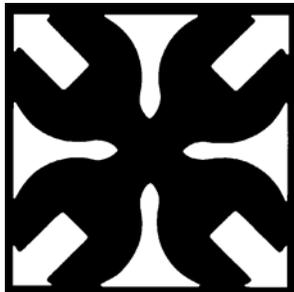




**International Association of  
Bridge, Structural, Ornamental  
and Reinforcing Ironworkers**

# **Survival of the Fittest**

## **Facilitator Guide**





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# **Survival of the Fittest**

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**Developed by**

**IRONWORKER MANAGEMENT PROGRESSIVE  
ACTION COOPERATIVE TRUST**

**and**

**NATIONAL IRONWORKERS AND EMPLOYERS  
APPRENTICESHIP TRAINING AND  
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# SURVIVAL OF THE FITTEST

## USE OF THIS TRAINING PACKAGE

### INTRODUCTION

**Survival of the Fittest** is a unique training opportunity for Ironworkers as the future of union construction depends upon every journeyman and every apprentice. This course is designed to be integrated into one or more courses taught within the local union's apprenticeship training program.

The **Survival of the Fittest** training package is designed for use by **both** the instructor or facilitator and the apprentice or participant. This package contains five primary components that you and the participants will use in going through this material.

1. **Survival of the Fittest** book by Mark Breslin – This book is the main source of the content.
2. **Workbook & Discussion Guide** – This workbook is designed for use by both the participants and facilitators. It contains questions and case studies that can be worked on in advance by the participants or that may be completed in class. The questions and case studies are also used to guide classroom discussion and role plays. Each chapter in the workbook corresponds to the same chapter number in the book.
3. **Apprentice & Training Instructor's Guide** – This guide is designed for use only by the course facilitator. The guide contains the same questions and case studies as the **Workbook & Discussion Guide** along with answers, where applicable, and some helpful suggestions for using the workbook in the classroom setting. There are also general and specific information and suggestions on how to teach the course using the package.
4. **Audio CD** – The audio CD is designed for use by the facilitator in preparing to teach this course and (if appropriate and available) by participants outside of class. It features Mark Breslin (the author of **Survival of the Fittest**) reading from his book. This is a very helpful tool for learners who prefer listening to reading or who simply want to review the material while on their way to work or to class.
5. **Facilitator Guide** – This guide is designed for use by the facilitator and contains information on how to integrate this information into one or more local union apprenticeship courses. This guide also includes a course syllabus, course schedule, course outline, evaluation form, and information on how to be an effective facilitator.

## **COURSE SYLLABUS**

A course syllabus is included in this guide. A syllabus serves as the design document for the course, provides information about the course and is typically given to participants on the first day of the course. However, because this is not a course per se, you do not need to provide it to students as it will be up to you to determine how you want to integrate the **Survival of the Fittest** content into one or more courses in your apprenticeship program. The facilitator may need to adapt this syllabus to meet the needs of the course.

## **COURSE SCHEDULE**

The course schedule presents the course sessions and indicates what occurs during each of the sessions. The facilitator will use the course schedule when planning for the course and will determine how best to work these sessions into the apprentice training program. The participants should be given a copy of the course schedule at the beginning of the course.

While the 16 hours of **Survival of the Fittest** could be taught as a stand alone course, it can also be integrated into other courses (e.g., welding, math, foreman training). It is up to each facilitator or the apprenticeship coordinator to determine how best to do this. We have provided a course schedule, syllabus and outline to help support this effort.

**Note:** If **Survival of the Fittest** is taught as a stand alone course, it is suggested that the course be delivered during a series of three-hour blocks during evening sessions. While this course could be delivered during two eight-hour days, this would be challenging for both the participants and the facilitators.

## **COURSE OUTLINE**

The course outline presented in this guide is a model plan of the training to be delivered according to the course schedule. It presents the course activities needed to accomplish the participant learning objectives described in the course syllabus. The facilitator may develop other practice activities and prepare case studies, role plays or other learning situations which are specific to the course participants.

The course outline is divided into three columns.

**Session/Activity:** This column lists the course sessions and activities. Because the sessions and activities outline the sequence of training, they are presented here in order. The information in this column outlines the **flow** of training.

**Approximate Time:** This section of the outline indicates the approximate amount of time to be devoted to each session or activity. The times presented here are consistent with the course schedule.

**Training Suggestions:** This column describes the various methods, activities and strategies to be used to deliver the course content.

Note that the course schedule is based on the course outline and that change or modification to one should be reflected in the other.

## **COURSE EXERCISES**

The **Workbook & Discussion Guide** provides numerous questions and case studies for use in a classroom setting for small-group activities or for self-paced learning. The purpose of these exercises is to afford the participants an opportunity to apply course content and to spur discussion among participants. Please note the following points regarding these exercises.

- Reminders or instructions for most of the exercises appear in the **Apprentice & Training Instructor's Guide**. This will remind the facilitator of not only when to conduct an exercise, but provides some instructions for the exercise.
- It is up to each facilitator to decide whether or not participants should be asked to complete the exercises in the **Workbook & Discussion Guide** in advance or whether these will be completed in the classroom.

## **COURSE EVALUATION FORM**

A course evaluation form is included in this facilitator guide. This should be copied in advance and distributed to the participants for completion after each session or at the end of the course. Because participants may be completing chapters during one or more courses within their apprenticeship program, you may want to ask for feedback after each session rather than waiting until all chapters have been completed.

Please note the following points regarding the course evaluation form.

- Participants are not to put their name on their form.
- Give the participants the time required to complete the form. Do not rush them.
- Encourage the participants to provide written comments regarding what they liked, did not like and ask them to offer suggestions for future courses.
- Ask one of the participants to collect the evaluation forms and to put these in an envelope before returning them to the facilitator.
- The facilitator should review these after each session and/or at the end of the course and make notes on how to improve delivery of the course in the future.

## **FACILITATION SKILLS**

This guide contains information on how to facilitate interactive training sessions. After reading the  
Survival of the Fittest Facilitator Guide – 3

information the facilitator should be able to use:

- Small-group activities
- Case studies
- Role plays
- Brainstorming
- Group discussions

All of these skills will be required to effectively conduct this course. The facilitator should learn and apply these essential training skills.

## **COURSE PREPARATION**

The following steps should be completed before the course begins and before the facilitator walks into the classroom for specific course sessions.

1. Review all components of the training package.
2. Read the content in **Survival of the Fittest**.
3. Review, adapt as needed and then copy the course syllabus or integrate the information into the syllabus of the course during which **Survival of the Fittest** will be taught.
4. Review, adapt as needed and then copy the course schedule or integrate the sessions into the schedule of the course during which **Survival of the Fittest** will be taught.
5. Study the course outline and then mark up or personalize the content in **Survival of the Fittest**. Examples of personalizing the content include the following.
  - Determining when to have participants act out or role play particular case studies
  - Adding notes (e.g., key points, examples from personal experience)
  - Adding questions
  - Using a highlighter to indicate key points in the book
6. Review each of the exercises (found in the **Workbook and Discussion Guide**) and make sure the purpose and instructions are clear. When needed, prepare for the exercise in advance (e.g., preparing flipcharts, prepping for role play).
7. Copy the course evaluation form.
8. Read the information on facilitation skills and apply these skills during delivery of the course sessions.
9. Prepare the classroom including:

- Prepare any flipcharts.
  - Set the tables in a U-shape. If possible, have additional tables in another area of the room for small-group work.
10. At this point the room is ready for the delivery of a highly interactive, informative and enjoyable course.

We have provided these suggestions for your use. Please let us know how you have integrated **Survival of the Fittest** into your courses, so that we can share your successes with your peers.

Best practices, comments and suggestions should be sent to:

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# **SURVIVAL OF THE FITTEST**

## **COURSE SYLLABUS**

### **Course Description:**

**Survival of the Fittest** is designed to be integrated into one or more courses taught within the local union's apprenticeship training program. This course requires approximately 16 classroom hours and provides apprentices and journeymen with useful information about the challenges facing our union and provides thought provoking questions and suggestions for how to navigate the world of construction in the 21<sup>st</sup> century. Using these materials, participants will be encouraged to think about important issues facing them and their peers and to brainstorm and role play short-term and long-term solutions.

### **Course Objective:**

As Mark Breslin notes in his introduction, **Survival of the Fittest** intends to help construction workers be successful at their jobs and in their lives, as well as helping union construction to take back the marketplace.

### **Learning Objectives:**

Upon successful completion of this course, the participant will be able to:

- Identify the challenges facing the union construction industry and its workers in the 21<sup>st</sup> century.
- Explain how a stronger union construction industry can benefit its individual workers.
- List issues that impact individual productivity and discuss how these impact the contractors and the industry as a whole.
- Provide examples of products for which people have shown they will pay more for quality products and explain how this could be translated to a discussion of union craftsmanship.
- Identify at least three (3) ways in which Ironworkers can represent unions in a positive light, as a matter of personal responsibility.
- Identify at least three (3) ways in which some individuals might represent unions in a negative light and list suggested ways that others can help deal with them.
- List at least three (3) ways in which harassment on the job should be dealt with by the person being harassed.
- List at least five (5) of the ten (10) skills identified in the book as key to moving into a leadership role.

**Target Audience:**

The **Survival of the Fittest** materials can be used by construction workers of all levels of experience. However, the syllabus is geared toward apprentice participants. The participant should have basic reading and writing skills.

**Length of Course:**

The materials are designed to be offered during a total of 16 hours of classroom instruction. Course sessions may be conducted as part of other training courses or orientation sessions. For example, a chapter could be presented during a welding course, another during a math course, a third as part of a history class. Another option is for all of the chapters may be integrated into one course. Chapters could also be presented before or after local union meetings if appropriate.

**Facilitator Information:**

Because these materials are being taught as part of other courses, it is expected that instructors for the course will have training as an instructor and as a facilitator.

**Course Materials for Participants:**

- **Survival of the Fittest** book by Mark Breslin
- **Survival of the Fittest Workbook & Discussion Guide**
- **Survival of the Fittest** Audio CD (optional)
- Course syllabus and schedule

**Course Materials for Instructors or Facilitators:**

- **Apprentice & Training Instructor's Guide**
- Facilitator Guide

# **SURVIVAL OF THE FITTEST**

## **COURSE SCHEDULE (15 Sessions)**

This course schedule follows the structure of the chapters in Mark Breslin's book **Survival of the Fittest**. Each session requires approximately one hour with the final session requiring about two hours.

### **SESSION 1:**

#### **Course Overview:**

- Welcome and introductions
- Course goals and objectives
- Review of the course schedule
- Review of the course materials
- Participant expectations

#### **Introductory Chapter**

- Encourage questions and comments throughout the presentation of the materials

#### **Chapter 1: The Truth Hurts**

- The Truth Hurts
- Change Takes No Prisoners: Dead Brands
- Dinosaurs, the Buffalo, Krispy Kremes, and You

### **SESSION 2:**

#### **Chapter 2: Survival of the Fittest and WIIFY (What's In It For You?)**

- WIIFY
- Ninety Percent of the Pie: What's In It For You?
- What Else is in it for You? Ten New Pickups, or a Cabin, or an RV, a Boat and four ATVs

### **SESSION 3:**

#### **Chapter 3: Elite Warriors and Winners**

- Winning: There's Nothing Like It
- Navy SEALs: Setting the Bar, and You
- A Few Good Men (and Some Not-So-Good Ones)
- The Guy Next to You Needs to be a Winner
- Winning Through Productivity
- A Winning Investment in You
- Your Career is Your Business
- The Winner's Reward: Finding a Home

## **SESSION 4:**

### **Chapter 4: Tradition and Reputation**

- Tradition: A Foundation for the Future
- Street Credentials: Union Reputations Today
- Old School Says, New School Says
- Construction Unions: Not All Are Created Equal
- Three Types of Unions: A Building Trades Check-up
- Union Pride = Self Pride

## **SESSION 5:**

### **Chapter 5: The “Union Yes” Promise: Quality, Excellence, and Value**

- Value: We Cost More (and Better Be Worth It)
- Union Yes Value vs. the Wal-Mart World
- Union Yes: Our Bumper Sticker Promise
- The Real Cost of Union “Value”
- The Team Cost of Union “Value”
- What if it was You: Value and Quality
- Excellence: Zero Re-Work Required
- One Small Mistake

## **SESSION 6:**

### **Chapter 6: Personal Responsibility**

- Your Own Responsibilities
- Pump Up Your ABS: Attitude Before Skill
- Honesty and Integrity
- What if it was You: Honesty and Integrity
- Setting the Pace
- Side Job-it is
- Job Site Negativity and Gossip
- Our Community Image 24/7
- Wearing Your Colors

## **SESSION 7:**

### **Chapter 7: Work Ethic, Commitment, and Attitude**

- Entitled to What?
- Making a Contribution (Big or Small)
- What if it Was You? Giving Your Best Effort
- Being There Matters
- The Dumbest Thing I Ever Heard

- The Long Weekend
- No-Shows Cost you a 60” Plasma TV, a trip to Hawaii, and a Few Cold Ones
- Transportation is a Lame Excuse
- What if it Was You? Transportation
- Just Give Me a Break
- What if it Was You: Late Starts
- What if it Was You: Leaving Early
- Job Walk Offs and Disruptions
- Jurisdiction: Not a License to Lounge
- Stay Off the Cell
- Care of Tools
- What if it Was You: Your Tools
- The Crew: Brothers, Bastards, or Both?
- The Crew: Your Role
- The Nifty Fifty

## **SESSION 8:**

### **Chapter 8: Tolerance, Diversity and Attitude Adjustments**

- Better than Some, Worse than Others
- White, Black, Brown, or Green
- What if it Was You? Prejudice and Stereotyping
- Hola, Amigo?
- Ladies, Start Your Engines
- Gentlemen, Show Respect
- What if it Was You? Harassment on the Job

## **SESSION 9:**

### **Chapter 9: Who Let the Dogs Out?**

- Who Let the Dogs Out: The 10 Percenters
- The “I Got Mine” Guys
- Know-it-Alls
- “I’m Not Helping Someone Take My Job”
- Job Site Whiners
- Four Fingered Flip Off?
- Loser #27: Workers’ Compensation Scammers
- Job Site Politicians

## **SESSION 10**

### **Chapter 10: For Apprentices Only**

- Apprentices: Welcome to Our World, Rookie
- The Proving Grounds
- Day One through Year One
- No Babysitting Provided
- Apprentice Hazing: Hang Tough
- Peer Pressure
- They'll Love You or Hate You
- And Many Will Fail
- Buy Once, Buy Quality
- Living on that Shoestring
- Study Up on your Fringe Benefits
- Back in the Classroom
- The Training Center – What a Deal
- The Training Staff
- Steel, Iron, Wood...and Microchips?
- Big Companies vs. Small Companies

### **SESSION 11**

#### **Chapter 11: Security, Stability, and the Money Game**

- Being Financially Responsible
- Credit Cards: The Bottomless Pit
- In Over Your Head
- Little Things Add Up
- Million Dollar Blue Collar

### **SESSION 12**

#### **Chapter 12: For Foremen Only**

- For Foremen Only
- The Money Maker
- Leading by Example
- The Mentor and Coach
- The Paperwork King
- The Yelling Idiot
- A Professional, not a Pal
- The Foreman Who Plays Favorites
- Ten Tips for Being a Great Foreman
- Ten Tips for Being a Lousy Foreman

### **SESSION 13**

### **Chapter 13: Getting Involved On and Off the Job**

- An Invitation to Leadership
- Be a Mentor
- Passing it Along: The Vanishing Craft Masters
- Moving up in Your Union
- Steward
- Red, White, and Blue Collar Voter

## **SESSION 14**

### **Chapter 14: Old Enemies, New Partners**

- Enemies No More: Doing the Threesome
- The Union Contractor
- The Union
- The Rank and File
- Contractors: Regular Guys Done Good
- The Union's Key Role
- The Business Agent's Role (Do I Want That Guy's Job?)
- The Rank and File's Key role
- Organizing is About Growing the Pie
- Front Door Organizing – A Crazy Idea
- Who are These People? (And Other Frequently Asked Questions on Organizing)
- Scabs, Rats, and Other Future Friends

## **SESSION 15**

### **Chapter 15: Life Success – You are Worth It**

- Being Happy With Your Work
- So What if You Didn't Go to College?
- A Life in Balance
- The Rut
- It's a Good Life

### **Chapter 16: Final Exam – Your Choices**

- Choices, Choices, Choices
- Only if It's Good for You
- Final Exam

### **Course summary**

- Review of main points and question and answer session
- Final course evaluation



## SURVIVAL OF THE FITTEST

### COURSE OUTLINE

Session/Activity	Approximate Time	Training Suggestions
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• From Mark Breslin’s book, prepare and post a flipchart with the quote he offers on the title page of each chapter.</li> <li>• Prepare a completion certificate so that these can be presented to the participants at the end of the course.</li> <li>• For all sessions, it is assumed that this is being integrated into another course. Therefore information on welcoming the participants and participant introductions are not included, as it should be covered as part of the other course.</li> </ul>		
<b>Session 1</b>		
<b>Course Overview and Introductory Chapter</b>	30 minutes	
Welcome and introduction		<p>Welcome the participants to the course.</p> <p>Explain that they will be going through all of the chapters in Mark Breslin’s book in one or more course and that they might not necessarily take the chapters in order.</p>
Course goals and objectives		Review the course syllabus and discuss the goals of the overall <b>Survival of the Fittest</b> course and the participant learning objectives.
Review of the course schedule		<p>Review the course schedule pointing out what will occur during each session of the course.</p> <p>Explain how this <b>Survival of the Fittest</b> course is being integrated into one or more courses.</p>
Review of the course materials		<p>Make sure the participants have all the course materials. Ask whether anyone has read the book yet or listened to the CD (if available).</p> <p>Stress that it is important to read the assigned chapters and complete any assigned exercises in the <b>Workbook &amp; Discussion Guide</b> before each course session.</p>
Participant expectations		<p>Ask participants to share their expectations of the course and record responses on the flipchart.</p> <p>Attach the flipchart page(s) to the wall for</p>

Session/Activity	Approximate Time	Training Suggestions
		reference throughout the course.
Introductory Chapter (p. 1-9)		<ul style="list-style-type: none"> <li>• Ask the participants to read the introduction.</li> <li>• Explain that the information presented may seem straightforward but that it is meant to spur questions and discussion on the past, present and future of the union and its members.</li> <li>• Tell them that questions and comments are encouraged throughout the session, as long as everyone's opinion is respected.</li> </ul>
The Truth Hurts (Chapter 1)	30 minutes	<ul style="list-style-type: none"> <li>• Give the participants 5 minutes to read the chapter if they have not yet done so.</li> <li>• Work through the exercises in the workbook together through brainstorming and group discussion. Record the answers given on a flipchart.</li> <li>• Explain that this session is setting the stage for future sessions.</li> <li>• Encourage them to read the entire book and listen to the CD (if available) as soon as possible. Explain that they do not need to wait until prior to the next session's presentation to keep reading.</li> </ul>
<b>Session 2</b>		
Survival of the Fittest and WIFY (What's In It For You?) (Chapter 2)	1 hour	<ul style="list-style-type: none"> <li>• Break the participants into four small groups.</li> <li>• Give the participants 20 minutes to read the chapter and complete all the workbook questions. Assign each small group one question that they will report out on to the larger group.</li> <li>• Ask the first group to share their answers for question 1 from the workbook. Record the answers on a flipchart.</li> <li>• Ask the large group to add anything else they came up with to the list. Each question should take about 10 minutes.</li> <li>• Repeat for questions 2-4 from the workbook.</li> </ul>
<b>Session 3</b>		

Session/Activity	Approximate Time	Training Suggestions
Elite Warriors and Winners (Chapter 3)	1 hour	<ul style="list-style-type: none"> <li>• Now that the chapters are getting longer, encourage the participants to be prepared in advance by reading the book and doing the workbook exercises on their own prior to coming to class.</li> <li>• Break the participants into small groups of 4-5.</li> <li>• Give the participants 20 minutes to review the material in the book and ask them to focus on the two case studies in the workbook (p. 17-18).</li> <li>• For the case study on p. 17, ask the participants as a whole to brainstorm. On a flipchart, draw a line down the center of a blank page. On the left side, note “Great Skills/Poor Attitude”. On the right side, write “Rookie/Great Attitude”.</li> <li>• Keep track of the responses for choosing one or the other underneath the appropriate heading on the flipchart.</li> <li>• After 10 minutes, summarize the discussion and move on to case study 2 (p.18).</li> <li>• For case study 2, ask them to work in their small groups to come up with ways they would handle the situation described. Give them 10 minutes to discuss. Ask each group to choose one person to present their discussion back to the larger group.</li> <li>• Conduct a role play. Ask someone to play the part of the person who leaves the jobsite early every day or play the part yourself.</li> <li>• Ask the representative of each group to come up and show how they would handle the situation based on their discussion.</li> <li>• Give each group 5 minutes to perform the role play and for follow-up discussion about each approach.</li> </ul>
<b>Session 4</b>		

Session/Activity	Approximate Time	Training Suggestions
Tradition and Reputation (Chapter 4)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook. They should have completed the workbook reading and exercises prior to coming to class.</li> <li>• Inform them that you will be asking everyone to provide their thoughts to the questions posed on p. 22 of the workbook in the case study. Give them an extra 5 minutes to gather their thoughts.</li> <li>• As a large group, ask for volunteers first to provide the key points they would use if calling into a radio show about unions in America.</li> <li>• Once all the volunteers have shared their thoughts, begin calling on the other participants.</li> <li>• Make sure that everyone has provided an answer.</li> <li>• Ask for a show of hands of those who think they actually would call into a radio show on this topic.</li> </ul>
<b>Session 5</b>		
The “Union Yes” Promise: Quality, Excellence, and Value (Chapter 5)	1 hour	<ul style="list-style-type: none"> <li>• Break the participants into 4 small groups.</li> <li>• Assign Group 1 the first three questions to answer and report out on (p. 23-24 workbook).</li> <li>• Assign Group 2 the first case study to answer and report out on (p. 25).</li> <li>• Assign Group 3 the second case study to answer and report out on (p. 26).</li> <li>• Assign Group 4 the third case study to answer and report out on (p. 27).</li> <li>• Ask each group to record their answers on a flipchart (if available) and to nominate a spokesperson.</li> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
		<p>They should have completed the workbook reading prior to coming to class.</p> <ul style="list-style-type: none"> <li>• Give each group 10 minutes to present their work and to get feedback from the group.</li> </ul>
<b>Session 6</b>		
Personal Responsibility (Chapter 6)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• As a group, brainstorm the answers to question 2 of the workbook (p. 29). Keep the list on a flipchart at the front of the room.</li> <li>• At the end of the brainstorming session, go through each item in the list and ask the participants to identify which are skills and which are attitudes? Put a check mark next to attitudes (or differentiate them in some other way).</li> <li>• When you get to the end of the list, ask them which is more important based on their list? Skills or Characteristics/Attitudes. Spend 5 minutes discussing why this is important and whether or not they are surprised by which came out ahead.</li> <li>• Now, read aloud the case study on p. 30 of the workbook. Ask for two volunteers to act it out in front of the class.</li> <li>• Ask the class for feedback. Was there anything else they would say to the person taking the company tools that was not already mentioned?</li> <li>• Spend any remaining class time reviewing the list on p. 61 of Breslin’s book. Ask if there is anything they would like to add to this list based on their own experiences.</li> </ul>
<b>Session 7</b>		
Work Ethic, Commitment, and Attitude (Chapter 7)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• This session will focus on the case study in the workbook (p. 34).</li> <li>• Divide the participants into small groups (4-5 per group). The participants prepare and</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
		<p>practice within their groups. Move from group to group to observe and offer input as needed. Give them 20 minutes to prepare.</p> <ul style="list-style-type: none"> <li>• Bring the groups back together and ask one of them to volunteer to repeat their role play for the entire group.</li> <li>• Facilitate a discussion focusing on the observations made during the role plays.</li> <li>• If time permits, ask another group to present their role play for the group.</li> </ul>
<b>Session 8</b>		
Tolerance, Diversity, and Attitude Adjustments (Chapter 8)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• This session will focus on the case study in the workbook (p. 38).</li> <li>• Divide the participants into small groups (4-5 per group). The participants prepare and practice within their groups. Move from group to group to observe and offer input as needed. Give them 20 minutes to prepare.</li> <li>• Bring the groups back together and ask one of them to volunteer to repeat their role play for the entire group.</li> <li>• Facilitate a discussion focusing on the observations made during the role plays.</li> <li>• If time permits, ask another group to present their role play for the group.</li> </ul>
<b>Session 9</b>		
Who Let the Dogs Out? (Chapter 9)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• Ask the participants to focus on questions 1-4 in the workbook (p. 40-41) and give them an additional 10 minutes to complete these.</li> <li>• Ask each participant what percentage they entered for question 1. Mark the answers on a flipchart.</li> <li>• Discuss the implications of the number as a group. Is it higher than they expected? Is it lower than they expected?</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
		<ul style="list-style-type: none"> <li>• Ask them how they think they can, as individuals, address this problem.</li> </ul>
<b>Session 10</b>		
For Apprentices Only (Chapter 10)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• As a group, go through questions 1-3 from the workbook (p. 44-45).</li> <li>• For question 3, come up with an order that the group can agree on, as a whole, and write the final ranking down on a flipchart.</li> <li>• Ask the group to discuss experiences they have had as apprentices (both positive and negative) and ask them to share how they have handled them.</li> </ul>
<b>Session 11</b>		
Security, Stability, and the Money Game (Chapter 11)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• Break the participants into small groups (4-5 per group) and ask them to spend 20 minutes discussing and answering questions 1-5 in the workbook (p. 48-50).</li> <li>• Ask Group 1 to report out on question 1. Ask the rest of the large group for feedback or additional answers they might have come up with.</li> <li>• Repeat for questions 2-4. (Note: if you have 5 groups, you could break question 4 into two parts and assign each part to a different group.)</li> </ul>
<b>Session 12</b>		
For Foremen Only (Chapter 12)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• Ask the apprentice participants why it is important to read this chapter. Remind them that they are the foremen of the future and it is important to understand what lies ahead.</li> <li>• Break the group into 3 small groups. Have Group 1 focus on questions 1-2 from the workbook (p. 51-52).</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
		<ul style="list-style-type: none"> <li>• Have Group 2 focus on questions 3-4 from the workbook (p. 52-53).</li> <li>• Have Group 3 focus on the case study (p. 54).</li> <li>• Give them 15 minutes to discuss in small groups.</li> <li>• Ask each group to report back to the group their answers.</li> <li>• After the report-out, ask them how many of them have had job supervisors that possess most of the qualities discussed in question 3.</li> <li>• Ask them whether they have also had job supervisors who possessed few or none of those qualities.</li> <li>• Have them discuss the impact on their job performance and morale in both sets of situations.</li> </ul>
<b>Session 13</b>		
Getting Involved On and Off the Job (Chapter 13)	1 hour	<ul style="list-style-type: none"> <li>• Give the participants 20 minutes to review the material in the book and the workbook.</li> <li>• Ask the participants for a show of hands for how many of them have a mentor in the union. If anyone does, ask them what the mentor has provided in terms of guidance on the job. Is it in the area of particular skills or overall support?</li> <li>• Ask how many of them have been a mentor for someone else, either on the job or in their personal lives (e.g., teaching someone to fish or being a good role model to a sibling or child).</li> <li>• Talk about the importance of mentoring to the future of the union as discussed in the book on p. 131-132.</li> <li>• Review the list on p. 130 of 10 skills needed to move into a leadership role. Ask each participant to identify which is his or her strongest skill to date and which one he or she most needs to focus on. Ask them to share this information with the group and</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
		discuss ways they can achieve these goals, using available training courses and mentoring opportunities.
<b>Session 14</b>		
Old Enemies, New Partners (Chapter 14)	1 hour	<ul style="list-style-type: none"> <li>• Break the participants into four small groups.</li> <li>• Give the participants 20 minutes to read the chapter and complete all the workbook questions. Assign each small group one question that they will report out on to the larger group.</li> <li>• Ask the first group to share their answers for question 1 from the Workbook. Record the answers on a flipchart.</li> <li>• Ask the large group to add anything else they came up with to the list. Each question should take about 10 minutes.</li> <li>• Repeat for questions 2-4 from the Workbook.</li> </ul>
<b>Session 15</b>		
Life Success – You Are Worth It (Chapter 15)	1 hour	<ul style="list-style-type: none"> <li>• Prepare in advance a flipchart containing five of your favorite quotes from Mark Breslin’s book. Quotations are found on nearly every chapter’s title page.</li> <li>• Give the participants 20 minutes to read the chapter and complete all the workbook questions.</li> <li>• Break the participants up into pairs. Give them an additional 10 minutes to talk through their answers to the questions in the workbook (p. 60-62).</li> <li>• Ask each person in the pair to pick one question and to share their partner’s answer to that question. Then allow the other participant to do the same for his or her partner.</li> <li>• Make sure that every participant has a chance to share the answer of his partner to one of the questions.</li> </ul>
Final Exam – Your Choices	1 hour	<ul style="list-style-type: none"> <li>• Talk through the list of quotes you prepared before the session. Ask each participant to add any quotes they particularly liked to the</li> </ul>

Session/Activity	Approximate Time	Training Suggestions
(Chapter 16)		<p>list.</p> <ul style="list-style-type: none"> <li>• Ask them what they most enjoyed about the <b>Survival of the Fittest</b> materials and in what ways they have changed how they live or work as a result of reading and discussing them.</li> <li>• Record the participants' thoughts on a flipchart. At the end of the class, please communicate these to your Apprentice Coordinator.</li> <li>• Present the participants with a certificate showing completion of this course.</li> </ul>

**SURVIVAL OF THE FITTEST**  
**EVALUATION FORM**

Please read each of the following items and determine which of the responses best describes your feelings. Your input will be used to provide for the continual improvement of this training course. The numbers refer to:

**5 = Strongly agree, 4 = Agree, 3 = Not sure, 2 = Disagree, 1 = Strongly disagree**

The course was well organized.	1 2 3 4 5
The course objectives were clear.	1 2 3 4 5
<b>Session 1</b> (the introductory chapter and Chapter 1: The Truth Hurts) helped me to understand why survival of the fittest is an important concept for construction workers.	1 2 3 4 5
<b>Session 2</b> (Chapter 2: Survival of the Fittest and WIIFY) helped me to understand why survival of the fittest is important to me.	1 2 3 4 5
<b>Session 3</b> (Chapter 3: Elite Warriors and Winners) helped me to understand what it takes to be a winner.	1 2 3 4 5
<b>Session 4</b> (Chapter 4: Tradition and Reputation) helped me to understand the traditions and reputations of unions.	1 2 3 4 5
<b>Session 5</b> (Chapter 5: The “Union Yes” Promise: Quality, Excellence, and Value) helped me to understand the meanings of quality, excellence and value.	1 2 3 4 5
<b>Session 6</b> (Chapter 6: Personal Responsibility) helped me to understand my responsibilities as a union construction worker.	1 2 3 4 5
<b>Session 7</b> (Chapter 7: Work Ethic, Commitment, and Attitude) helped me to understand the importance of work ethic, commitment and attitude as a union construction worker.	1 2 3 4 5
<b>Session 8</b> (Chapter 8: Tolerance, Diversity and Attitude Adjustments) helped me to work with others on the job.	1 2 3 4 5
<b>Session 9</b> (Chapter 9: Who Let the Dogs Out?) helped me to understand why the 10 percenters are hurting our union.	1 2 3 4 5
<b>Session 10</b> (Chapter 10: For Apprentices Only) helped to understand how apprentices should be treated on the job.	1 2 3 4 5

**Session 11** (Chapter 11: Security, Stability, and the Money Game) helped me to understand how to be financially responsible. 1 2 3 4 5

**Session 12** (Chapter 12: For Foreman Only) helped me to understand the roles and responsibilities of the foreman. 1 2 3 4 5

**Session 13** (Chapter 13: Getting Involved On and Off the Job) helped me to understand the importance of getting involved in my union. 1 2 3 4 5

**Session 14** (Chapter 14: Old Enemies, New Partners) helped me to understand positive labor-management relations. 1 2 3 4 5

**Session 15** (Chapter 15: Life Success – You are Worth It and Chapter 16: Final Exam – Your Choices) helped me to understand how to be happy with, and make choices concerning, my career as a construction worker. 1 2 3 4 5

I would recommend that all apprentices take this course. 1 2 3 4 5

**Please provide written responses to the following items:**

Which topics in this course were of the greatest value to you?

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Which topics in this course were of the least value to you?

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Suggestions for this course in the future:

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## **SURVIVAL OF THE FITTEST**

### **FACILITATION SKILLS**

After reading and applying this information during the delivery of training courses, you will be able to:

- Facilitate small-group activities
- Facilitate case studies
- Facilitate role plays
- Facilitate brainstorming
- Facilitate group discussions

### **INTRODUCTION**

An effective presentation can be one of the most rewarding aspects of an instructor's responsibilities. The instructor able to maintain participant interest with an exciting, dynamic delivery using a variety of learning techniques is more likely to be successful in helping participants reach course objectives. The instructor will find that the time and effort invested in planning were well spent as the instructor and participants interact, discuss, question and work together.

### **FACILITATING SMALL GROUP ACTIVITIES**

There are many times during Ironworker training when the participants will be divided into several small groups, usually consisting of four to six participants. Examples of small group activities are:

- **Solving a problem** that has been presented by the instructor or a participant
- **Reacting to a case study** that has been presented in writing, orally by the instructor or through video or slides
- **Preparing and conducting a role play** within a small group

Small group activities offer many advantages including:

- Providing participants an opportunity to **learn from one another**
- **Involving** all participants
- Creating a sense of **teamwork** among members as they get to know one another
- Providing for a **variety of viewpoints**

When small group activities are being conducted, it is important that participants not be in the same group every time. The instructor can create small groups by:

- **Assigning** participants to groups
- Asking participants to **count off** “1, 2, 3,” etc. and having all the “1s” meet together, all the “2s” meet together, etc.
- Asking participants to **form their own groups**
- Asking participants to **draw a group number** (or group name) from a basket

The classroom(s) used for small group activities should be large enough to allow several arrangements of tables and chairs so that individual groups can work without disturbing one another. The instructor should be able to move easily about the room to visit each group. If available, consider using smaller rooms (known as breakout rooms) near the primary classroom where small groups can go to work on their problem-solving activities, case studies or role plays.

Activities assigned to small groups should be **challenging, interesting and relevant; should require only a short time to complete; and should be appropriate for the background of the participants**. Each small group may be working on the same activity or each group may be taking on a different problem, case study or role play. Regardless of the type of activity, there is usually a time limit. When that is the case, inform groups when there are 5 minutes left and again when their time is up.

Instructions to the groups may be presented:

- In a **handout**
- On a **flipchart**
- On a **PowerPoint slide**
- **Orally** by the instructor

Instructions for small group activities typically include:

- **Directions**
- **Time limit**
- A **situation or problem** to discuss, resolve or role play
- Participant **roles** (if a role play)
- **Questions** for a group discussion

After the groups have completed their activity, the instructor will bring them together as a large group for a discussion of the activity. This discussion may involve:

- **Reports** from each group
- **Responses** to activity questions
- **Role plays** developed and presented by participants in the small groups
- **Recommendations** from each group

It is important that the instructor provide an effective summary discussion following small group activities. This provides closure and ensures that participants understand the point of the activity.

## **FACILITATING CASE STUDIES**

A case study is a training method using realistic scenarios that focus on a specific issue, topic or problem. It is used principally to reinforce or expand the participants' **knowledge**. Participants typically read and then react to the case study orally during a group discussion or in writing. The primary **advantage** of the case study is that it focuses the attention of the participant on a **real situation**. Participants may work separately or in small groups to solve or complete a case study.

**Advantages** of using a case study include:

- It is a **participatory** method of learning which actively involves participants and encourages them to interact with one another.
- Participants react to **realistic and relevant cases** which relate directly to the course and to their work on the job.
- Reactions often provide **different perspectives** and **different solutions** to problems presented in the case study.
- Reacting to a case study helps participants **develop problem-solving skills**.

**Case studies can be developed by the instructor or the participants.** Situations for the case studies can be found in one or more of the following sources:

- Instructor experiences
- Jobsite records (blueprints, safety documents)
- Participant experiences

After participants have read the case study, either individually or in small groups, they should be given the opportunity to react to it. Typical reaction exercises include:

- **Analysis of the problem.** The participants are asked to analyze the situation presented in the case study and determine the source of the problem.
- **Focused questions.** These inquiries ask participants to respond to specific questions.

*Example:*

“What are three observations suggesting that the foreman was not communicating properly?”

- **Open-ended questions.** These questions provide participants more flexibility in responding.

*Example:*

“What can happen if the Ironworker does not do the job right the first time?”

- **Problem solutions.** The participants are asked to offer suggestions regarding the situation being presented.

*Example:*

“How could this problem of the late delivery of materials have been avoided?”

Once participants have reacted to the case study they should be given the opportunity to share their reactions. This sharing might take the form of one or more of the following:

- **Reports** from individuals or small groups
- **Responses** to case study questions
- **Role plays** presented by individuals or small groups
- **Recommendations** from individuals or small groups

The instructor should summarize the results of the case study activity before moving on to the next topic. An example of a case study is presented in the sample at the end of this unit.

## **FACILITATING ROLE PLAYS**

A role play is a learning method in which participants act out roles in a situation related to the learning objectives. Although knowledge is usually required to conduct an effective role play, its purpose is to influence the **behavior** of participants. Role plays offer several advantages:

- Role plays can create a highly motivational climate because participants are actively involved in a realistic situation.

- Participants can **experience a real-life situation without having to take real-life risks**.
- Role plays give participants an understanding of another person's situation.

*Examples:*

- Make apprentices aware of the communication skills needed to be effective on the job.
- Practice communication skills by asking two participants to role play a situation.

To conduct the role play, the instructor should:

- Decide what the participants should learn from the role play (the objectives)
- Devise a simple situation
- Explain what the participants should do and what the audience should observe
- Discuss important features of the role play by asking questions of both the players and observers
- Summarize what happened in the session, what was learned and how it applies to the information being learned

An example of a role play can be found at the end of this unit.

## **FACILITATING BRAINSTORMING SESSIONS**

Brainstorming is a training strategy that **stimulates thought and creativity** and is often used in conjunction with group discussions. The primary purpose of brainstorming is to generate a list of ideas, thoughts or alternative solutions that focus on a specific topic or problem. This list may be used as the introduction to a presentation or form the basis of a group discussion. Brainstorming requires that participants have some background information related to the topic.

The following guidelines will facilitate the use of brainstorming:

- **Establish ground rules.**

*Example:*

“During this brainstorming session, we will be following two basic rules. All ideas will be accepted and Frank will write them on the flipchart. At no time will we discuss or criticize any idea. Later, after we have our list of suggestions, we will go back and discuss each one. Are there any questions? If not,....”

- **Announce the topic or problem.**

*Example:*

“During the next few minutes we will be brainstorming and will follow our usual rules. Our topic is ‘Effect on the Ironworker gang or crew when some members are late or miss work altogether.’ I would like each of you to think of at least one idea. Pam will write these on the board so that we can discuss them later. Who would like to be first? Yes, Joe....”

- **Maintain a written record** on a flipchart or writing board of the ideas and suggestions. This will prevent repetition and keep participants focused on the topic, and will be useful when it is time to discuss each item.
- **Involve the participants and provide positive feedback** in order to encourage more input.
- **Review written ideas and suggestions periodically** to stimulate additional ideas.
- **Conclude brainstorming by reviewing all the suggestions.**

## **FACILITATING GROUP DISCUSSIONS**

The group discussion is a training technique in which most of the ideas, thoughts, questions and answers are developed by the participants. The instructor typically serves as the **facilitator** and guides participants as the discussion develops.

- Group discussion is useful:
  - At the conclusion of a presentation
  - After viewing a video
  - Following a demonstration
  - After reviewing a case study
  - After a role play
  - Following a brainstorming session

- At any other time when participants have prior knowledge or experience related to the topic (e.g., apprentice comments on something seen on the job and the instructor decides to take a few minutes for a discussion)

Attempting to conduct a group discussion when participants have limited knowledge of or experience with the topic often will result in little or no interaction and thus an ineffective discussion. When participants are familiar with the topic, the ensuing discussion is likely to **arouse participant interest, stimulate thinking and encourage active participation**. This interaction affords the facilitator an opportunity to:

- Provide positive feedback
- Emphasize key points
- Create a positive learning climate

The facilitator must consider a number of factors when selecting group discussion as the training strategy:

- Discussions involving **more than 15 to 20 participants** may be difficult to lead and may not give all participants an opportunity to participate.
- Discussion requires **more time** than a typical classroom presentation because of the interaction among the participants.
- **A poorly directed discussion may move away from the subject** and never reach the objectives established by the facilitator.
- **If control is not maintained**, a few participants may dominate the discussion while others lose interest.

Follow these key points to ensure successful group discussions:

- **Arrange seating to encourage participant interaction** (e.g., tables and chairs set up in a “U” shape, square or circle so that participants face one another).
- **State the topic** as part of the introduction.

*Example:*

“To conclude this presentation on the roles and responsibilities of the Ironworker foreman, let’s take a few minutes to discuss the importance of communicating with your workers as well as with your supervisor. Mike, what do you think about how the foreman should communicate?”

- **Shift the conversation** from the facilitator to the participants.

*Examples:*

“Jerry, would you share your thoughts on...?”

“Jane, what is your opinion?”

“Ed, do you agree with my statement that...?”

- **Act as a referee** and intercede only when necessary.

*Example:*

“It is obvious that Ron and Dick are taking opposite sides in this discussion. Ron, let me see if I can clarify your position. You seem to feel that...”

- **Summarize the key points** of the discussion periodically.

*Example:*

“Let’s stop here for a minute and summarize the main points of our discussion.”

- **Ensure that the discussion stays on the topic.**

*Examples:*

“Michelle, can you explain a little more clearly how that situation relates to our topic?”

“Brian, would you clarify for us how your point relates to the topic?”

“Let’s stop for a moment and review the purpose of our discussion.”

- **Use the contributions of each participant** and provide positive reinforcement.

*Examples:*

“That is an excellent point, Stacy. Thank you for sharing that with the group.”

“Kenny has a good argument against the contractor’s policy. Jeff, would you like to take the opposite position?”

- **Minimize arguments** among participants.
- **Encourage all participants to get involved.**

*Example:*

“Shawn, I can see that you have been thinking about these comments. Can you give us your thoughts?”

- **Ensure that no one participant dominates the discussion.**

*Example:*

“Bryan, you have contributed a great deal to our discussion. Let’s see if someone else would like to offer....”

- **Conclude the discussion with a summary** of the main ideas. The facilitator must relate the summary to the objective presented during the introduction.

## **SUMMARY**

The learning techniques described in this section include small-group activities, case studies, role-plays, brainstorming and group discussions. The instructor who wants to deliver an interactive presentation should use a variety of these techniques to involve participants in the learning process. Delivering an effective presentation can be one of the most satisfying aspects of an instructor’s responsibilities. The instructor who can use these learning methods effectively to give an exciting, dynamic presentation that holds the participants’ interest is more likely to be successful in helping participants reach the course objectives.

## **SAMPLE CASE STUDY**

### **Directions for Participants**

Read the case study individually. When everyone in your group has finished, discuss the case study and then answer the questions. Identify one of your group members to share your responses with the other groups.

### **Case of the Upset Contractor**

You are an Ironworker contractor and work closely with several local unions in your area. You need a foreman and crew of five to do some work on a new job and call the hall of one of the local unions. The foreman and crew arrive and begin work. After several days you receive feedback that three of the crew members are skilled Ironworkers. However, two of the crew members appear to be having problems. One comes late quite often and on some days doesn't show up at all. The other has very limited skills and is not able to perform some of the work.

### **Questions**

In your team, please discuss the following questions.

1. How would you feel if you were the contractor?
2. If you were the contractor, what would you do?
3. How could this problem have been avoided?

## SAMPLE ROLE PLAY

### Directions for Participants

Two participants in your group will volunteer for (or will be assigned) roles. One will be a foreman, the other an Ironworker. Each participant who has a part in the role play should take a few minutes to read the background information and prepare. The observers in the group also should read the background information so they can participate in the small group discussion following the role play.

### Participant Roles

**Foreman:** The foreman is experienced and has been an Ironworker foreman for several years. The foreman and crew are working on a job and have been there for about 3 weeks.

**Ironworker:** The Ironworker completed apprentice school 2 years ago and is becoming very skilled. However, the Ironworker sometimes stays out too late and as a result shows up late for work. This happened this morning and for the second time this week the Ironworker is going to be late. The Ironworker is concerned about what the foreman is going to say.

**Focus of the Role Play:** The focus of the role play is on the interaction between the foreman and the Ironworker. The foreman is frustrated and is going to give the Ironworker an official verbal warning. The Ironworker is initially upset but then agrees to try to be on time as the foreman explains both the importance of attendance and the consequences of being late.

### Discussion Questions

1. Did the foreman approach the Ironworker in a positive, yet concerned manner?
2. Was the Ironworker's reaction realistic?
3. Was the foreman's verbal warning effective? Did the Ironworker get the message?
4. How could the foreman have been more effective?

