

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>	Page EE12	<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”

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>	70 - 80 minutes	<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>	60 - 70 minutes	<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>

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><u>Chapter 4</u>, 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><u>Chapter 6</u> 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.

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.