

Chapter 3

Lesson 3

Be Independent / Academic Skills and Employment

Theme: Academic Skills/Life Skills

Lesson Objective:

Students will explain relationship between competence and resiliency. Students will identify level of individual, basic, and transferable skills. Students will demonstrate awareness of relationship between work skills and getting and keeping a job. Students will demonstrate awareness of the connection between independence and employment. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“If you think your teacher is tough, wait ‘til you get a boss.” --Bill Gates

“My unemployed brother-in-law gave up his job because of illness. His boss got sick of him.” --Henny Youngman

1. Practice Chapter 2 litany. Briefly review decision-making steps. (Chapter 2)
2. Discuss quotation(s).
3. Refer to resiliency-building skills.
4. Ask: How does the ability to manage your own life promote independence and resiliency? Tell: Everyone needs personal and academic skills to get and keep a job and to manage your own life. This lesson – Skills to get and keep job. Next lesson – Academic and personal skills to manage life.

Stay in school? Why it's worth the effort.

- Read: *The Cost of Dropouts S1, Myths and Fact S2.*
- Ask: How do basic skills relate to employment? How do strong skills and employment support independence?
- Complete *SCANS Workplace Competencies S3, Job Skills S4 Individual Skills S5, Transfer Skills S6, School Work on the Job S7, Skills for Here and to Go S8.*
- Complete *Skills to Tell an Employer About S9.*
- Complete *Staying on the Job S10, Evaluating Job Habits S11, The Case of the I've Been Framed Art Company S12, What Do Employers Want? S13 Would You Go To Work Today? S14 Who Would You Hire? S15 Who Would you Fire? S16 Types of Payment S17.*

Make a Plan

- Have student look at *GOALS IN MY LIFETIME* in the Life Areas "Career" and "Learning."
- Student completes *Make a Plan* sheet for each goal in "Career" and "Learning" Life Areas.
- On the back of one of the worksheets, have student list at least 6 ways people overcome obstacles. List as many people as they can (either that they know personally or have heard of) who have shown they can overcome.
- Complete and review *Career Plan EN8*.

Materials:

Make a Plan S18/ Chapter 2 GOALS IN MY LIFETIME "Career" and "Learning" Life Areas.

The Cost of Drop Outs S1

Myths and Facts S2

SCANS Workplace Competencies S3

Job Skills S4

Individual Skills S5

Transfer Skills S6

School Work on the Job S7

Skills for Here and to Go S8

Skills to Tell an Employer About S9

Staying on the Job S10

Evaluating Job Habits S11

The Case of the I've Been Framed Art Company S12

What Do Employers Want S13

Would you Go To Work Today S14?

Who Would You Hire? S15

Who Would you Fire? S16

Type of Payment S17

Evaluation:

Rubric

Enrichment:

Go Figure EN1

Advertising Yourself EN3

Math Used in Jobs EN2

Judging Your Work Ethic EN4

Characteristics of Good Workers EN5

Identifying Written and Unwritten Rules EN6

General Work Habits EN7

Career Plan EN8

The Cost of Drop Outs

S1

"Stay in School."

Today, that advice is more important than ever.

1. More education equals more pay and less chance of unemployment.
2. Earnings go up with every year of school completed and get an extra boost when a degree program is completed.
3. Education pays off because better-educated workers learn tasks more easily and are usually more organized.
4. Remember that differences in earnings can occur within academic disciplines and that the occupation you choose will make a definite difference in your earning capacity.

Educational Attainment	Annual Average Earnings 2000(U.S.)	Unemployment Rate 2000 (U.S.)
Not a high school graduate	\$14,013	10.4%
High school only	\$21,431	5.1%
Associate degree	\$27,780	3.8%
Bachelors degree	\$36,980	2.1%
Master's degree	\$47,609	2.0%
Doctorate degree	\$64,550	1.2%
Professional degree	\$85,322	1.5%

THE COST OF DROPOUTS

- Each student who drops out of school loses an estimated \$250,000 in lifetime earnings.
- This represents \$229 billion in lost lifetime earnings for each high school graduating class nationally

This also results in:

- \$69 billion lost tax revenues
- \$42 billion annually in welfare programs
- \$4 billion annually in expenditures for public safety

Teen pregnancies cost the U.S. over \$17 billion each year in welfare costs alone.

MYTHS AND FACTS

S2

MYTH: Women and men are represented equally in most occupations.

FACT: Women workers are concentrated in traditionally female occupations. In 1999, women made up 78% of all administrative support workers, and 68% of all retail and personal service workers. At the same time, women made up only 3.5% of all precision production, craft and repair workers and 8.2% of all apprentices.

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**MYTH:** Traditional female jobs pay salaries comparable to jobs in which men are traditionally employed.

**FACT:** Jobs that employ more men typically pay 30% more than traditional female jobs.

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MYTH: Certain jobs are “men’s work” and other jobs are “women’s” work.

FACT: The vast majority of job requirements aren’t related to gender at all.

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**MYTH:** A woman’s place is at home with the children, not at a construction site or firehouse.

**FACT:** In 1999, women accounted for 49% of all the civilian workforce. Two out of every three workers entering the labor force between 1990 and 2005 will be women. The majority of women work because of economic necessity and non-traditional jobs mean women will be more able to support themselves and their families.

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MYTH: Women don’t like trade work.

FACT: Researchers have found that women working in trades are very happy in their career and are rated as good or excellent at their jobs. Their dissatisfaction is that although they do tasks that men do, men often earn more money. Many women enjoy working outdoors and working with their hands. They take pride in knowing that they have built or created something.

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## MYTHS AND FACTS (Page 2)

S2

**MYTH:** Women who leave their job get married and have children. Therefore, the job should go to a man who will stay.

**FACT:** On average, women work 30 years over the course of their lifetimes, regardless of whether or not they're married. Of those women who do leave to have children, the majority return to work when the children are old enough for child care (2 years old).

# SCANS Workplace Competencies

S3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Each row in the following table includes a competency identified in *What Work Requires of Schools: A SCANS Report for America 2000*. These are abilities you must develop in school to be fully prepared for the workplace. For each occupation listed, decide which competencies you would need to be successful and place check marks in the appropriate boxes. Refer to the *Occupations Digest* or *Occupations Handbook* as needed.

| Occupations:                                      | T<br>E<br>A<br>C<br>H<br>E<br>R | U<br>R<br>B<br>A<br>N<br><br>P<br>L<br>A<br>N<br>N<br>E<br>R | M<br>E<br>D<br>I<br>C<br>A<br>L<br><br>T<br>E<br>C<br>H<br>N<br>I<br>C<br>I<br>A<br>N | M<br>A<br>I<br>L<br><br>C<br>A<br>R<br>R<br>I<br>E<br>R | I<br>N<br>S<br>U<br>R<br>A<br>N<br>C<br>E<br><br>A<br>G<br>E<br>N<br>T | C<br>O<br>S<br>M<br>E<br>T<br>O<br>L<br>O<br>G<br>I<br>S<br>T | P<br>H<br>A<br>R<br>M<br>A<br>C<br>I<br>S<br>T | C<br>O<br>M<br>P<br>U<br>T<br>E<br>R<br><br>O<br>P<br>E<br>R<br>A<br>T<br>O<br>R | P<br>R<br>I<br>S<br>O<br>N<br><br>G<br>U<br>A<br>R<br>D | T<br>A<br>X<br>I<br><br>D<br>R<br>I<br>V<br>E<br>R | T<br>O<br>O<br>L<br>&<br>D<br>I<br>E<br><br>M<br>A<br>K<br>E<br>R | G<br>R<br>A<br>P<br>H<br>I<br>C<br><br>A<br>R<br>T<br>I<br>S<br>T |
|---------------------------------------------------|---------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Workplace Competencies:</b>                    |                                 |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Interpersonal: teaches others new skills          | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Information: organize and maintain information    | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Resources: allocate money, time, and materials    | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Systems: design or improve systems                | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Technology: apply technology to specific tasks    |                                 |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Interpersonal: work well with diverse populations | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Information: use computers to process information | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Resources: allocate staff and space               |                                 |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Systems: monitor and corrector performance        | ✓                               |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |
| Technology: maintain and troubleshoot equipment   |                                 |                                                              |                                                                                       |                                                         |                                                                        |                                                               |                                                |                                                                                  |                                                         |                                                    |                                                                   |                                                                   |

What competencies are most common to the occupations listed? List three:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

As you begin to consider an occupation for the future, which three competencies would you like to improve in order to be prepared for the workplace?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**There are actually three different skill areas employers consider. They are individual skills, job skills, and transfer skills.**

**Individual skills describe you.** They are personal traits like being dependable, honest or creative. These skills cannot be taught in a short period of time.

**Job skills are basic work skills needed to do a good job in a specific occupation.** Operating a punch press machine, giving injections, and testing soil samples are all job skills.

**Transfer skills are learned in one job setting and can be used in many other jobs.** Learning how to read a sewing pattern can transfer into blueprint reading. Transfer skills are very important for people entering a new job area where they lack experience.

You will need to learn new job skills for a specific occupation. It is your individual skills and transfer skills that will help you get the job.

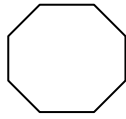
## INDIVIDUAL SKILLS

**S5**

Circle the individual qualities and skills that you have. Be prepared to tell things you do that show you have this quality. Use the dictionary if you're not sure of a word's meaning.

|              |                |
|--------------|----------------|
| academic     | loyal          |
| active       |                |
| accurate     | mature         |
| affectionate |                |
| aggressive   | neat           |
| ambitious    |                |
| analytical   | open-minded    |
| artistic     | optimistic     |
| assertive    | organized      |
| athletic     |                |
|              | patient        |
| businesslike | perceptive     |
|              | polite         |
|              | practical      |
| dependable   | productive     |
| determined   | progressive    |
|              | punctual       |
| easygoing    |                |
| energetic    | quick learner  |
| enthusiastic |                |
| expressive   | realistic      |
|              | reasonable     |
| fair-minded  | responsible    |
| flexible     |                |
| formal       | self-confident |
| friendly     | sensible       |
|              | strong         |
| generous     | supportive     |
| genuine      | sympathetic    |
| giving       |                |
|              | tactful        |
| hardworking  | task-oriented  |
| healthy      | teachable      |
| honest       | thorough       |
| humorous     | thoughtful     |
| independent  | trustworthy    |
| industrious  |                |
| informal     | understanding  |
| intelligent  |                |
|              | well-groomed   |
| kind         | witty          |
| logical      |                |





### Think About It

If you were an employer, what skills would you most want your employees to have? Why?

Identify four circled skills that relate to your values and goals (Chapter 2 Lessons 2, 3, 4, 10)

List at least 3 ways these four individual skills help you get and keep a job.

## Transfer Skills

S6

There are many jobs that require employees to use some or all of these basic skills. If you have a particular job or career in mind, think about how your skill level matches the needs of the employer in that field. Check your skill level, poor, fair, good or excellent. How are skills improved? Practice, practice, practice.

| SKILLS                                                                                                               | poor | fair | good | excellent |
|----------------------------------------------------------------------------------------------------------------------|------|------|------|-----------|
| Can count money and make change                                                                                      |      |      |      |           |
| Can tell time and figure out periods of time such as amount of time between 9:45 AM to 1:30 PM                       |      |      |      |           |
| Can use a ruler or tape measure to measure to the nearest 1/8 inch                                                   |      |      |      |           |
| Can do basic math calculations: addition, subtraction, multiplication, division                                      |      |      |      |           |
| Can write amounts of money using both numbers and words on a check (Ex. \$24.28 and twenty-four and 28/100 dollars)  |      |      |      |           |
| Can read and follow basic math direction words such as <i>total, estimate, compute, convert, average, round off.</i> |      |      |      |           |
| Can read warning and safety signs such as <i>explosives, hazardous, flammable</i>                                    |      |      |      |           |
| Can read and follow direction words such as <i>measure, compare, adjust, combine</i>                                 |      |      |      |           |
| Can read and follow direction words such as <i>assemble, enclose, substitute, organize</i>                           |      |      |      |           |
| Can read and follow direction words such as <i>rotate, capitalize, construct, lengthen, analyze</i>                  |      |      |      |           |
| Can read and follow direction words such as <i>evaluate, alternate, synthesize, punctuate</i>                        |      |      |      |           |
| Can write simple directions and messages that can be understood by others                                            |      |      |      |           |
| Can write letters read by others                                                                                     |      |      |      |           |
| Can use keyboard skills well enough to type a letter on a computer, word processor, typewriter.                      |      |      |      |           |
| Can give simple directions and messages to others                                                                    |      |      |      |           |
| Has listening skills                                                                                                 |      |      |      |           |
| Can use the telephone, speak clearly and respectfully, and write clear phone messages                                |      |      |      |           |
| Can use resource material Ex. phone book, thesaurus, dictionary                                                      |      |      |      |           |
| Can use the Internet                                                                                                 |      |      |      |           |
| Can check my work to see that it's complete and correct                                                              |      |      |      |           |
| Can organize information alphabetically, by date, by rank, by size                                                   |      |      |      |           |

## Transfer Skills (Page 2)

S6

Below is a list of transferable skills that are needed for many types of jobs. The list is divided into five areas: people, creative, detail/clerical, management, and machine/physical. Many skills can be in more than one area. Rate your skill level for each of the skills listed below.

| Skill                          | poor | fair | good | excellent |
|--------------------------------|------|------|------|-----------|
| <b>PEOPLE</b>                  |      |      |      |           |
| accepting                      |      |      |      |           |
| advising                       |      |      |      |           |
| assisting                      |      |      |      |           |
| being aware                    |      |      |      |           |
| being sensitive                |      |      |      |           |
| caring for others              |      |      |      |           |
| communicating                  |      |      |      |           |
| counseling                     |      |      |      |           |
| creating pleasant environments |      |      |      |           |
| curing, healing                |      |      |      |           |
| encouraging                    |      |      |      |           |
| entertaining                   |      |      |      |           |
| explaining                     |      |      |      |           |
| expressing ideas well          |      |      |      |           |
| guiding others                 |      |      |      |           |
| helping with personal problems |      |      |      |           |
| instructing                    |      |      |      |           |
| listening                      |      |      |      |           |
| motivating others              |      |      |      |           |
| persuading                     |      |      |      |           |
| providing service              |      |      |      |           |
| referring                      |      |      |      |           |
| serving                        |      |      |      |           |
| teaching                       |      |      |      |           |
| understanding                  |      |      |      |           |
| working well with others       |      |      |      |           |

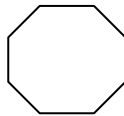
|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
| <b>CREATIVE</b>                 |  |  |  |  |
| acting                          |  |  |  |  |
| composing letters, songs, etc.  |  |  |  |  |
| creating music/art/etc.         |  |  |  |  |
| demonstrating                   |  |  |  |  |
| designing                       |  |  |  |  |
| developing                      |  |  |  |  |
| displaying artistic ideas       |  |  |  |  |
| dramatizing ideas               |  |  |  |  |
| editing publications            |  |  |  |  |
| expressing self                 |  |  |  |  |
| imagining                       |  |  |  |  |
| initiating new solutions        |  |  |  |  |
| interpreting languages          |  |  |  |  |
| inventing                       |  |  |  |  |
| performing in public            |  |  |  |  |
| public speaking                 |  |  |  |  |
| setting up demonstrations       |  |  |  |  |
| sketching/drawing               |  |  |  |  |
| telling stories                 |  |  |  |  |
| using humor                     |  |  |  |  |
| writing reports, letters, memos |  |  |  |  |

| <b>DETAIL/CLERICAL</b>             | <b>poor</b> | <b>fair</b> | <b>good</b> | <b>excellent</b> |
|------------------------------------|-------------|-------------|-------------|------------------|
| acting efficiently                 |             |             |             |                  |
| analyzing                          |             |             |             |                  |
| arriving at good decisions         |             |             |             |                  |
| assessing                          |             |             |             |                  |
| bookkeeping                        |             |             |             |                  |
| categorizing things                |             |             |             |                  |
| comparing                          |             |             |             |                  |
| compiling                          |             |             |             |                  |
| computing/calculating              |             |             |             |                  |
| coordinating                       |             |             |             |                  |
| doing many things at one time      |             |             |             |                  |
| following through                  |             |             |             |                  |
| following instructions             |             |             |             |                  |
| gathering information              |             |             |             |                  |
| handling variety of tasks          |             |             |             |                  |
| learning quickly                   |             |             |             |                  |
| making decisions                   |             |             |             |                  |
| memorizing                         |             |             |             |                  |
| meeting deadlines                  |             |             |             |                  |
| giving instructions                |             |             |             |                  |
| operating business/office machines |             |             |             |                  |
| organizing                         |             |             |             |                  |
| paying attention to detail         |             |             |             |                  |
| reading                            |             |             |             |                  |
| reasoning                          |             |             |             |                  |
| researching                        |             |             |             |                  |
| scanning                           |             |             |             |                  |
| trouble-shooting                   |             |             |             |                  |
| working well under pressure        |             |             |             |                  |
| seeing cause and effect            |             |             |             |                  |
| observing                          |             |             |             |                  |
| evaluating                         |             |             |             |                  |

| <b>MANAGEMENT</b>              | <b>poor</b> | <b>fair</b> | <b>good</b> | <b>excellent</b> |
|--------------------------------|-------------|-------------|-------------|------------------|
| assigning tasks                |             |             |             |                  |
| assisting                      |             |             |             |                  |
| confronting problem situations |             |             |             |                  |
| delegating responsibility      |             |             |             |                  |
| developing rapport             |             |             |             |                  |
| directing/supervising          |             |             |             |                  |
| giving recognition             |             |             |             |                  |
| hiring                         |             |             |             |                  |
| influencing                    |             |             |             |                  |
| leading others                 |             |             |             |                  |
| making good use of feedback    |             |             |             |                  |
| planning                       |             |             |             |                  |
| prioritizing                   |             |             |             |                  |
| scheduling                     |             |             |             |                  |
| self-directing                 |             |             |             |                  |
| supervising                    |             |             |             |                  |
| taking calculated risks        |             |             |             |                  |
| making hard decisions          |             |             |             |                  |
| managing responsibility        |             |             |             |                  |
| negotiating                    |             |             |             |                  |
| persuading                     |             |             |             |                  |
| initiating                     |             |             |             |                  |

| <b>MACHINE / PHYSICAL</b>    | <b>poor</b> | <b>fair</b> | <b>good</b> | <b>excellent</b> |
|------------------------------|-------------|-------------|-------------|------------------|
| adjusting machines           |             |             |             |                  |
| assembling                   |             |             |             |                  |
| constructing                 |             |             |             |                  |
| cooking / feeding            |             |             |             |                  |
| enduring long hours          |             |             |             |                  |
| enduring slow work           |             |             |             |                  |
| eye – hand coordination      |             |             |             |                  |
| fixing / repairing           |             |             |             |                  |
| growing / tending            |             |             |             |                  |
| handling                     |             |             |             |                  |
| having physical coordination |             |             |             |                  |
| having physical stamina      |             |             |             |                  |
| having technical ability     |             |             |             |                  |
| inspecting                   |             |             |             |                  |
| installing                   |             |             |             |                  |
| lifting                      |             |             |             |                  |
| making models                |             |             |             |                  |
| navigating                   |             |             |             |                  |
| producing                    |             |             |             |                  |
| sewing                       |             |             |             |                  |
| shaping / molding            |             |             |             |                  |
| tolerating noise             |             |             |             |                  |
| using tools                  |             |             |             |                  |
| visualizing shapes           |             |             |             |                  |
| pushing / pulling            |             |             |             |                  |
| driving                      |             |             |             |                  |

**Think About It:**



Refer to Chapter 2, Lesson 3. How would your individual and transfer skills relate to your “Career” or “Learning” long and short term goals? Remember, all jobs use the five areas of transferable skills to some degree.

Which area has the most “excellents”?

**Creative      People      Machine/Physical      Management      Detail/Clerical**

## SCHOOL WORK ON THE JOB

S7

**Directions:** Read the job descriptions. Circle the school subjects that each worker needs for his/her job. Be prepared to explain why you made your choices.

### #1 Carlene: Nurse-Midwife

Carlene works as a nurse-midwife. She works in a public clinic where over half the patients speak Spanish and the rest speak English. She works with women who are pregnant and gives them tests to see if they are healthy, drawing blood, taking vital signs. She also monitors the development of the baby during the pregnancy and calculates the approximate day the baby will be born. She then interprets the blood and other tests to be sure the mother and baby are doing well. She keeps very accurate records of the mother and the baby. She prescribes vitamins and a special diet for many of the patients. She works with both the mothers and the fathers to teach them about what will happen during the pregnancy and how they should prepare for the birth of their babies.

When the mother starts her labor, Carlene goes to the hospital and stays with the mother and father during the long hours of labor. Carlene often delivers the baby when it is ready to be born. While in the hospital, she consults with the nurses and doctors and knows how to use the computerized instruments in the delivery room.

Computer Technology  
Reading  
Nutrition  
Oral Communications

Social Studies/History  
Science  
Writing

Foreign Language  
Art  
Mathematics

### #2 Carlos: Social Worker Supervisor

Carlos is a supervisor of social workers at an agency for people with disabilities. His staff members help their clients get good care from doctors and nurses. They do home visits and see to it that the clients have transportation when they need to go somewhere. His staff works with people of many different backgrounds and languages. They must know about each person's background and needs. Carlos gets the funding for his program from the Federal government, so he needs to understand how the government works to keep the money coming in. He reads professional journals about caring for people with disabilities so he and his staff will know the latest information.

The budget for his program is \$500,000 a year and he needs to keep track of all the expenses of the program, like rent, office machines, payroll. He meets every week with his staff to discuss how things are going and work out any problems that come up. He also is required to write detailed reports every month to show that they are spending the money as it is supposed to be spent and that they are serving the clients well.

Computer Technology  
Reading  
Nutrition  
Oral Communications

Social Studies/History  
Science  
Writing

Foreign Language  
Art  
Mathematics



**#3 Donald: Outdoor Adventure Company Owner (page 2)**

Donald is the owner of an outdoor adventure company. He makes arrangements with hotels in his town to take their customers on day-long adventure outings, like river rafting, mountain hiking, hiking, hot air balloon rides and horseback riding. He has to figure out how many horses, bikes, backpacks and other equipment he needs for each group. He also needs to determine the cost of the vans to transport the people and how much food to prepare and take for their lunches. He rents horses, mountain bicycles, river rafts and he contracts with hot air balloon operators to take his customers up. He has to coordinate all that and keep track of all his bills on his computer. If he makes mistakes, he loses business.

He has ten people who work for him part-time to lead his trips. He needs to be good at reading the weather, so his customers do not get stranded in storms. He has also had to learn a great deal about the mountains and desert and the history of the Southwest so he can tell his customers about it when they are on their adventures. Donald wants to expand his business so he is writing a proposal to the new hotels that are being built. He designs very attractive brochures each year that he sends to all the major hotels to let them know about his business.

Computer Technology  
Reading  
Nutrition  
Oral Communications

Social Studies/History  
Science  
Writing

Foreign Language  
Art  
Mathematics

## SKILLS FOR HERE AND TO GO

S8

**Directions:** Individually, or in groups, give specific examples of how you might use each skill in school and on the job.

| <b>Skills</b>                          | <b>School</b> | <b>Job</b> |
|----------------------------------------|---------------|------------|
| <b>1. Read and understand</b>          |               |            |
| <b>2. Follow directions</b>            |               |            |
| <b>3. Express yourself in writing</b>  |               |            |
| <b>4. Work on a team</b>               |               |            |
| <b>5. Work independently</b>           |               |            |
| <b>6. Complete tasks</b>               |               |            |
| <b>7. Meet deadlines</b>               |               |            |
| <b>8. Express yourself verbally</b>    |               |            |
| <b>9. Listen</b>                       |               |            |
| <b>10. Arrive on time</b>              |               |            |
| <b>11. Solve math problems</b>         |               |            |
| <b>12. Organize time and materials</b> |               |            |
| <b>13. Gather information</b>          |               |            |
| <b>14. Correct errors</b>              |               |            |
| <b>15. Ask for help</b>                |               |            |
| <b>16. Accept responsibility</b>       |               |            |

## SKILLS TO TELL YOUR EMPLOYER ABOUT

S9

Identifying the skills you have and want to market to an employer.

It's easier to answer interview questions when you know which skills to emphasize.

From the list of Individual and Transfer skills, select the ten skills you would want to tell an employer. State the skill and give a brief example of what you've done to show you have the skill.

| SKILL           | PROOF                        |
|-----------------|------------------------------|
| Example: Honest | Handled up to \$10,000 daily |
| 1.              |                              |
| 2.              |                              |
| 3.              |                              |
| 4.              |                              |
| 5.              |                              |
| 6.              |                              |
| 7.              |                              |
| 8.              |                              |
| 9.              |                              |
| 10.             |                              |

Think About it:

List 7 jobs that use all or some of these skills.

**"If you aren't fired with enthusiasm, you will be fired with enthusiasm."**

**--Vince Lombardi**

**"WARNING TO ALL PERSONNEL - Firings will continue until morale improves."**

**--Unknown**

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People invest a lot of time and energy in getting a job. There is very little planning though, in how to keep the job. There are a variety of reasons why people lose their jobs including, being fired, being laid off, and quitting.

Every hour in the United States, 500 people are fired and 2500 people quit their jobs). What causes people to leave their jobs?

Most people leave their jobs because they don't get along with the people at work. This is the number one reason why people quit. It is also the number one reason why they are fired. However, it's rarely the reason given in personnel files. Attendance, work skills, and attitude are all affected by how well one gets along with the people at work.

This section will explore what makes a successful employee, what employers are looking for, and what you can do to make sure you stay on the job.

## EVALUATING JOB HABITS

S11

Getting and keeping a job often depends on a person's ability to establish a good relationship with the employer, co-workers, and sometimes customers. This evaluation should help you become more aware of your own habits.

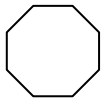
**Directions:** Check the box that best describes your work habits. If you've never worked, answer the questions based on your experiences at school and in the home. Discuss your answers.

| <b>A. TEAMWORK</b>                                                                                                         | <b>Often</b> | <b>Sometimes</b> | <b>Seldom</b> | <b>Never</b> |
|----------------------------------------------------------------------------------------------------------------------------|--------------|------------------|---------------|--------------|
| 1. You complete your work and don't leave it for others to do.                                                             |              |                  |               |              |
| 2. You clean up after yourself.                                                                                            |              |                  |               |              |
| 3. You listen if someone has an idea about how to do a job better.                                                         |              |                  |               |              |
| 4. You show interest in other employees by learning their names as quickly as possible.                                    |              |                  |               |              |
| 5. You work to promote team spirit.                                                                                        |              |                  |               |              |
| 6. You show interest in other employees by finding out about their families and their interests.                           |              |                  |               |              |
| 7. You are a good listener.                                                                                                |              |                  |               |              |
| 8. You admit your mistakes without making excuses.                                                                         |              |                  |               |              |
| 9. You take the blame for things that are your fault.                                                                      |              |                  |               |              |
| 10. The gossip stops with you.                                                                                             |              |                  |               |              |
| <b>B. ATTITUDES TOWARD YOUR JOB AND EMPLOYER</b>                                                                           |              |                  |               |              |
| 1. You try to be cheerful even though you may have personal problems.                                                      |              |                  |               |              |
| 2. You feel your job is a privilege, not a right.                                                                          |              |                  |               |              |
| 3. You try to do your job the best way you can.                                                                            |              |                  |               |              |
| 4. You report for work on time.                                                                                            |              |                  |               |              |
| 5. You learned your job.                                                                                                   |              |                  |               |              |
| 6. Your employer depends on you to be on the job unless you have been excused.                                             |              |                  |               |              |
| 7. You report for work prepared to work.                                                                                   |              |                  |               |              |
| 8. You give a day's work for a day's pay                                                                                   |              |                  |               |              |
| 9. You try to avoid wasting materials.                                                                                     |              |                  |               |              |
| 10. You use your time wisely? (avoiding personal business, extra« long coffee breaks and lunches, and visiting on the job) |              |                  |               |              |
| 11. You try to use equipment properly and avoid breakdowns.                                                                |              |                  |               |              |

## EVALUATING JOB HABITS

S11

|                                                                                     |  |  |  |  |
|-------------------------------------------------------------------------------------|--|--|--|--|
| 12. You think about better ways to do your job.                                     |  |  |  |  |
| 13. You are truthful and sincere.                                                   |  |  |  |  |
| 14. You ask questions when you need help.                                           |  |  |  |  |
| 15. When there is a problem, you try to see the problem from the employer's side    |  |  |  |  |
| <b>C. ATTITUDES TOWARD THE PEOPLE YOU WORK WITH</b>                                 |  |  |  |  |
| 1. You show respect.                                                                |  |  |  |  |
| 2. You smile and show confidence.                                                   |  |  |  |  |
| 3. You are sincere.                                                                 |  |  |  |  |
| 4. You are patient with your co-workers.                                            |  |  |  |  |
| 5. You try to avoid arguing.                                                        |  |  |  |  |
| 6. You try to handle problems in a business-like manner.                            |  |  |  |  |
| 7. You avoid making comments that might upset someone.                              |  |  |  |  |
| 8. You refer matters you cannot handle to the supervisor.                           |  |  |  |  |
| 9. You treat each person as an individual.                                          |  |  |  |  |
| 10. You take pride in earning friendships.                                          |  |  |  |  |
| 11. You approach new employees first and try to make them feel welcome to the team. |  |  |  |  |



### Think About It

1. Look at the “never” and “seldom” columns. Be objective. List your weaknesses. No “never” or seldom?” List situations on the job when you would be vulnerable.
2. Look at the “often and “sometimes” columns. Be objective. List your strengths.
3. What could you do every day to improve your job habits?

## 1. THE CASE OF THE I'VE BEEN FRAMED ART COMPANY S12

The I've Been Framed Art Company sells prints and frames. They have three stores located throughout the city. They have a warehouse for matting and framing, shipping, and receiving. The company employs 15 salesclerks, 10 warehouse workers, and 6 executives. The stores are open 6 days a week from 10:00 a.m. to 9:00 p.m. The store is closed on Sunday.

**The owners want you to decide what the company rules and regulations will be. They also want you to decide how to encourage and/or enforce the rules.**

| Rules and Regulations | Encourage/Enforcement |
|-----------------------|-----------------------|
|                       |                       |
|                       |                       |
|                       |                       |
|                       |                       |
|                       |                       |
|                       |                       |
|                       |                       |

Employers list the following as reasons for termination: *absenteeism, poor work habits, low production, insubordination, poor attitude, antisocial behavior, inability to do the job, economic crises.* Did your plan address these problems? Circle where you did.

What criteria would be used to promote people?

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## WHAT DO EMPLOYERS WANT?

S13

### Directions:

1. Read the list below. If you owned your own business, rank the characteristics in order of importance to you as an employer (1-16). Discuss your answers.

- \_\_\_\_\_ **Enthusiasm:** optimism, excitement
- \_\_\_\_\_ **Initiative:** seeing what needs to be done, doing it
- \_\_\_\_\_ **Willingness to learn**
- \_\_\_\_\_ **Cooperation**
- \_\_\_\_\_ **Dependability:** can be counted on
- \_\_\_\_\_ **Ability to accept criticism**
- \_\_\_\_\_ **Honesty:** truthful, trustworthy
- \_\_\_\_\_ **Willingness to follow directions**
- \_\_\_\_\_ **Loyalty:** to stand by someone, not speak poorly of, faithful to the company
- \_\_\_\_\_ **Attitude:** feelings about something
- \_\_\_\_\_ **Courtesy:** polite, respectful
- \_\_\_\_\_ **Open-minded:** Ability to see both sides of an issue
- \_\_\_\_\_ **Neat:** clean and well organized
- \_\_\_\_\_ **Self control:** able to control emotions and actions
- \_\_\_\_\_ **Sense of Humor:** Seeing the positive side
- \_\_\_\_\_ **Tact:** saying the right thing at the right time, ware of time and place

2. From the list above identify your five strongest areas and your five weakest areas.

| Strengths | Weaknesses |
|-----------|------------|
|           |            |
|           |            |
|           |            |
|           |            |
|           |            |

### Think About it:

List at least 3 ways your weaknesses might hinder you on the job.

List at least 3 ways your strengths might help you on the job.

Write two paragraphs. Include in each paragraph: title, topic sentence, details and examples that support your main idea.

Strengths help

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Weaknesses hinder

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BONUS: List at least 3 things you can do to overcome your weaknesses.

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## WOULD YOU GO TO WORK TODAY?

S14

**Directions:** Read the following situations and decide if you would go to work. Write a quick “Stop and Think VGC” before you decide..

### #1

You have a four-year-old child. You have to be at work in one hour and your child just vomited on your shoe. The child has a temperature of 101 degrees. Would you go to work today?

Values

Goals

Choices/Consequences

### #2

You were in a car accident last night. You are fine but your car is totaled. Would you go to work today?

Values

Goals

Choices/Consequences

### #3

Your friend calls you and says that he has tickets to see your favorite music star. The concert is tonight when you are supposed to work. Would you go to work?

Values

Goals

Choices/Consequences

## WOULD YOU GO TO WORK TODAY? (page 2) S14

### #4

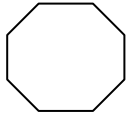
Your water pipe broke and your basement is flooding. The plumber is on the way.  
Would you go to work?

Values

Goals

Choices/Consequences

**Think About It:**



Pretend you are the employer. For each of the scenarios do a quick stop and think VGC from your point of view. What would the consequence be for an employee if he didn't come to work in each of these situations?

1.

2.

3.

4.

## Who Would You Hire?

**S15**

### The Case of the Fly-By-Night Trucking Company

The Fly-By-Night Trucking Company has a position open for a warehouse inventory clerk. The person hired for this position will supervise and assist the ten workers who load and unload the trucks. The warehouse clerk will be responsible for checking shipping and receiving receipts. Inventory of all merchandise moving in and out of the warehouse, employees' work schedules, and meeting deadlines are also part of the job. The salary is \$10.50 per hour working the night shift, 11pm-7am.

Below is information about the three people who have applied for the job. The Fly-By-Night Trucking Company wants you to decide whom they should hire.

FRED SMITH: 45, past experience includes 15 years as truck driver for a major trucking company, laid off due to company closing, previous salary \$20,000, long hair and beard. Wore a clean plaid shirt and dress jeans to the interview, rated "good" by interviewer.

SALLY JONES: 27, past experience includes five years as stock person in grocery store, stocking shelves and taking inventory of goods, reason for leaving was to relocate for husband's job, husband now disabled, two children, previous salary \$6.00 per hour. Wore dress pants and sweater to interview, rated "excellent" by interviewer

TOM ADAMS: 18, high school graduate, worked part-time in family business loading trucks, relocated to this city in need of full-time employment, single, previous salary minimum wage. Wore a suit to the interview, rated "excellent" by interviewer

WHO WOULD YOU HIRE?

WHY?

Would your decision change if: (tell your reasoning)

- a. All employees at the company were white males age 25 and older?
- b. Fred was Hispanic?
- c. The person who held the position before was a woman who left due to pregnancy?
- d. You had a son the same age as Tom?

**Team Member's Names:** \_\_\_\_\_

**Background Information:** *Due to a downturn in the economy and re-organization of the business, your company must fire 4 employees. Descriptions of all 6 employees are on the student handouts*

**Directions:**

Separate into teams and choose a recorder. As a team, decide who you would fire.

1. If attendance is the major factor, who would you fire?
2. If productivity is the major factor, who would you fire?
3. If interaction with the boss is the major factor, who would you fire?
4. If personality is the major factor, who would you fire?
5. If seniority (who worked there the longest) is the major factor, who would you fire?

**Team's Final Decision:**

List the four people you would fire. Be sure to explain why you would fire them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Who does your team think is the company's most valuable employee? Explain why.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would the people you have just worked with in order to make these decisions be able to work together as a team in an employment situation? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Employee Profiles****Reynaldo Canto**

Rey has been with the company for 15 years. He is very creative in a job that requires lots of creativity. He usually arrives a half hour early each day and often works past closing time. He sometimes takes work home with him on weekends. He is rarely absent from work. He is a friend of his supervisor's boss. He speaks up when he disagrees with someone or thinks something is wrong and lets everyone know his opinion. In the end, though, he follows his supervisor's instructions.

**Tina Knight**

Tina has been with the company for 2 years. She is always on time for work, takes exactly the time allowed for lunch, and leaves at closing time each day. She is rarely absent. Her work is precise, but she is not particularly speedy. She completes about one project per month, which is average for the department.

Tina is not tactful, however. She has lost her temper and yelled at another employee in front of customers. She caused that employee to quit.

**Jerald Smith**

Jerry is not particularly creative. He is hardly noticeable. He has been with the company about 4 years. He goes at a project step-by-step and does get the job done. He can complete about one project per month if he has to. Usually the quality of his work is just OK. Jerry is usually on time for work. He is rarely absent. He keeps to himself and never seems to disagree with anyone or anything.

**Socora Ruiz**

Socora is a hard worker. She has been with the company 3 years. Everyone knows she is a single parent with 4 children to support. She comes and goes at the regular times, and occasionally takes work home with her. Socora is friendly with the supervisor. They often eat lunch together. In fact, Socora is friendly and courteous with everyone...managers, co-workers and customers.

**Ron Milano**

Ron is very creative and a great problem-solver. He works with Socora and has been with the company one month less than Socora. Socora is always amazed at how creative Ron is and tells everyone how quickly he comes up with ideas. Ron averages four completed projects each month. (The department average is one per month.) Ron is usually about 15 minutes late for work each morning. He has chronic allergies, seems to get sick easily and often misses work. When he misses work, the other people on his team make up for his not being there.

### **Anna Cheng**

Anna has been with the company for three months. She seems to be working out fine, although it's a bit early to tell. Her first month was spent in training, the second in planning projects. Thus she has only one project near completion. Anna's attendance and punctuality are good. She seems to be getting along with the other employees who all seem to value her contributions to the team.

## **TYPES OF PAYMENT**

**S17**

Workers are paid in various ways depending on the type of work they do and the employers they work for:

### **Salary**

Workers paid on a salary basis work for a certain amount of money per year. They typically do not receive overtime and are usually paid once or twice a month.

### **Hourly Wage**

Workers paid an hourly wage receive a certain amount of money for an hour's work; as work hours vary, so does pay. Overtime pay may be at a higher rate than the standard hourly rate. These workers are usually paid weekly or every two weeks.

### **Commission**

Workers in sales positions may be paid on a commission basis. Their pay could be a straight percentage of their total sales or a combination of a base pay rate plus a percentage of their sales.

### **Others**

Another form of pay is wages and tips, usually earned by personal service workers such as waiters and waitresses. Some workers are paid by the piece, a certain amount of pay per piece.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

Each situation described below provides an example of how people use math on the job. Use your math skills to find an answer to each situation.

**1. Attorney**

A client has recently divorced. To determine the amount he should expect to pay in monthly child support, the attorney examines recent cases and finds that the ratio of monthly child support to a father's yearly income is 1:40. If the client makes \$28,000 per year, how much should he expect to pay in monthly child support?

**2. Real Estate Agent**

A client decides to sell off one field of his farm. He decides to sell the south half of the southeast corner of an 880 acre piece of land. How many acres will be left?

**3. Landscaper**

To design a sprinkler system that will water all areas of a yard thoroughly, a landscaper must calculate the "precipitation rate" (PR) of the system in inches per hour using the following formula:

$$PR = \frac{96.3F}{SL}$$

**F = Flow of water in gallons / minute**

**S = Spacing between the sprinklers (feet)**

**L = Spacing between the rows (feet)**

Calculate the precipitation rate for a sprinkler system that applies 100 gpm (gallons per minute) with 30 feet between sprinklers and 25 feet between rows.

**4. Insurance Agent**

A 50-year-old client is an executive who needs a pension plan. At age 65, she will draw a monthly benefit equal to 30% of her present monthly salary. If her current salary is \$100,000, what will her monthly pension be when she turns 65?

**5. Appliance Store Manager**

Retail stores often prepare their budgets using national averages as a guideline. The national averages for retail stores grossing over \$1,000,000 indicate that total pay for salespeople should be 5.8% of net sales. If a store projects net sales of \$1,300,000 next year, how much should be allotted for salespeople?

Extra challenge: How many full-time salespeople can they hire at \$7.25/hour with this budget?

**6. Welder**

A welder needs to order tin to make solder. Hard solder is 68% tin. How many pounds of tin are needed to make 72 pounds of solder?

**7. Motorcycle Repairer**

To repair a Japanese motorcycle, a repair person must convert measurements from the metric system. How many ounces of fork fluid are needed to fill a 190 cc tank? Round to the nearest tenth (1 ounce = 29.57 cc).

**8. Painting Contractor**

A painter needs to paint 420 feet of eaves with an average width of 4 feet. One gallon of paint covers approximately 300 square feet. How much paint does she need to finish the job? She must purchase by the full gallon, so there may be some left over.

**9. Electrician**

What would be the output voltage on a 115-volt line with a voltage drop of  $6\frac{3}{4}$  volts from panel bus to outlet?

**10. Fire Fighter**

While fighting a fire, the engineer must perform a pump pressure calculation. One important factor in this calculation is the length of hose extended from the pump. In larger fires, however, more than one hose is connected to the same pump, and the engineer must average the various lengths.

Three hoses connected to the same pump measure 350 feet, 200 feet, and 165 feet. What is their average length?

## MATH USED IN JOBS

EN2)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Directions:

Rank the 10 math skills used most often in jobs by placing the math skill you think is used most frequently by the number 1, the math skill used next most frequently by the number 2 and so on until you reach number 10, the math skill used least frequently. You may choose from the following math skills:

Fractions  
Formula  
Estimation  
Ratio and Proportion  
Percent

Basic Geometric Concepts  
Statistical Graphs  
Averaging  
Calculators  
Decimals

| Rank | Math Skill |
|------|------------|
| 1    |            |
| 2    |            |
| 3    |            |
| 4    |            |
| 5    |            |
| 6    |            |
| 7    |            |
| 8    |            |
| 9    |            |
| 10   |            |

## Go Figure Answers

EN1

1. \$700
2. 770 acres
3. 12.84 in./hr.
4. \$2,500
5. \$75,400 Challenge: 5 FTE positions
6. 48.96 pounds
7. 6.4 ounces
8. 6 gallons
9. 108  $\frac{1}{4}$  volts
10. 238.3 feet

## Math Used in Jobs

### Answers

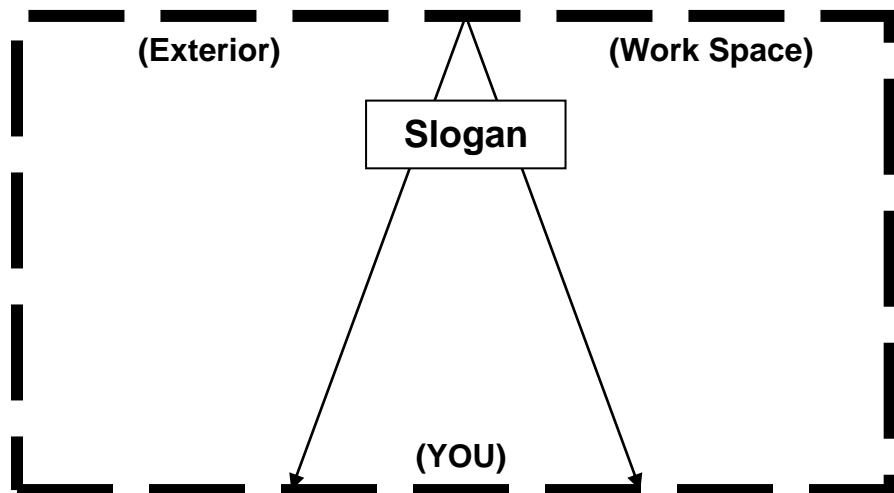
| Rank | % of Jobs that use<br>this Skill | Math Skill         |
|------|----------------------------------|--------------------|
| 1    | 100                              | Decimals           |
| 2    | 98                               | Calculators        |
| 3    | 97                               | Percent            |
| 4    | 89                               | Estimation         |
| 5    | 88                               | Fractions          |
| 6    | 83                               | Averaging          |
| 7    | 77                               | Ratio & Proportion |
| 8    | 74                               | Formulas           |
| 9    | 68                               | Basic Geometric    |
| 10   | 63                               | Concepts           |

## ADVERTISING YOURSELF

EN3

Make an advertisement to sell yourself to an employer. The ad should consist of an illustration and copy (the written information). Make sure the person reviewing your ad knows that you understand everything about the job you want – tools and equipment used, work environment, how you would dress for the job. For example: the OOH can be helpful.

1. Illustrate where you want to work. Divide your paper into three sections. In section one, draw the exterior of where you would like to work. In section two illustrate your work space. In section three, illustrate how you would be dressed for the job. Your ad should also have a slogan – a catchy phrase that gets the reader's attention.

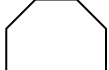


2. On a second sheet of paper, write a short advertisement to employers. Sell yourself!!

Let employers know why they should hire you!

## JUDGING YOUR WORK ETHIC

EN4

**Directions:** Here are some typical scenarios that can happen when working. Imagine that you are the employer. As an employer,  my values. Decide if the behavior is ethical.

**3 = the behavior is what an ethical employee would do**

**2 = the behavior is questionable and could cause problems**

**1 = the behavior is unethical and grounds for firing**

Be prepared to discuss your answers and give reasons for your choices.

1. Ten minutes before closing time a young man enters the men's wear department and asks to look at suits. At closing time he's still undecided about a \$300 suit. The employee had to be out of the store in ten minutes or miss his bus home. He graciously completes the sale and takes a later bus home. \_\_\_\_\_
2. The store is starting a sale next Monday. An employee's mother shops the previous Thursday, the employee gives her the discount prices. \_\_\_\_\_
3. The employee is making the minimum wage. A customer forgot his dollar change. The employee pockets it. \_\_\_\_\_
4. While stocking the produce, an employee snacks on items she's shelving. \_\_\_\_\_
5. Tom calls a friend (also an employee) Sally and asks her to punch his time card because he's going to be an hour late to work. Sally would like to keep the friendship, but Human Resources/Accounting has been cracking down on card punching by others. The employee punches the card. \_\_\_\_\_
6. The employee breaks a vase. The company policy is to report it so ten percent of the value can be deducted from the breaker's salary. The employee doesn't report it \_\_\_\_\_
7. Because of a school activity, the employee asks to get off work 2 hours early. The employer (that's you) agrees. When payday comes, the employee is paid for the two hours he didn't work. He says nothing. \_\_\_\_\_
8. Every employee gets two 15 minute breaks per shift. One employee takes 30 minutes at one break and 15 at another \_\_\_\_\_
9. On the way to work, the employee gets a flat tire. He thinks he can fix it and still get to work on time. Although he's the worker responsible for "opening", he doesn't call the employer. The business opens 1 1/2 hours late. \_\_\_\_\_
10. The employer (that's you) is on vacation. You expect everything to run as usual. Since it was a slow day, the employees decide to close the store 15 minutes early. \_\_\_\_\_

11. A competitor has merchandise that the employee thinks she likes better while the merchandise her employer sells will serve the purpose she has in mind. The employee buys from your competitor. \_\_\_\_\_
12. The employee gets personal phone calls at work at least every other day she works. The calls are social and last 10-15 minutes. \_\_\_\_\_
13. A customer comes into the store angry about a purchase. She uses abusive language. The employee continues to talk in a calm voice and offers to get the supervisor to help the customer. \_\_\_\_\_
14. The boss always leaves at night, an hour before the store closes and he leaves John in charge. Businesses is slow during that hour so John lets the other six members of the team serve customers and do housekeeping/clean up jobs. John uses the time to study for the business class he's taking at the community college. \_\_\_\_\_

## CHARACTERISTICS OF GOOD EMPLOYEES

EN5

**Directions:** Below are situations encountered by employees and employers. Give each student, or small group of students, a situation and let them determine the qualities/skills, good and bad, that the employee showed. Review the lists of Individual and Transfer skills. Also have them discuss the questions attached to each scenario.

### Scenario #1

The Home Improvement Center hired Steve part-time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given directions each afternoon when he arrived for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Steve didn't show up for work at all. When he came in on Thursday afternoon, the boss told Steve he was fired. It seemed that on Wednesday morning the Center had made a lot of sales that needed to be delivered that afternoon. Since Steve didn't show up, the manager hired another person to make the deliveries.

- List at least 7 qualities / skills Steve needs to work on.
- Was the manager unfair to Steve? Before you decide, first do a Stop and Think VGC as the boss.
- Next do a Stop and Think VGC as though you were Steve. Before you decide.
- Suppose Steve was ill or had a good reason?



## CHARACTERISTICS OF GOOD EMPLOYEES (Page 2) EN5

### Scenario #2

Jennifer is a checker in a large grocery store. She is a good worker, very dependable, and never late for work. However, she makes at least one mistake a day on her cash register receipts because she does not take the time to count the change back to customers. The manager became tired of the mistakes, so he decided to speak to Jennifer about it. He suggested that to be more accurate, Jennifer slow down a bit and count the change back out loud to the customers. Jennifer became very upset and quit her job.

What at least 7 skills Jennifer should work on?

What would you have done if you were in Jennifer's position?

### Scenario #3

Tara, 18, puts statistical data into a computer for a local accounting firm. Her employer gives her directions on how to type the charts for each job. Sometimes Tara changes the format slightly, thinking her way is better, only to have the work returned to be redone. After spending two days redoing a report, her employer warned her that if she failed to follow directions again, she would be fired.

What trait(s) did Tara lack?

Suppose that Tara's way is better, should she still do it the way her employer wants it done? Why?

**Scenario #4**

Jessica and Lisa are secretaries in a large insurance regional office. Their work hours are from 8 AM to 4 PM. Jessica always arrives at work 10 to 15 minutes late, then goes to the ladies room to put on her make-up. She finally gets to her desk about 8:30 AM. Lisa always arrives at her desk promptly at 8:00 AM and begins her work. Even though Jessica has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Jessica didn't.

Do you think Jessica's employer had a right to hold back her raise for being late? Why?

What could Jessica do to improve her chances of getting a raise next time?

**Scenario #5**

Megan was an office aide in a large employment agency. She was responsible for making copies and filing information. The ink in the copy machine needed to be changed every few days. Megan always asked one of the other employees to change the ink for her, which the other employees began to resent. Megan didn't want to learn how to change the ink because she didn't want to get ink smudges on her hands.

List at least 7 skills Megan should work on.

How could Megan benefit by learning to change the ink for herself? (List at least 3 ways)

1.

2.

3.

If you were an employer, what would you do about an employee who was not willing to learn?

## IDENTIFYING WRITTEN AND UNWRITTEN RULES

EN6

Most situations have rules; what's acceptable for the particular time and place. Business companies, at school, on a date, even with family there's behavior that "works" and behavior that doesn't. Sometimes the rules are written down, like in a company policy. Sometimes the rule is unwritten, for example, if the family has learned not to mention grandpa's death when grandma is there because she gets sad and cries, this is an unwritten rule.

Briefly write some written and unwritten rules from your experience.

| WRITTEN | UNWRITTEN |
|---------|-----------|
|         |           |
|         |           |
|         |           |

### Think About it:

Now write your ideas about these questions. Then discuss them in a group.

1. Which rules are easier to learn? Why?

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2. How can the unwritten rules be discovered?

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3. Are the consequences for violating a written rule worse than for violating an unwritten rule? Why or why not?

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4. Who makes the written rules?

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## IDENTIFYING WRITTEN AND UNWRITTEN RULES (Page 2) EN6

5. Who makes the unwritten rules?

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6. How do you think workplace and school written rules are the same?

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7. How do you think workplace and school unwritten rules are the same?

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8. List ways you think workplace and school written rules are different?

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9. List ways you think workplace and school unwritten rules are different?

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10. List at least 4 ways rules are helpful.

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## General Work Habits

EN7

- Arrive early, or at least on time. Establishing yourself as one who puts in extra time always pays off. If you have to be late, call your immediate supervisor, unless there is a company policy to the contrary.
- Don't mix your personal life with your professional one. Make medical and personal appointments during non-office times, except in emergencies. Even if supervisors seemingly agree to time off for personal appointments, this may diminish your image as a dedicated worker.
- Do not make personal calls during office time, except in emergencies.
- Be optimistic; don't complain to co-workers about your boss, your job, or your personal situation.
- Identify and avoid the troublemakers, the "goof-offs", and the clock - watchers. Often your reputation will follow those with whom you associate.
- Don't be too loud, nor speak too softly. The office clown may be entertaining but is generally not well-respected.
- Study the "successes" in the office and pattern your habits after theirs.
- Remember, some days everything goes wrong and everyone has those days.
- Keep up with office politics. Know the hierarchy and the dynamics of the office. Be discrete. Don't repeat gossip or talk about confidential business matters.
- Show enthusiasm and self-confidence about your job, but don't brag to co-workers.
- An offer to help co-workers in their crisis times will ensure assistance when you need it. Keep your desk organized and neat. It helps you project a competent image.
- Learn to set priorities in your work habits, and meet all deadlines promptly. It often helps to set a pattern for completing the routine tasks first, then working on the extras.
- Although some limited socialization with co-workers during working hours can be valuable, keep it to a minimum. This activity is best accomplished during break and lunch times.

## **General Work Habits (Page 2)**

**EN7**

- Be professionally visible in your work. Keep your boss apprised of your work and know his/her current projects.
- Be innovative. Develop new ideas on ways to perform tasks, but do it slowly and with the boss's continued input.
- Be flexible. Be ready and willing to react to company emergencies as needed.
- Be extremely careful to avoid any kind of unethical behavior. Taking home office supplies, regardless of how small, making long-distance calls at office expense, and padding expense accounts are all examples of petty theft and could be cause for dismissal.
- Be known as a problem-solver. Assume responsibility for tasks and see them through to completion.
- Be loyal to your boss and your employer. Remember that your employer needs you as much as you need him or her, and loyalty works both ways.

[illegible]

**S17**

My **goal**: \_\_\_\_\_

I'll reach it (circle one)    **Today**    **This week**    **This month**    **This year**

**This goal is important to me, because** \_\_\_\_\_

Rate how important:      **Critical**                      **Very Important**                      **I hope it'll work out**

Rate how hard you're going to work at it:      **Critical**      **Very Important**      **I hope**

**Steps I'll take:** \_\_\_\_\_

**I'll need:** \_\_\_\_\_

**Where** I can get what I need:

I trust \_\_\_\_\_ to help me.

**Problems** that could interfere:

**My plan** to solve the problems:

If things don't go well, I'll:

**NO**

**EN8**[illegible]

| <b>TABE <i>Present</i><br/>Level of<br/>Performance</b> | <b>Career Aspirations</b> | <b>Education or<br/>Training need</b> | <b>Where and how<br/>I'll get the<br/>training</b> |
|---------------------------------------------------------|---------------------------|---------------------------------------|----------------------------------------------------|
| Elementary                                              | 1.                        | 1.                                    | 1.                                                 |
| Middle                                                  | 2.                        | 2.                                    | 2.                                                 |
| High school                                             | 3.                        | 3.                                    | 3.                                                 |
|                                                         | 4.                        | 4.                                    | 4.                                                 |
|                                                         | 5.                        | 5.                                    | 5.                                                 |