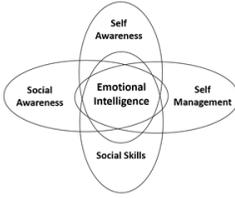


# VALUES & CHARACTER DEVELOPMENT



John T. Krochmalny  
[jkrochmalny@gmail.com](mailto:jkrochmalny@gmail.com)



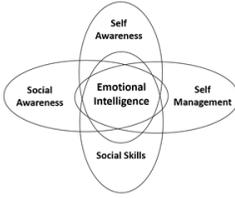


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Crystal Taylor	MultiFaith Council of Northwest Ohio, Toledo, Ohio



## Organizational

Aha! Process, Inc., Atlanta, Ga

Applied Technetronics, Cygnet, Ohio

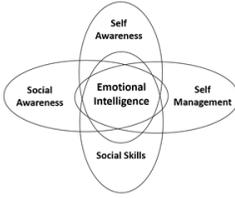
Impact Coalition, Toledo, Ohio

Lutheran Social Services of Northwest Ohio, Toledo, Ohio

MultiFaith Council of Northwest Ohio, Toledo, Ohio

Northwest State Community College, Archbold, Ohio

Sylvania Baha'i Community, Sylvania, Ohio



## Values & Character Curriculum Development

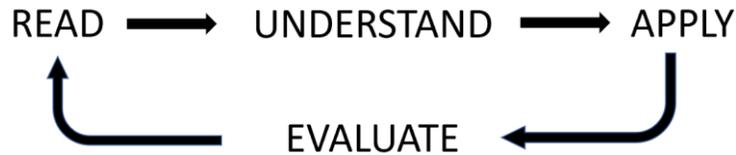
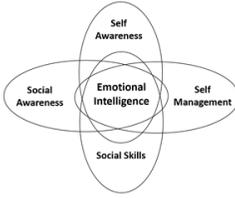
### Curriculum Rational

Of all the skills employers seek out for potential or existing employees, Emotional Intelligence is at the top of the list. These personal skills include showing up for work on time, being effective team members, and being able to go that extra mile in job performance. These skills are usually passed down from person to person in a cultural setting. Many families successfully pass these core values onto their members and they, in turn, become valuable organizational members. Many companies needing to expand their operations find limitations within the workforce due to a certain emotional immaturity.

On another level, human resource departments have the responsibility of enforcing behavioral issues related to the workforce. These are usually limited to an escalating punishment process involving Verbal Warning -> Written Warning -> Time Off -> Termination. In applying this behavioral remedy, the punishment is the motivating factor for behavioral change. If the troublesome worker has a skill needed by the organization, finding a replacement may be difficult if not impossible.

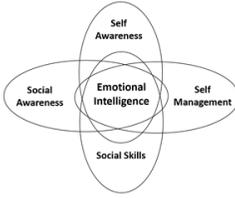
There are always other people affected by the termination of an employee. Immediate family members, their communities, and businesses they use for their needs all suffer because of the termination. Also impacted could be governmental and non-governmental organizations that address poverty situations.

This curriculum offers another remedy for workers that may not have had the benefit of a culture that teaches those values involving Emotional Intelligence. This **Values & Character Development** curriculum offers a planned-out training sequence that learners can teach themselves with the assistance of a course Facilitator or Mentor. It can also be used in any personal continuous improvement plan associated with workforce development.



### Values & Character Development Methodology

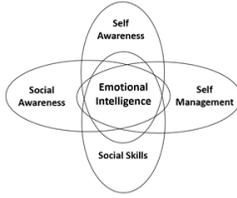
All work occupations demand people to show up to work on time, do their jobs well, and therefore meet customer expectations. Those troublesome workers always seem to have something else being more important than the job they are assigned to do. These workers may have a highly developed sense of Self-Interest – they are in it for only themselves and not concerned with others. In comparison, successful people having Middle-class values have personal attributes involving self-interest but more importantly, an understanding that what they do also affects others. People having these values and related behaviors make for good workers, team members, and valued organizational resources. It is in the application of these middle-class values of working with and serving others that allow companies and their associates to prosper.



	Qualities of Self - Interest		Qualities of Mutual Interest	
<b>ACTION</b>	<b>1</b> <u>Selfish</u>	<b>2</b> <u>Aspiring Within Limitations of Self</u>	<b>3</b> <u>Sacrificing Beyond Limitations of Self</u>	<b>4</b> <u>Selfless Self-Sacrifice</u>
	(Total Self Interest)	(Self Interest + Mutual Interest)	(Mutual Interest + Self Interest)	(Total Mutual Interest)
The specific action being applied to a condition or situation				

**Table 2 Values & Character Learning and Application**

As Table 2 Values & Character Learning and Applications may show, teaching values could have positive outcomes for those needing it. The benefits of a person in Category 1 progressing in stages toward a Category 2 could not only affect their prosperity but also the prosperity of their employer, family, and their community.



## Values & Character Development Curriculum

This curriculum design is centered on the learner being responsible for understanding and applying the lessons learned in each module. Each module will introduce the learner to certain topics associated with Emotional Intelligence. Modules have a segment that teaches a specific topic for a basic understanding. Within each module, there will be an intermediate level material needed for lessons in applying the topic lessons.

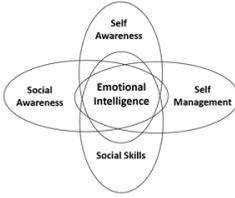
Finally, in each module, there will be an advanced material level whereby the learner will apply their learning to their chosen behavioral change. Social Science has determined that personal character transformation happens when there are meaningful relationships among people. In this advanced material level, course facilitators or mentors will serve as a resource as learning and training take place. The intended purpose of the facilitator or mentor is to guide learners to their chosen behavior change.

In this Learner-Centered training format, the learner is expected to be engaged in the materials and use the training Facilitator or Mentor as a guide. Due to the intended outcome of this training being a behavioral change, the learner is expected to do this of his/her own accord. The role of the facilitator or mentor is not to teach the Values & Character Development materials but to be a guide and resource.

## Values & Character Curriculum Copyright



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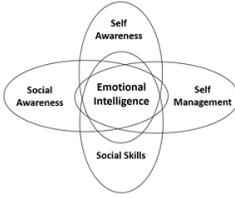
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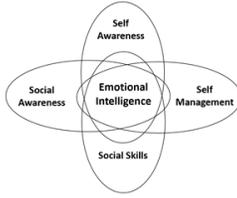
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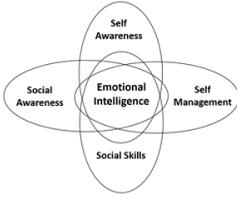
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