

EMPLOYMENT EXPECTATIONS

Employment is nature's physician, and is essential to human happiness.
- Galen

Employment Expectations

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EMPLOYMENT EXPECTATIONS SUMMARY

EMPLOYMENT EXPECTATIONS INSTRUCTOR'S SUMMARY

Title:	Employment Expectations (Work Maturity)
Hours:	12 hours
Description:	Employment Expectations is designed to provide members with knowledge of how to behave and what to expect in a work environment. Specifics include: basic skills required in the workplace; punctuality and absenteeism; appropriate attire; paperwork required for human resources, payroll and benefits; attitude on the job; safety equipment; personal grooming; habits; lifestyle; planning for success; learning on the job; self-concept; self-management and ethics
Objectives:	After completing this module, members will better understand basic workplace skills and concepts; ethics; being on time; absenteeism; professional dress; dependability vs. reliability; the importance of life-long learning; job descriptions; and business forms.
Materials:	A marker board or chalk board, a flip chart (optional), the book <i>Job Savvy</i> (5 th Edition) by LaVern L. Ludden, Ed. D., published by JIST Works, course outline handout, in-class exercises, case studies, and role-playing exercises contained in the books.
Implementation:	Some of the topics are personal and may be embarrassing for members who do not know the appropriate behaviors. Therefore, there should be no mocking or laughing at any member. Advise the members that you expect “appropriate behavior” from them in class, which is a requirement for certification credit for this course. Inform them that “appropriate behavior” does not mean “no personality.” It means being aware of what is happening in the classroom by taking your lead from the instructor and being sensitive to the feelings of the other members.
Topics:	Chapter 1: Your Employment Relationship Workplace basics Dependability vs. responsibility Why businesses need to make profits Self-management Reasons for working Chapter 2: Avoiding the New Job Blues Proper dress for the workplace First day job requirements (including paperwork) New job orientation How to get off to a good start in a new job

Chapter 3: Making a Good Impression

- Required clothing and safety equipment
- Personal grooming
- Mannerisms and habits

Chapter 4: Being There on Time

- Problems caused by absenteeism and tardiness
- Unacceptable reasons for absenteeism
- How lifestyle affects work
- How to plan to get to work on time everyday

Chapter 6: Learning: What It's All About

- Importance of learning on the job and continued education
- How to learn
- Learning to do your job
- The ongoing learning process and steps to learning

Chapter 12: Doing the Right Thing

- Ethical problems for businesses
- Guidelines for making ethical decisions
- Common ethical problems

Certification Requirements:

- Score 80% or higher on the Employment Expectations Online Quiz.
- Master all competencies for Employment Expectations (see EE6)
- Score 80% or higher on the Work Certified™ Certification Exam

EMPLOYMENT EXPECTATIONS COMPETENCIES

EE-40. Answers a minimum of eight questions correctly during class discussion and exercises; completion of worksheets as evidenced by observation of performance.

EE-41. Demonstrates appropriate dress for a professional office work place as evidenced by observation of performance.

EE-42. Demonstrates knowledge of Employment Expectations (work maturity) basics by achieving a score of 80% or higher on **online module quiz**.

EMPLOYMENT EXPECTATIONS COURSE OUTLINE

LESSON 1

Course Outline and Competency Requirements
Your Employment Relationship

LESSON 2

Avoiding the New Job Blues
Making a Good Impression

LESSON 3

Being There...On Time!
Learning: What It's All About

LESSON 4

Learning: What It's All About
Doing the Right Thing

Employment Expectations Module Online Quiz

**EMPLOYMENT EXPECTATIONS
TEACHING PLAN OVERVIEW
LESSON 1**

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Course Outline & Competency Requirements	20 - 30 minutes	Competencies- page EE6 Course Outline - page EE7
<u>Job Savvy-Chapter 1</u> Your Employment Relationship Skills Checklist/Dependability vs. Responsibility–page 15-17 Make A Profit Your Employment Relationship- <u>Competency</u>	140 - 150 minutes	Skills Checklist/Dependability vs. Responsibility – page EE11 Make A Profit – page EE13 Your Employment Relationship Handout – page EE15

NOTE: Pages without “EE” indicate pages in the Job Savvy textbook. Other pages are from the curriculum.

EMPLOYMENT EXPECTATIONS TEACHING PLAN

LESSON 1 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Course Outline & Competencies	Course Outline-page EE7 Competencies-page EE6	N/A	Review material on these documents.

INSTRUCTOR NOTES:

Make sure you go over all competency requirements for this module with the members.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
<p>Your Employment Relationship</p> <p>Skills Checklist/Dependability vs. Responsibility</p>	<p>Job Savvy –Chapter 1: Your Employment Relationship-pages 1-23</p> <p>Exercises: Skills Checklist-page15 and class exercise handout page EE11</p> <p>Defining and understanding</p> <p>Dependability vs. Responsibility-page 16-17 and class exercise handout page EE11.</p> <p>How Your Skills Help Your Employer”- page 17-18.</p>	<p>Page EE12</p>	<p>Follow the flow of the chapter topics as indicated. See the additional class exercises as part of the flow of the material to enhance both individual and group interaction.</p> <p>The focus of the exercise from “success of your organization” to “success of an organization” requires you to come up with an average class rank for the ten items listed. Be sure to cover the definition of profit contained in the box on page 18. In the “Make a Profit” exercise, break the class up into groups of three or four each. Then ask them to discuss and answer the five items contained in the exercise. Review the answer key. Review the answer key.</p> <p>Have the members complete Your Employment Relationship Handout (EE15), a competency.</p>

EMPLOYMENT EXPECTATIONS TEACHING PLAN
LESSON 1 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Your Employment Relationship (continued)			
Make A Profit	“Make A Profit” Class Exercise-page EE13	Page EE14	
Your Employment Relationship- <u>Competency</u>	Your Employment Relationship Handout-page EE15	Page EE16	

INSTRUCTOR NOTES:

1. Encourage discussion and class participation in reading the material and discussing application to today’s workplace world.
2. Be sure to review the shaded box for the definitions of “Dependability vs. Responsibility” -page 16.
3. In the Make a Profit exercise you are not creating financial reports. You are just going over concepts. Use the answer key for additional questions and to review the specific concepts that need to be reviewed. Tell the class that this is just a simple business; now think of the decisions that larger, more complex businesses have to make. Then ask, what happens if the owners of that business start losing money because there are (1) not as many customers as expected or (2) higher expenses than expected?
4. Inform the class that the 10 skills that employers want in their employees on page 18 in Job Savvy are self-management skills.
5. Your Employment Relationship is a competency.
This is a competency requirement that all participants must perform correctly.
6. Review “Summing Up”



SKILLS CHECKLIST

Review the following checklist and rank in order from 1 (the most important) to 10 (the least important) the employee skills that are most important to the success of your organization.

A. Active listening	
B. Speaking	
C. Time management	
D. Writing	
E. Active Learning	
F. Monitoring	
G. Social perceptiveness	
H. Persuasion	
I. Service orientation	
J. Complex problem solving	
K. Critical thinking	
L. Negotiation	

DEPENDABILITY vs. RESPONSIBILITY

Before doing the next exercise in Job Savvy, discuss the difference between dependability and responsibility.

Dependability: Able to be trusted to do what is expected or has been promised

Responsibility: Accountable. The state, fact, or position of being accountable to somebody or for something

- How could a dependable employee be irresponsible?
- How could the opposite be true?
- Which skill is more valuable, dependability or responsibility?

DEPENDABILITY vs. RESPONSIBILITY ANSWER KEY

- How could a dependable employee be irresponsible?

An employee may be someone that you can count on (depend) to show up to work but they may not always complete their assignments (unreliable).

- How could the opposite be true?

An employee can complete all assignments but not always show up to work when expected.

- Which skill is more valuable, dependability or responsibility?

An employer looks for both. Neither scenario above results in an effective employee. Therefore, both are of equal importance.

MAKE A PROFIT



To further understand profit and expenses, divide class into groups and have them work out the following situation and offer solutions:

You are in charge of a six-week summer swimming program for preschool children. This is a profit-making venture.

1. List all the expenses that might be involved in your business.
2. How much will you charge each member?
3. What factors other than the expenses you listed may affect your profit?
4. How many employees will you have?
5. What salaries will you pay them?

MAKE A PROFIT ANSWER KEY

1. List all of the expenses:

Staff, including swimming instructors and lifeguards. Determine a wage and how many needed. Pool supplies like life jackets, floats, kickboards and chemicals for the water. Determine how many needed and cost of each.

Transportation, such as a bus, to get the members to the school. Purchase, lease or rent bus? Office supplies and equipment like computers, paper, etc. needed for billing the parents. Business licenses, etc.

2. How much would you charge each member?

Depends upon the costs; however, would have to charge enough to cover all costs and make a profit.

Depends upon how many members you have. The more members the less you can charge each member. However, if you budget for 20 members but only get 10, what happens to your financial situation? You will lose money. If your position in the project is just to make a profits, what is your risk?

3. Factors other than expenses:

Number of children signed up for the program.

Weather (if charge is based on the number of days the children attend the program).

4. How many employees?

At least two: yourself and a lifeguard. However, depending upon your skills and the number of children in attendance, there could be additional staff. For example, can you run the billing system? Will you be a swimming teacher or will you just be managing the program? The more members, the more swimming instructors will be required, etc.

Since costs rise with more members, you have to determine the balance between revenue (fees charged to the members) and associated expenses. You need to find a balance where you can make profits, since this is your livelihood.

5. What salaries will you pay them?

Depends upon the workplace standard rate for jobs and what you can afford based on how much money you are earning (revenues).

COMPETENCY YOUR EMPLOYMENT RELATIONSHIP

1. What is the primary reason an employer is in business? _____

2. List the three reasons why you would like your work:

3. Check the five workplace basics which depict your strongest skills:

- | | | |
|---|--|---|
| <input type="checkbox"/> reading | <input type="checkbox"/> writing | <input type="checkbox"/> math |
| <input type="checkbox"/> speaking | <input type="checkbox"/> listening | <input type="checkbox"/> ability to learn |
| <input type="checkbox"/> ability to reason | <input type="checkbox"/> thinking creatively | <input type="checkbox"/> decision making |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> responsible | <input type="checkbox"/> high self-esteem |
| <input type="checkbox"/> good self-management | <input type="checkbox"/> good social skills | <input type="checkbox"/> high integrity |

4. Check the five workplace skills that you will work on to improve your value as an employee:

- | | | |
|---|--|---|
| <input type="checkbox"/> reading | <input type="checkbox"/> writing | <input type="checkbox"/> math |
| <input type="checkbox"/> speaking | <input type="checkbox"/> listening | <input type="checkbox"/> ability to learn |
| <input type="checkbox"/> ability to reason | <input type="checkbox"/> thinking creatively | <input type="checkbox"/> decision making |
| <input type="checkbox"/> solving problems | <input type="checkbox"/> responsible | <input type="checkbox"/> high self-esteem |
| <input type="checkbox"/> good self-management | <input type="checkbox"/> good social skills | <input type="checkbox"/> high integrity |

5. List the five most important things you look for in a job:

YOUR EMPLOYMENT RELATIONSHIP ANSWER KEY

1. What is the primary reason an employer is in business?

Answer: To make profits. An exception is not-for-profit businesses that are in business to provide a social good.

2. List the three reasons why you would like your work:

Acceptable answers include: good pay, good benefits, like my supervisor, like the work I'm doing, good work environment, like my co-workers, etc.

3. Check the five workplace basics which depict your strongest skills:

Any 5 will do.

4. Check the five workplace skills that you will work on to improve your value as an employee:

Any 5 will do.

5. List in order the five most important things you look for in a job:

Answers can be similar to number 2 except this shows the difference between what someone would like and what is important. This answer can include answers such as: good career path, challenging work, learning a skill, job security, etc.

EMPLOYMENT EXPECTATIONS TEACHING PLAN OVERVIEW LESSON 2

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
<p><u>Job Savvy Chapter 2</u> Avoiding the New Job Blues: How to get off to a good start in a new job</p> <p>Dress Role-Play -page EE20</p> <p>First Day Checklist -page 28</p> <p>Paperwork Checklist -page 28</p> <p>Miscellaneous Item Checklist - page 28</p> <p>How Job Savvy Are You?-Chad and Felicia-page 30</p> <p>How Job Savvy Are You?- Craig and Vicky- page 49</p> <p>New Job- <u>Competency</u></p>	<p>70 - 80 minutes</p>	<p>How Job Savvy Are You?-Chad and Felicia-page EE22</p> <p>How Job Savvy Are You?- Craig and Vicky-page EE23</p> <p>New Job Handout -page EE24</p>
<p><u>Job Savvy Chapter 3</u> Making a Good Impression: Mannerisms and Habits</p> <p>How Job Savvy Are You- Personal Grooming</p> <p>How Job Savvy Are You?-Sasha and Dan -60-61</p> <p>Making a Good Impression- <u>Competency</u></p>	<p>60 - 70 minutes</p>	<p>How Job Savvy Are You -pages 53-54</p> <p>Personal Grooming -pages 56-58</p> <p>How Job Savvy Are You?-Sasha and Dan - page EE26</p> <p>Making a Good Impression Handout - page EE27</p>

DRESS ROLE-PLAY

Customer Service Phone Representative

Bank Teller

Secretary

Delivery Person

Salesperson

Lawn and Garden Service

Working at community grocery store

Computer Data Entry

Manufacturing Plant

DRESS ROLE-PLAY ANSWER KEY

In all cases you should check with your new supervisor to know determine what the dress code for your job is. There is never any need to guess. Also, ask if there is an employee policy manual. If there is, that is a good source to use for a variety of topics including dress code. However, using our best guess for the jobs below, the answers could be:

Customer Service Phone Representative:

At a minimum, neat dress clothes (nice pants and shirt, shoes, etc.). Tie and jacket or a dress or business suit for women might also apply.

Bank Teller:

A jacket and tie for men and a business suit or dress clothes for women. There is a definite need for more formal clothing because you are interacting directly with customers.

Secretary:

Depends on the type of office. If it is an internal office you can dress like the minimum standard for the customer service phone representative. If it is prestigious office with public contact (i.e. an attorney's office), then more formal attire (like the bank teller) would be required.

Delivery Person:

A corporate uniform and footwear.

Salesperson:

Same as bank teller.

Lawn and Garden Service:

Casual, comfortable clothing that you can work in to keep yourself climate controlled.

Working at community grocery store:

Appropriate slacks, footwear, and a corporate shirt.

Computer Data Entry:

Can be anywhere from the clothing range mentioned for customer service phone representatives to more comfortable and casual attire (if working for a technical computer company, for example).

Manufacturing Plant:

Neat casual clothing (if working with machines, loose clothing may not be appropriate for safety reasons) and safety equipment.

HOW JOB SAVVY ARE YOU
(PAGE 30, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Exercise 1-Chad

1. Chad might feel frustrated, forgotten and unimportant.
2. Chad should have asked what time he needed to report to work on his first day on the job.

Exercise 2-Felicia

1. Felicia might feel disappointed since she wanted to make a good first impression but she failed to bring the required document.
2. Felicia should have asked if she needed to bring anything with her for her first day on the job.

HOW JOB SAVVY ARE YOU
(PAGE 49, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Exercise 1 - Craig

1. He should have asked Sharon how to price the brand he was not sure of.
2. The prices could be marked incorrectly. If they are marked too high, people may not purchase the product (or go elsewhere to buy it). If they are marked too low, the store may have to honor the low price and, therefore, may lose money on the sale of those items.

Exercise 2 - Vicky

Some potential questions are:

- How do I answer the phone?
- How do I use the phone system?
- Where are the files?
- What is the procedure for lunch and breaks?
- Where are the supplies kept?

COMPETENCY NEW JOB

1. What can you do to make sure you dress appropriately for your first day of work?

2. To be prepared for your first day of work, what information should you know prior to arriving at work your first day (list at least 5 items)?

3. What are some documents you may have to bring with you on your first day of work (list at least 3 items)?

4. Write 5 questions you can ask your first day so you can understand the work environment for your new job.

5. In order to adjust to your new job, what are 5 things you should do?

COMPETENCY NEW JOB -ANSWER KEY

1. What can you do to make sure you dress appropriately for your first day of work?

Ask either your supervisor or someone in the personnel (human resource department).

2. To be prepared for your first day of work, what information should you know prior to arriving at work your first day (list at least 5 items)?

Acceptable responses include: the time to report, where to report, to whom to report, documents to bring, special equipment needed, job function's responsibilities, lunch and break policies.

3. What are some documents you may have to bring with you on your first day of work? List at least 3 items.

Acceptable responses include: birth certificate, driver's license, social security card, work permit (if applicable), immigrant work authorization (if applicable), medical records, and occupational licenses (realtor, truck driver, bartender, etc.).

4. Write 5 questions you can ask your first day so you can understand the work environment for your new job.

Acceptable responses include: How do I use the phone system? What is the telephone policy? How do breaks work? What is the policy for bathroom breaks? How do lunch breaks work? Where are supplies kept? What are the procedures for checking out supplies? etc.

5. In order to adjust to your new job, what are 5 things you should do?

Acceptable responses include: be positive, ask for help, don't be a know-it-all, have an appropriate sense of humor, find a friend, follow instructions, read company policies, determine job evaluation procedures, don't panic, listen carefully, watch closely.

HOW JOB SAVVY ARE YOU?

ANSWER KEY

(PAGE 60-61, JOB SAVVY, 5TH EDITION)

Exercise 1 - Sasha

1. Sasha is dressed for a night out on the town, not as a secretary for a large office.
2. While you do not really know, your first impression might be that Sasha is more about fun than about work.

Exercise 2 - Dan

1. Dan should shower every day before work including shampooing his hair. He should also shave daily and use deodorant.
2. Yes, sanitation is important in a hospital. Dan is a potential danger to the patients if he keeps up his current hygiene practices and has to work near patients.

**COMPETENCY
MAKING A GOOD IMPRESSION**

1. Why is proper dress in the workplace important to you?

2. What effect does good personal hygiene have in the workplace?

3. How do mannerisms affect the way you are treated by co-workers?

COMPETENCY MAKING A GOOD IMPRESSION ANSWER KEY

1. Why is proper dress in the workplace important to you?

Acceptable responses include: to make a good impression, to fit in with the work environment, to present the company to the public in the way the company desires, the correct appearance helps with keeping jobs and being presented with opportunities to grow within the organization, to have pride in myself, etc.

2. What effect does good personal hygiene have in the workplace?

Acceptable responses include: creates a comfortable work environment which promotes teamwork, makes it easier for coworkers to be around you, makes everyone approachable for formal and informal training and friendships, for proper health and safety issues, etc.

3. How do mannerisms affect the way you are treated by coworkers?

Bad habits can result in coworkers not being friendly and not wanting to spend time with you. This can have a negative effect on your job performance. Your coworkers may not want to help you or even answer your questions, which can impact your job performance. Getting along with coworkers may be of great importance to the management personnel.

EMPLOYMENT EXPECTATIONS TEACHING PLAN OVERVIEW LESSON 3

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
<p>Chapter 4, Being there On...Time! Introduction and The Cost of Absenteeism</p> <p>How Job Savvy Are You? George and Lee-page64-65</p> <p>Solving Problems</p> <p>How Job Savvy Are You?- Good and Bad Reasons for Being Absent from Work- page 75</p> <p>Being There ...On Time! Handout</p>	<p>100 – 120 minutes</p>	<p>Introduction – page EE32</p> <p>How Job Savvy Are You? George and Lee-pageEE33</p> <p>Solving Problems Handout-pageEE35</p> <p>How Job Savvy Are You?-pageEE37</p> <p>Being There ...On Time! Handout-page EE38</p>
<p>Chapter 6 Learning: What It's All About</p> <p>Learning On The Job-page 99</p> <p>How Job Savvy Are You? Marc and Paula- page102-103</p> <p>My Preferred Learning Style – page 104</p> <p>Personal Learning Project</p> <p>How Job Savvy Are You? Donna and Juan-page 108-109</p>	<p>45 - 60 minutes</p>	<p>Learning On The Job- page 99</p> <p>How Job Savvy Are You? -pages EE40</p> <p>Personal Learning Project -pages 106-107-108</p> <p>How Job Savvy Are You –Donna and Juan- EE40</p>

EMPLOYMENT EXPECTATIONS TEACHING PLAN

LESSON 3 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Being There ...On Time! Introduction and The Cost of Absenteeism	Chapter 4: Being There ... On Time! pages 63-77 Introduction and The Cost of Absenteeism - page 63-64. Use the Introduction activity on page EE32.		Follow the flow of the chapter topics as indicated. See the additional class exercises as part of the flow of the material to enhance both individual and group interaction. Define absenteeism and tardiness. Note additional questions and discussion to offer class upon answering the questions for George and Lee exercise.
How Job Savvy Are You? George and Lee	How Job Savvy Are You? George and Lee- pages 64-65	Page EE34	Handout on page EE33
Plan for Success	Plan for Success- pages 69-75.		
Solving Problems Handout	Solving Problems Handout -page EE35	Page EE36	
How Job Savvy Are You?- Good and Bad Reasons for Being Absent from Work	How Job Savvy Are You?- page 75	Page EE37	
Being There ...On Time! Handout	Being There ...On Time! Handout page EE38	Page EE39	

INSTRUCTOR NOTES:

1. Perform all in-class exercises and provide opportunities for members to meet their requirement for answering a minimum of 8 questions correctly during classroom discussions.
2. Absenteeism - missing full days of work.
Tardiness - coming to work late.
Together, these form unscheduled absences, which are a major concern to businesses. Unscheduled absences are a major concern to businesses. Business hire staff at a level where all functions will be performed in a manner acceptable to customers, and absenteeism or tardiness prevent smooth operation of the business.
3. Be sure to include a discussion on the “Weekly Planner and Monthly Calendar” and recommend that the members use these tools when they start their job.
4. Review “Summing Up” at the end of the chapter.
5. Have the members complete the Being There on Time Handout which is a competency.

This is a competency requirement that all participants must perform correctly.

EMPLOYMENT EXPECTATIONS TEACHING PLAN

LESSON 3 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Learning: What It's All About	Chapter 6: Learning: What's It All About" - pages 95-109		Follow the flow of the chapter topics as indicated. See the additional class exercises as part of the flow of the material to enhance both individual and group interaction.
A Personal Learning Project	A Personal Learning Project pages 96-97		
Learning On The Job	Learning On The Job page 99		
How Job Savvy Are You? Marc and Paula	How Job Savvy Are You? -pages 102-103	Page EE40	
My Preferred Learning Style	My Preferred Learning Style -page 104		
Personal Learning Project	Personal Learning Project -pages 107-108		
How Job Savvy Are You- Donna and Juan	How Job Savvy Are You -page 108	Page EE40	

INSTRUCTOR NOTES:

1. Perform all in-class exercises and provide opportunities for members to meet their requirement for answering a minimum of 8 questions correctly during classroom discussions.
2. Be sure to review the content in the box on "The Learning Organization" on page 102.
3. Review "Summing Up" at the end of the chapter.

BEING THERE ON TIME

Read the introduction to Chapter 4 in the Job Savvy book on page 63. Ask the group to define absenteeism and tardiness. Point out that both can cause problems in the workplace.

See pages 64-66 of the Job Savvy book and solicit the trainees' own ideas and have the group list problems created by undependable employees. Be sure they list the effects on everyone involved, including:

- The employer
- The supervisor
- Coworkers
- The employee

HOW JOB SAVVY ARE YOU? ANSWER KEY (PAGE 64-65, JOB SAVVY, 5TH EDITION)

1. What problems did Lee create by not coming to work?

Problems caused include: not enough staff to handle the breakfast rush, customers not being able to get food in time to get to their jobs on time, so they may not come back again, long waits for food, etc.

2. How does Lee's absence affect his co-workers?

Extra burden and stress placed on coworkers.

3. How many times do you think George will allow Lee to be absent from work before taking some kind of action?

Maybe one more time. It is Lee's responsibility to have a reliable car; it is not a problem that George or the business has to put up with.

4. If you were one of Lee's coworkers, how would you react when Lee returns to work?

They would be upset since Lee's absence caused a hectic workplace and probably angry customers.

5. If George ignores the situation, how do you think Lee will react?

If George ignores the situation: Lee will feel that he can be absent more often as long as he has a good excuse.

6. If you were George, how would you handle the situation?

George should give Lee a warning and tell him that having a way to get to work on time is his responsibility. Tell him that the next time he has car trouble he should call a friend or even a taxi to drive him to work.

Additional comment:

Inform the class that it is not only important to get to work on time but that it is also important to be ready to work at the scheduled time. In other words, if you are scheduled to start work at 9:00 AM, it is not acceptable to get to work at 9:00 and then drink coffee and read a newspaper. In this scenario, if you want to have a cup of coffee and read the newspaper, do it before you get to work or get to work early and be finished drinking coffee and reading your newspaper by 9:00.

SOLVING PROBLEMS

In groups, work together to define the problem and develop a solution for these employees. Be prepared to present these scenarios and the solutions to the class.

1. **Problem:** A mechanic goes home late from work each evening, sits down just long enough to eat dinner, then works on cars at home until he's ready for bed.

Solution:

2. **Problem:** A worker is so tired that she doesn't get her work finished.

Solution:

3. **Problem:** A worker ignores a customer because he is busy flirting with a coworker.

Solution:

4. **Problem:** An employee is late for work with this excuse, "My best friend was arrested in a drug bust last night."

Solution:

SOLVING PROBLEMS ANSWER KEY

1. **Problem:** No down time, this worker will become “burnt out” in a hurry. The extra money being earned at home could result in that worker losing his job. There may also be a conflict of interest and the temptation to steal customers from work.

Solution: Take some time to enjoy life. If he is working on cars at home, he should be sure that he is not “cutting off his nose to spite his face”. He can also look for a better paying job so he won’t have to work at home; or better yet, find a different part-time job that will not result in “burn out” and will not be a conflict with his main job.

2. **Problem:** She may be fired if she can’t get her work finished.

Solution: Look at her lifestyle to see why she is always tired. To be a dependable employee, many workers only stay out late on the weekend, when they have no work the next day.

3. **Problem:** He may be fired for not doing his job; he may be in danger of sexual harassment.

Solution: Flirting can be done on his own time away from work. In general, be careful because flirting to one person may be harassment to another.

4. **Problem:** Guilt by association; if your best friend uses drugs, it may be assumed you do too. Unscheduled absences are not looked upon lightly by any business; now you’ve added the specter of possible drug use any time you are out sick.

Solution: The short answer is to just indicate that you are taking care of personal business; the long answer is to find better friends (or help your friend get off drugs).

HOW JOB SAVVY ARE YOU?
(PAGE 75, JOB SAVVY, 5TH EDITION)
ANSWER KEY

1. No; take aspirin and go to work. If the headache continues at work and you cannot perform your responsibilities, you can always leave.
2. It depends; if you stay home every time your child is ill, you may miss too much work and become an unreliable employee. Therefore, differentiate between a serious illness and a cold. Prearrange with someone to agree to stay with your child if they are home from school with a common illness.
3. No; you can always take a taxi or see if there is a coworker who can give you a ride home. However, you should call in and let your supervisor know you might be late (especially if you are having your car towed to a service station before you go to work).
4. Yes; no one wants you to go to work and infect your coworkers.
5. It depends; emergency situations may arise; however, whenever possible arrange meetings during your off hours. If there is no other time available, you could ask your supervisor if you could schedule the meeting during your lunch period, knowing you may have to take a little more time during lunch.
6. Yes; take care of your important family matters, but be reasonable and only take the time you absolutely have to.
7. No; you already have a job. Ask your brother to get a different baby sitter.
8. No; leave your personal business behind when you come to work.
9. This depends upon the type of job you have and the severity of the sprain. In some cases you will be able to elevate your ankle at work.
10. No; visit your sick friend after work.
11. It depends; if you have to take care of a specific piece of business, then you must do it. However, if you have some latitude, choose a different time to take care of the business. In the worst case, you may have to come in a little late or leave a little early.
12. No; get glasses on your own time.
13. Yes; take care of what you have to.
14. No; drink less.
15. Yes; religious holidays are acceptable days to take off from work.

**COMPETENCY
BEING THERE... ON TIME!**

1. What problems can arise for businesses with undependable employees?

2. How does an employee benefit from having good attendance and being punctual (on time)?

3. List the steps you will take to be sure that you get to work on time every day:

4. What are some of your personal lifestyle obstacles to getting to work on time every day?

5. What are some of your personal lifestyle obstacles that could negatively impact your absenteeism?

6. List some possible contingency (emergency) plans for the items listed in #5 above:

BEING THERE...ON TIME! ANSWER KEY

1. What problems can arise for businesses with undependable employees?
Acceptable responses include: loss of customers, bad working environment, problems between coworkers, loss of profits, good employees leaving to find work elsewhere, etc.
2. How does an employee benefit from having good attendance and being punctual (on time)?
Acceptable responses include: keep their job, better raises, better promotional opportunities, good working relationship with coworkers, good work environment, good relationship with supervisor, etc.
3. List the steps you will take to be sure that you get to work on time every day:
Acceptable responses include: have reliable transportation, alarm clock, have phone number of a coworker in case of car trouble, make work a life priority, keep late nights to nights where there is no work the next day, etc.
4. What are some of your personal lifestyle obstacles to getting to work on time every day?
Acceptable responses include: unreliable transportation, like to sleep late, like to party, trouble sleeping, etc.
5. What are some of your personal lifestyle obstacles that could negatively impact your absenteeism?
Acceptable responses include: children, aging family, need to travel for family business, like to party, need to work two jobs, friends are bad influences, unreliable transportation, etc.
6. List some possible contingency (emergency) plans for the items listed in #5 above:
Acceptable responses include: have a back-up babysitter, arrange for travel on days off, party on weekends, make sure second job is not too taxing, find more mature friends, have back-up transportation plans, etc.

HOW JOB SAVVY ARE YOU?
(PAGE 102-103, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Marc

1. I was misled during the interview.
2. Ask more questions regarding the actual training process.

Paula

1. The office was a free-for-all with no management.
2. What are her priorities both in terms of work tasks, and in terms of reporting structure (i.e. who is given priority in terms of telling her what work needs to be done). Paula needs to talk to supervisor to find out this information.

HOW JOB SAVVY ARE YOU?
(PAGE 108-109, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Donna

1. Inform supervisor she would like to learn how to run the offset press.
2. Get on-the-job training for running the offset press.
3. Research graphic arts programs.
4. Decide if she wants to enroll in a college credit program or a certification program.
5. Enroll in a graphics art program.

Juan

1. Inform supervisor he has an interest in accounting and plans to enroll in some courses. Ask for advice.
2. Research accounting programs.
3. Decide if he wants to enroll in a college credit program or just take some accounting courses.
4. Enroll in an accounting program (or course).
5. Inform the supervisor that he has completed the accounting course and ask if there are any job functions that can utilize his new skill (end of day proof, etc.).
6. Gain experience performing tasks using his new skills.

EMPLOYMENT EXPECTATIONS TEACHING PLAN OVERVIEW LESSON 4

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Continued from Lesson Plan 3: Learning: What It's All About?- page EE44	15 -20 minutes	What's it all About Handout - page EE44
Doing the Right Thing: Your Ethical Behavior -page196 Ethical Problems for Businesses pages 196-199 How Job Savvy Are You-Roger, Lisa and Jane -pages 201-203 Common Ethical Problems -pages 203-208 How Job Savvy Are You? -Shane, Justine, Lance, and Demos -pages 208-209 Doing the Right Thing Handout- <u>Competency</u> -pageEE50	110 – 130 minutes	Ethical Behavior page EE46 Ethical Problems for Businesses- page EE47 How Job Savvy Are You-Roger, Lisa and Jane – page EE48 How Job Savvy Are You? –Shane, Justine, Lance, and Demos –page EE49 Doing the Right Thing Handout - page EE51
Employment Expectations Online Quiz- <u>Competency</u>	35-45 minutes	Module Online Quiz

EMPLOYMENT EXPECTATIONS TEACHING PLAN

LESSON 4 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Continued from Lesson Plan 3: Learning: What It's All About What It's All About Handout- <u>Competency</u>	What It's All About Handout -page EE44	Page EE45	Review the Summing Up section on page 109. Have the members complete the Learning: What It's All About Handout.

INSTRUCTOR NOTES:

Have the members complete the What's It All About (page EE46) Handout which is a competency.

This is a competency requirement that all participants must perform correctly.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Doing the Right Thing Your Ethical Behavior Ethical Problems for Businesses How Job Savvy Are You – Roger, Lisa, and Jane Common Ethical Problems How Job Savvy Are You? Shane, Justine, Lance, and Demos Doing the Right Thing Handout- <u>Competency</u> Employment Expectations Online Quiz- <u>Competency</u>	Chapter 12: Doing the Right Thing” pages 195-209 Your Ethical Behavior page 196 Ethical Problems for Businesses pages 196-199 How Job Savvy Are You - pages 201-203 Common Ethical Problems - pages 203-208 How Job Savvy Are You? - pages 208-209 Doing the Right Thing Handout - page EE50 LMS Database Program website: www.workcertified.org	Page EE46 Page EE47 Page EE48 Page EE49 Page EE51	Follow the flow of the chapter topics as indicated. See the additional class exercises as part of the flow of the material to enhance both individual and group interaction. Have the class complete the Doing the Right Thing Handout. See hardcopy of quiz and answer key in Chapter 3:LMS Database/Module Quizzes

EMPLOYMENT EXPECTATIONS TEACHING PLAN

LESSON 4 ~ 5th Edition Book

INSTRUCTOR NOTES:

1. This is a lecture on ethics. The goal is to teach the optimum ethical decision. There are answer keys to all ethical scenarios. **Do not waiver** on the ethical decisions taught by these scenarios even though, in real life, things are not always as cut and dry. This is an ethics lecture and it is very important **not to show “wobble room”** when teaching ethics.
2. Be sure to perform these exercises by having group discussions and writing answers on a board or flipchart.
3. Be sure to reviewing Summing Up at the end of the chapter.
4. Doing the Right Thing Handout is a competency.

This is a competency requirement that all participants must perform correctly.

Distribute the Member Program Evaluation Form (see Chapter 2) just prior to handing out this quiz and be sure to fill out your Instructor Program Critique Form (see Chapter 2).

5. Members must score 80% or higher on this online quiz to be eligible for certification.

This is a competency requirement that all participants must perform correctly.

**COMPETENCY
WHAT IT'S ALL ABOUT**

1. Why is continued learning important to an employee?

2. Why is it important to your employer that you continue to learn?

3. List a topic that you would like to learn more about to enhance your value as an employee.

4. What are some steps you can take to help you learn more about your topic?

WHAT IT'S ALL ABOUT ANSWER KEY

1. Why is continued learning important to an employee?

Acceptable responses include: to become more valuable to my employer, to enhance my earning potential, to help get promotions at work, to grow as a person, etc.

2. Why is it important to your employer that you continue to learn?

Acceptable responses include: you become a more valuable employee, it sets a good work environment when an employer can promote from within and additional skills and knowledge allow for current employees to be promoted, promoting someone whose work habits and maturity you know is often preferable for employers than hiring an individual whose work habits and maturity are unknowns, etc.

3. List a topic that you would like to learn more about to enhance your value as an employee.

Acceptable responses: anything work related.

4. What are some steps you can take to help you learn more about your topic?

Acceptable responses: anything that makes sense based on their answer to number 3 above.

YOUR ETHICAL BEHAVIOR
(PAGE 196, JOB SAVVY, 5TH EDITION)
ANSWER KEY

1. Trustworthiness is important.
To remain true to your principles.
To treat everyone fairly.
To act in a lawful manner.
To have a set of standards for everyone to follow.
To create a society that works.

2. Don't steal.
Don't lie.
Don't cheat.
Don't mislead or trick.

3. Friend wants free products.
Boss leaves you in charge of the cash register.
You learn how to gain access to personal and salary computer files.
You have access to physical personal files.
You are told confidential information.

ETHICAL SITUATIONS JOB SKILLS EXERCISE
(PAGE 196-199, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Uncertainty about what is expected

First of all, this is an example of a question that should be asked before you deliver your first package. If you do not know the answer, do not take the tip. When you get back to the office, ask what the policy is for future deliveries. One tip is not going to make a financial difference in your life.

Conflicts between you and your coworkers

If other workers have poor work habits, it does not make it okay or acceptable to do so. You should inform your coworkers that you are calling in for your next assignment after the job is completed in two hours. Let them make their own decisions on how to follow your lead.

Conflicts with your supervisor

You are required to follow the law. Even if your boss tells you to break the law, you will still be held personally responsible for acting illegally.

Conflicts with your organization

Truth in advertising is a law. Suggest that they either use the correct meat or change their advertising.

Dilemmas about a situation

Lying to an employer is a serious offense. Advise them to talk directly to their supervisor and inform them of the situation. Lying is bad, but perpetuating that lie is even worse.

NOTE - This is an excellent example for further discussion. Some members will have real reservations about reporting this situation to a supervisor. They may see it like this: The responsibility for checking the credentials of that worker was on that worker's supervisor and the personnel department. Since the worker is not doing something illegal, something to harm the company, or something to harm the company's customers they may feel that it is not their concern, especially since knowing personnel policies is not a function of their job.

For members who feel this way, ask them what they would do if that employee's degree status comes under suspicion and you are asked what you know about the situation (of course they should not lie). Then ask how they think their supervisor will view them when it comes to light that they knew about the situation but did not report it. What kind of a situation did that other employee put you in by telling you this information?

Sum up by saying that, in the end, ethics has more to do with the act than with the situation. Therefore, lying to an employer on a job application is unethical and the individual who performed the unethical act will ultimately be held accountable for that action, not the person who discovers the unethical act.

If you feel it is a serious threat, you should report it to someone. In this case you could speak to Personnel. This will allow Personnel to talk to that worker, ask if there are any problems, and assess the situation.

HOW SAVVY ARE YOU?
(PAGE 201-203, JOB SAVVY, 5TH EDITION)
ANSWER KEY

Exercise 1 - Roger

1. Roger should report the offense.
2. It is not up to Roger or any other driving instructor to set his own guidelines and rules for who gets a driver's license. If the woman can't pass the test she is a potential danger to others on the road. She will find other ways to get her groceries.

Exercise 2 - Lisa

1. I would inform someone at the Air Force to ask to check the specifications because they are below standard. I would also look for another place to work.
2. If a company is cheating on a contract, it is illegal. You are not protected from illegal acts by your company. Also, there are many other places to work. You do not have to work for a business that uses such practices.

Exercise 3 - Jane

1. Jane should update her copy of the receipt to include both rings.
2. Taking the ring is stealing.

HOW JOB SAVVY ARE YOU?
(PAGE 208-209, JOB SAVVY, 5TH EDITION)
ANSWER KEY

1. Shane

No, Shane should not tell Fran. He is privy to the payroll data only because of his job. There could also be other circumstances behind the salary structure (i.e. higher base pay for off-hours, higher pay for certification, etc.). Sharing this information with others is unethical. However, he could mention the situation to Human Resources so that they can address the situation with Fran's boss if they believe the situation needs to be addressed.

2. Justine

No, Justine is not doing the right thing. It is possible that customers are not coming into the shop because they believe it is crowded and there will be a long wait. Under no circumstances should Justine turn the workplace into her own social hangout. If Justine's friends were customers as well as friends it would be different.

3. Lance

No, a policy is a policy. If Lance feels he has special circumstances he should address that with his supervisor. In this case, if employees know they can get food that does not sell quickly, they may not try as hard to sell the food.

4. Demos

No, that is out-and-out software theft. Software works on licenses and the software he took was licensed for use at the place of work only. In fact, owning the old software may have resulted in an upgrade price for the company rather than a retail price. Part of the condition for the upgrade could have been that the old program would no longer be used.

**COMPETENCY
DOING THE RIGHT THING**

1. Why are an employee's ethics important to a company?

2. What can result from an employee's unethical behavior?

3. Why is it sometimes difficult to make ethical decisions?

DOING THE RIGHT THING ANSWER KEY

1. Why are an employee's ethics important to a company?

Acceptable responses include: a company needs to know that they can trust their employees; companies leave employees in positions where they can greatly hurt the company's profitability and reputation if they are unethical; companies can be held accountable for the unethical acts of their employees; companies want their employees to help keep their business an ethical business, etc.

2. What can result from an employee's unethical behavior?

Acceptable responses include: a company can lose money, a company can be held legally responsible for an employee's unethical action, people can get hurt, a company can get a bad reputation, etc.