self-talk will help you become happier and more effective.

What does it look like? First off, let's discuss what it does NOT look like - here are some ways we negatively self talk: Personalizing (blaming yourself for everything), Magnifying (focusing on negative aspects of every situation - ignoring the positive), Catastrophizing (expecting the worst, and rarely letting logic persuade you otherwise), and Polarizing (seeing the world as black and white, good or bad - and nothing in between.)

Once we have identified some of our negative self-talk habits, we can recognize and replace them with positive self talk - for example if we find ourselves saying: "I failed and embarrassed myself." We could replace it with, "I'm proud of myself for even trying. That took courage." It takes work and time to make positive self talk our new norm.

## 5. SLEEP\*\*\*\*

Sleep is important regardless of your age and can impact all other areas of your health. Here are some healthy sleeping ideas:

- Get enough sleep - teens usually need 8-9 hours. Adults at least 7 hours.
- Keep a regular schedule of going to bed and waking up - including weekends. If you like to sleep in on a weekend, don't do so more than 2 hours.
- Have a bedtime routine - listen to music or read a book.
- Avoid day time naps - it can make it more difficult to fall asleep.
- Avoid drinks with caffeine or sugar in the afternoon or evening.
- Use bed only for sleep. Don't watch TV, read, or eat in bed.
- Avoid using cell phone and computers at bedtime - the light is a stimulant.

\* Many ideas taken from Edmund J. Bourne PhD "The Anxiety and Phobia Workbook".

\*\* Many ideas taken from [https://health.gov/paguidelines/second-edition/pdf/PAG\\_ExecutiveSummary.pdf](https://health.gov/paguidelines/second-edition/pdf/PAG_ExecutiveSummary.pdf)

\*\*\* Many ideas taken from <https://health.gov/dietaryguidelines/2015/guidelines/executive-summary/#callout-terms>

\*\*\*\* Many ideas taken from <https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safety-resources/helping-hands/healthy-sleep-habits-for-older-children-and-teens>

\*\*\*\*\* Many ideas taken from <https://www.healthline.com/health/positive-self-talk#identify-the-negative>

"Embracing failure is the most important trait I've developed in my career. I have tried to learn from my failures, and I believe it has made me stronger, more confident, and more resilient."

- Reshma Saujani

Notes:

## 21-DAY GRATITUDE JOURNAL

There are several studies showing the benefits of being grateful\*. They include benefits to health, relationships, decision making, happiness, and more.

For this challenge, each day for three weeks (or 21 days) you are to focus on finding people or things you are grateful for and express your gratitude to them. Write down each day your findings and what you were grateful for (this can be handwritten or typed).

\* <http://time.com/5026174/health-benefits-of-gratitude/>

## A NOTE ON FAILURE

At Wasatch CAPS we want to change the cultural norm of "failure" as a bad and terrible thing to avoid. We feel strongly that as part of the education at school, work, and life we will all have several failures. We want to celebrate these, accept these, and above all learn from these. In order to do this, we encourage you to:

- *Fail Fast* - Learn how to jump right in, get your hands dirty, find out what does not work early.
- *Fail Often* - Persistence is the key in success, and failure is a way to show persistence. Thomas Watson Jr. said, "If you want to increase your success rate, double your failure rate."
- *Fail Forward* - We want to learn from our mistakes. Many of our industry partners learned their most valuable lessons through their failures, and so will you.

"Success is not final, failure is not fatal: it is the courage to continue that counts."

- Winston Churchill

---

## READING GOOD BOOKS

Notes:

Margaret Fuller said, "Today a reader, tomorrow a leader."

One of the trends we have noticed from our guest lectures who come to CAPS, is they all seem to recommend reading good books. As part of a healthy lifestyle, we encourage you to spend time during your CAPS experience finding some truly good books you would like to read.

Write books below that have been recommended to you by clients, guest lectures, or other professionals - put an \* next to ones that you plan on reading:

- 
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- 

Of the books you put and asterix next to, read one of them and write a short summary of what you got out of it. (The book you read is to separate than the one you read for class).

## PODCASTS

Another way one can educate themselves is through podcasts. Since this is an extremely vast field, we want you to start (or continue) to explore it. Please find a podcast of your interest and listen to three different episodes (it also counts to select 3 totally different podcasts and listen to one episode each).

Listened to:

- 
- 
-

# GOAL COMPLETION:

## Healthy Living

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At the conclusion of this section, students should complete the following:

- Read all the material in this module about healthy living
- Try 6 different healthy living concepts for 1 week each
- Complete a 21-day Gratitude Journal
- Write a way you will embrace failure
- Identify 3 books you would like to read in the future
- Read one of the books
- Listen to 3 podcasts





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