

# MASTERING CAREER SUCCESS

Act as if what you do makes a difference. It does.  
— William James

MCS1

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# MASTERING CAREER SUCCESS

## SUMMARY

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## MASTERING CAREER SUCCESS INSTRUCTOR'S SUMMARY

<b>Title:</b>	Mastering Career Success (Employability)
<b>Hours:</b>	12 hours
<b>Description:</b>	Mastering Career Success is designed to provide members with knowledge of the skills necessary to remain employed and to become a valuable employee to a business. Specifics include working in a diverse workplace, having a positive self-concept, self-management skills, getting along with supervisors, getting along with co-workers, solving problems in the workplace, problem solving skills, creative thinking, getting a raise, getting promoted and leaving a job.
<b>Objectives:</b>	Upon completion of this course, members will know how to keep and advance in a job and gain the confidence to be successful in the workplace.
<b>Materials:</b>	A marker board or chalk board, a flipchart (optional), the book <i>Job Savvy</i> (5th Edition) by LaVern L. Ludden, Ed. D., published by JIST Works, course outline handout, in-class exercises, case studies, role-playing exercises contained in the books.
<b>Implementation:</b>	The environment for this course should be formal but not critical. 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 “appropriate behavior” is expected from them in class, which it 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.
<b>Topics:</b>	<b>Chapter 7: Knowing Yourself:</b> Importance of Self-Concept in the Workplace Importance of Taking Control of Your Life Importance of Living Positively <b>Chapter 8: Getting Along with Your Supervisor:</b> Role of Team Leader Role of Supervisor Rules for Working for Someone Rules for Communicating with a Supervisor The Importance of Being Coached on the Job The Importance of Meeting Your Supervisor's Expectations <b>Chapter 9: Getting Along with Co-workers:</b> Importance of Being Part of a Team Value of Diversity in the Workplace Rules for Getting Along with Other People Harassment/ Dangers of Dating in the Workplace

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Chapter II: Problem-Solving Skills:  
Problem Solving Process  
Importance of Creative Problem Solving

Chapter I3: Getting Ahead on the Job  
When Promotions are Appropriate  
When Raises are Appropriate  
Proper Way to Leave a Job

**Certification  
Requirements:**

Score 80% or higher on the Mastering Career Success Online Quiz  
Master all competencies for Mastering Career Success (seeMCS6)  
Score 80% or higher on the Work Certified™ Certification Exam

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## MASTERING CAREER SUCCESS COMPETENCIES

MCS-43. Demonstrates appropriate dress for a professional office work place as evidenced by observation of performance.

MCS-44. Answers a minimum of eight questions correctly during class discussion and exercises; completes worksheets as evidenced by observation of performance.

MCS-45. Demonstrates proficiency in collecting data and reporting results accurately by scoring 80% or higher on the Frequency Table Exercise as evidenced by observation of work product.

MCS-46. Demonstrates ability to work effectively as a team member as evidenced by observation of performance.

MCS-47. Demonstrates knowledge of employability basics by achieving a score of 80% or higher on the online module quiz.

# **MASTERING CAREER SUCCESS COURSE OUTLINE**

## **LESSON 1**

Course Introduction  
Knowing Yourself  
Knowing Yourself Worksheet.

## **LESSON 2**

Getting Along with Your Supervisor  
Getting Along with Your Supervisor Worksheet

## **LESSON 3**

Getting Along with Other Workers  
Getting Along with Other Workers Worksheet

## **LESSON 4**

Problem-Solving Skills  
Problem-Solving Skills Worksheet  
Getting Ahead on the Job  
Getting Ahead on the Job Worksheet

**Mastering Career Success Module Online Quiz**

## MASTERING CAREER SUCCESS 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	10 - 15 minutes	Course Competencies- page MCS6 Course Outline - page MCS7
<u>Job Savvy- Chapter 7</u> Knowing Yourself-Page 111-129  How Job Savvy Are You – “Corey” –Page 112-113  Your Approach to Life Quiz –pages 114-115  Self-Management Checklist –pages 119-125  A Review of Your Skills  How Job Savvy Are You?- “Darren and Sheila” –page 127-128  Knowing Yourself Worksheet- <u>Competency</u>	100 - 120 minutes	How Job Savvy Are You- “Corey”- page MCS11  Your Approach to Life Quiz  Self-Management Checklist  A Review of Your Skills- page MCS12  How Job Savvy Are You?- “Darren and Sheila”- page MCS14  Knowing Yourself Worksheet- page MCS15

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# MASTERING CAREER SUCCESS TEACHING PLAN

## LESSON 1 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Course Outline & Competencies	Competencies-page MCS6 Course Outline-page MCS7	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
Knowing Yourself	Job Savvy- Chapter 7: Knowing Yourself- pages 111-129		Follow the flow of the chapter topics as indicated.
How Job Savvy Are You- “Corey”	How Job Savvy Are You- “Corey” - pages 112-113	Page MCS11	Only do the one case review with Corey.
Your Approach to Life Quiz	Your Approach to Life Quiz - pages 114-115		
Self-Management Checklist	Self-Management Checklist- pages 119-125		
A Review of Your Skills	A Review of Your Skills- page MCS12	Page MCS13	
How Job Savvy Are You?- “Darren and Sheila”	How Job Savvy Are You?- “Darren and Sheila”- page 127-128	Page MCS14	
Knowing Yourself Worksheet- <u>Competency</u>	Knowing Yourself Worksheet- page MCS15	Page MCS16	

**INSTRUCTOR NOTES:**

1. Review the lecture material contained in *Job Savvy* as well.
2. See the additional class exercises as part of the flow of the material to enhance both individual and group interaction.

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## MASTERING CAREER SUCCESS TEACHING PLAN LESSON 1 ~ 5th Edition Book

3. Review the definition and discuss “Self-Confidence” - page 118 in Job Savvy.
4. The exercise on pages 114-115 is private, so tell the members to be truthful. Review how to score the exercise and what their results mean but **do not** ask the members to share their results with the class.
5. Encourage the members to utilize these skills within their résumé and cover letters for successful job search and applications.
6. Be sure to have the class complete the Knowing Yourself Worksheet, which is a competency.

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

## HOW JOB SAVVY ARE YOU?

“Corey”

### ANSWER KEY

(PAGES 112-113, JOB SAVVY, 5TH EDITION)

1. Corey’s manager wrote the note to start a discussion on a possible promotion. If Corey does not talk to him, his manager may not offer another opportunity to talk about the potential promotion. In fact, his manager may be disappointed in Corey for not talking to him and may reassess his opinion of Corey’s potential in the company.
2. Corey’s manager may feel that Corey does not really want a promotion. He may also feel that Corey is not aggressive enough or self-confident enough for the new job. Therefore, there is a reasonable chance that Corey will not be promoted.
3. If not responding to the note from his manager costs Corey his promotion, his negative self-image will grow. He would be expecting a promotion that never comes. However, Corey would be responsible for not getting the promotion because he did not have a positive self-image. This situation is self-perpetuating.

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## A REVIEW OF YOUR SKILLS

1. Why is knowing your skills your strongest “point” as an employee?

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2. Did you discover a skill you weren't aware you had or one you haven't been using?

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3. Did you find a weak skill? How can you improve this skill?

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## **A REVIEW OF YOUR SKILLS ANSWER KEY**

1. Knowing your skills is your strongest point as an employee because you will know how to best help your employer and you will know your areas of weakness so you can improve your skills and ask questions to help you in your weak areas.
2. Answers will vary by member.
3. Answers will vary by member.

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**HOW JOB SAVVY ARE YOU?**  
**“Darren and Sheila”**  
**ANSWER KEY**  
**(PAGE 127-128, JOB SAVVY, 5TH EDITION)**

Darren

1. Personal skills, ability to do required task (measuring with proper paperwork).
2. Math skills (if had to add up all fees to get a total), possibly attention to details (charged the wrong amount).
3. Make sure he takes his time when adding up the charges for customers. Use a calculator or adding machine and do the calculations twice.

Shelia

1. Research, ability to do required task (finding articles).
2. Communication and following the chain of command.
3. If she cannot complete the task in full, she should communicate why to her supervisor. She should also be sure to get all required approvals before sending work to requesting parties.



**COMPETENCY  
KNOWING YOURSELF WORKSHEET  
ANSWER KEY**

1. List your best 5 skills to offer an employer.

See how these answers compare to the exercises completed by the members in class.

2. List 3 skills you would like to improve.

See how these answers compare to the exercises completed by the members in class.

3. For each skill listed above, what can you do to improve that skill?

Answers will vary based on responses to number 2 above. Answers should be logical based on the answers to number 2 above.

## MASTERING CAREER SUCCESS 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
Chapter 8 - Getting Along with Your Supervisor-Page 131-148	160 minutes	
The Team Leader and Delegating Work		The Team Leader and Delegating Work- page MCS19
What Does a Supervisor Do? Pages 132-134		
Communication: Asking Questions		Communication: Asking Questions – page MCS21
Group Activity: Learning To Ask Questions Case Studies - “Report on Results – page 138-139		Group Activity: Learning To Ask Questions Case Studies – page MCS23
How Job Savvy Are You? – Theresa and Bryan” - page 140		How Job Savvy Are You? – Theresa and Bryan” - page MCS25
Meet Your Supervisor’s Expectations- pages 140-142		Meet Your Supervisor’s Expectations- page MCS26
How Job Savvy Are You?- “Jenna, Ryan, and Brandon” – page 143		How Job Savvy Are You?- “Jenna, Ryan, and Brandon” – page MCS27
Getting Along with Your Supervisor Worksheet- <u>Competency</u>	Getting Along with Your Supervisor Worksheet- page MCS28	

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## MASTERING CAREER SUCCESS TEACHING PLAN

### LESSON 2 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Getting Along with your Supervisor	Job Savvy- Chapter 8: Getting Along with Your Supervisor - pages 131-148		Follow the topics as they are contained in <u>Job Savvy</u> . Lecture and perform the exercises in the order in which they appear in the book. Delegating- page 130
The Team Leader and Delegating Work	The Team Leader and Delegating Work- page MCS19	Page MCS20	
What Does a Supervisor Do?	What Does a Supervisor Do? Pages 132-134		
Communication: Asking Questions	Communication: Asking Questions – page MCS21	Page MCS22	Good “Followership” – page 135 Read page 138– Ask Questions
Group Activity: Learning To Ask Questions Case Studies	Group Activity: Learning To Ask Questions Case Studies – page MCS23 and class discussion on “Report on Results – page 138	Page MCS24	Split the class into two groups (one for each case study). Have them work on them as a group and report the results.
How Job Savvy Are You? – Theresa and Bryan”	How Job Savvy Are You? – Theresa and Bryan” - page 140	Page MCS25	<b>This is part of the teamwork competency.</b>
Meet Your Supervisor’s Expectations	Meet Your Supervisor’s Expectations- pages 140-142	Page MCS26	Have all members complete the Competency Getting Along with Your Supervisor Worksheet.
How Job Savvy Are You?- “Jenna, Ryan, and Brandon”	How Job Savvy Are You?- “Jenna, Ryan, and Brandon” – page 143	Page MCS27	
Getting Along with Your Supervisor Worksheet- <u>Competency</u>	Competency -Getting Along with Your Supervisor Worksheet - page MCS28	Page MCS29	

**INSTRUCTOR NOTES:**

1. Review the lecture material contained in Job Savvy as well.
2. Review and discuss definition of “Delegating”.
3. Review and discuss “Good Followership”.
4. Use information on pages 135-137 to prepare for the section on page 138 on “Ask Questions”.
5. 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.
6. Review the “Summing Up” section.
7. Have the members complete the Getting Along with Your Supervisor Worksheet (MCS28).

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

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## THE TEAM LEADER AND DELEGATING WORK

1. Why is delegating necessary?

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2. What problems can result when a supervisor delegates work?

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3. What problems can result if a supervisor doesn't delegate work?

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4. Who is responsible for the problems that result in each situation?

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## **THE TEAM LEADER AND DELEGATING WORK ANSWER KEY**

1. Delegating is necessary because one person cannot do all the work. Delegation is also necessary so more experienced and skilled workers can concentrate on job functions that make better use of their skills and experience.
2. When a supervisor delegates work, his/her employee does the work but the supervisor is responsible for the work. Therefore, the supervisor risks being held responsible for incorrect or incomplete work.
3. If a supervisor does not delegate, he/she risks not being able to complete all assignments for which he/she is responsible.
4. In all cases, the supervisor is responsible for the work.

## ASK QUESTIONS

Read the “Ask Questions” section on page 138 and discuss the three points.

Ask the following questions:

- Why is asking right away important?
  
- How does summarizing responses help supervisors?
  
- What if the supervisor isn't available?
  
- Why is memorization important?
  
- If you have problems memorizing, how can you keep from repeating questions?
  
- How does summarizing responses help workers?

## ASK QUESTIONS ANSWER KEY

### Ask Questions

Acceptable responses include the ones below:

1. To be sure that the job is done correctly from the beginning, to not waste time, and to assure that the assignment is completed on time.
2. Summarizing responses helps the supervisor know that you understand the assignment.
3. If the supervisor is unavailable you can ask an experienced co-worker questions, perform the portions of the task you are clear on and ask questions when the supervisor returns, or help with other work until the supervisor is available to instruct you on what to do.
4. Memorization is important so you do not have to ask questions more than once.
5. You can make notes and refer back to the notes whenever you perform that job function.
6. Summarizing responses helps workers because it verifies your understanding of your assignment. If your summary is not correct, it will point out to your supervisor that further clarification/explanation of the assignment is required.

## LEARNING TO ASK QUESTIONS~ CASE STUDIES

### CASE STUDY #1 Fast Eats at The Eatery

Nelson, the headwaiter at The Eatery, is holding a meeting of all the serving personnel before the evening shift begins. Here's what he has to say:

“Last night several customers complained that the back dining room wasn't being served quickly. Complaints ranged from cold food to lack of refills on coffee. There was a team of three on duty back there, but since that area has been designated as the nonsmoking section, more diners are asking to eat there. So, I'm putting two more people on the crew for this evening's dinner hour. Let's go now; it's time to get on the floor.”

- What is the problem?
- Where did the problem occur?
- Who will be involved in solving the problem?
- How will the problem be solved?
- What question would you ask if Nelson were your supervisor?

### CASE STUDY #2 Moving Patients

Mary is the head nurse in the hospital maternity ward. One of the new mothers has developed an infection. Mary is holding a briefing at shift change. Here's what she has to say:

“Mrs. Johnson has a staph infection, and she can't remain in the maternity area of the hospital. Josh and Suzanne, I'll need your help.”

- What is the problem?
- When did the problem occur?
- Where did the problem occur?
- Who will be involved in solving the problem?
- How will the problem be solved?
- What question would you ask if Mary were your supervisor?

## LEARNING TO ASK QUESTIONS- CASE STUDIES ANSWER KEY

### Fast Eats (Case Study #1)

1. Slow service.
2. The back room.
3. The headwaiter identified the solution and the 5 individuals working the back room are expected to solve the problem.
4. Additional staff.
5. Am I working the back room tonight?

### Moving Patients (Case Study #2)

1. Mrs. Johnson has to be moved.
2. During the prior shift.
3. In the maternity ward.
4. The head nurse (Mary) identified the problem and solution. Josh and Suzanne are expected to solve the problem.
5. By moving Mrs. Johnson.
6. To where are we moving Mrs. Johnson?

### REPORT ON RESULTS (PAGE138, JOB SAVVY, 5TH EDITION)

#### *Scene 1*

An acceptable response is for the employee to inform their supervisor that they have already completed that task. Then they could ask, "Is there anything else you would like me to do?"

#### *Scene 2*

An acceptable response is for the employee to indicate to their supervisor that they noticed the memo is addressed to all employees. Then they could ask, "Would you like me to make 25 copies instead of 15?"

#### *Scene 3*

An acceptable response is for the employee to see if the refrigerators have energy efficiency ratings available on the product tags. If they do, they should help the customer locate the product tags and show them how to read the tags. If no energy efficiency information is available, they should ask the customer to wait while they find an answer for them. Then they should ask their supervisor that question.

**HOW JOB SAVVY ARE YOU?**  
**“Theresa and Bryan”**  
**ANSWER KEY**  
**(PAGE 140, JOB SAVVY, 5TH EDITION)**

1. Theresa

Theresa should ask questions about how to perform the new procedure. It would be a good idea for Theresa to take notes so she will only have to ask the questions once.

2. Bryan

Bryan should apologize for the error and inform his supervisor that the problem will not happen again. If Bryan is not sure of the proper procedure for loading the boxes, he should ask questions.

**MEET YOUR SUPERVISOR'S EXPECTATIONS**  
**ANSWER KEY**  
(PAGES 140-142, JOB SAVVY, 5TH EDITION)

1. BE TRUTHFUL:

Appropriate responses include: to cover for errors, to cover for other employees, to cover for unscheduled absences, to hide lack of knowledge, etc.

Appropriate responses include: the supervisor may believe a task was accomplished when it is not, a customer's order could be wrong, the supervisor can be held accountable for the error, a small error could lead to bigger problems, etc.

2. DON'T EXTEND YOUR BREAKS:

Appropriate responses include: a supervisor asked you to do something on your way back from break, you are helping other employees, you needed to speak to the personnel department, you had an emergency situation that could only be addressed at that time, etc.

3. GET YOUR WORK DONE:

Appropriate responses include: lack of knowledge of task to be completed, too many unscheduled absences by other employees so you have to fill in doing other jobs, a noisy work environment, personal telephone calls, other workers stopping by your desk to chat, etc.

4. BE COOPERATIVE:

Appropriate responses include: to show you are a team player, to help the company, to help the company's customers, to put yourself in a favorable position with management, to learn new job functions, etc.

5. BE ADAPTIVE:

Appropriate responses include: company gets a new computer system, company gets new equipment, company sells new products or services, old processes were not working well, company changes marketing strategy and starts selling to a different customer base, etc.

6. TAKE INITIATIVE:

Appropriate responses include: determine if there are more efficient ways to do the work you are assigned, determine if you can do additional tasks associated with your work that will make work easier for other departments or other workers in your department, etc.

**HOW JOB SAVVY ARE YOU?**  
**“Jenna, Ryan, and Brandon”**  
**ANSWER KEY**  
**(PAGE 143, JOB SAVVY, 5TH EDITION)**

Case 1 – Jenna

1. Jenna should not take extra time at lunch to get a haircut. If it can be cut and she can make it back to work on time, then it is ok.
2. If Jenna gets her haircut she could be late returning to work. Just because her supervisor is not there does not mean she will not find out what time Jenna returned to work.

Case 2 – Ryan

1. If possible, Ryan should go into work to cover for the sick employee. In either case, however, Ryan should call and tell his supervisor what he plans to do.
2. If Ryan goes to work he will be viewed as a team player and will be looked on favorably if a special situation occurs in his life where he needs time off. If Ryan does not come in, he may not be looked at as a team player. If special circumstances arise where he needs a favor, it may not be granted.

Case 3 – Brandon

1. Brandon needs to complete his work; Leslie’s ride home and potential grounding are not his responsibility.
2. Leslie’s responsibility.

**COMPETENCY  
GETTING ALONG WITH YOUR SUPERVISOR WORKSHEET**

1. List 5 specific items in your personal plan of action to help you get along with your supervisor.

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2. List 5 skills you need to communicate effectively with your supervisor.

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3. Which 2 of the above skills do you need to work on the most?

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4. What are the 3 steps to asking questions?

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5. What will you do to help you with step number 3 above?

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7. Of the 6 behaviors needed to meet your supervisor's expectations, which 2 will you find the most difficult?

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8. What will you do to help you successfully incorporate those behaviors into your work habits?

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## **GETTING ALONG WITH YOUR SUPERVISOR WORKSHEET ANSWER KEY**

1. List 5 specific items in your personal plan of action to help you get along with your supervisor.

Acceptable responses include: Don't blame the boss, don't fight the boss, use initiative, accept responsibility, tell the truth, be prepared, be willing to implement new procedures, keep the boss informed, fix problems as they occur, put in an honest day's work, etc.

2. List 5 skills you need to communicate effectively with your supervisor.

Acceptable responses include: be able to follow instructions, know how to ask questions, report problems, report results, record what you do accurately, give all messages, discuss job performance, concentrate, listen, watch, question, write, practice, etc.

3. Which 2 of the above skills do you need to work on the most?

Any two from the above question.

4. What are the 3 steps to asking questions?

Answer: ask immediately, summarize the results, and memorize the answer.

5. What will you do to help you with step number 3 above?

Acceptable responses include: bring in a notebook and take notes, look for any procedure manuals, practice until it becomes second nature, etc.

6. Of the 6 behaviors needed to meet your supervisor's expectations, which two will you find the most difficult?

Any two of the following: be truthful, don't extend breaks, get your work done, be cooperative, be adaptive, take initiative.

7. What will you do to help you successfully incorporate those behaviors into your work habits?

Use your judgment based on the two behaviors selected in number 6 above.

## MASTERING CAREER SUCCESS 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
Chapter 9 Getting Along with Other Workers-pages 149-165 The Team Concept  Gaining Co-Worker Acceptance Checklist 150  How Job Savvy Are You? – “Rick and Lynette” –page 152  Preferences - page 153  Temperaments- pages 154-156  Basic Human Relations-pages 157-158  How Job Savvy Are You? – “Rosa, Tyler, Gwen, and Chang” - pages 158-159  Special Problems with Co-Workers-pages 162  Getting Along With Other Workers Worksheet- <i>Competency</i>	130 - 135 minutes	The Team Concept – page MCS32  Gaining Co-Worker Acceptance Checklist –page MCS34  How Job Savvy Are You? – “Rick and Lynette-page MCS35   Temperaments- page MCS36  Basic Human Relations-pages MCS37  How Job Savvy Are You? – “Rosa, Tyler, Gwen, and Chang” -page MCS39  Special Problems with Co-Workers – page MCS40  Getting Along with Other Workers Worksheet page MCS43

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## MASTERING CAREER SUCCESS TEACHING PLAN

### LESSON 3 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Getting Along with Other Workers	Job Savvy : Chapter 9: Getting Along with Other Workers- pages 149-165		Follow the topics as they are contained in <u>Job Savvy</u> .
The Team Concept	The Team Concept – page MCS32	Page MCS33	Discussion and review of “Synergy” on page 151
Gaining Co-Worker Acceptance Checklist	Gaining Co-Worker Acceptance Checklist - page 150	Page MCS34	
How Job Savvy Are You? – “Rick and Lynette”	How Job Savvy Are You? – “Rick and Lynette” – page 152	Page MCS35	Handout created for use instead of book worksheet.
Preferences	Preferences - page 153		
Temperaments	Temperaments page 154-156	Page MCS36	Refer to pages 157-158 in the book for completion of this exercise for Basic Human Relations.
Basic Human Relations	Basic Human Relations – page MCS37	Page MCS38	
How Job Savvy Are You? – “Rosa, Tyler, Gwen, and Chang”	How Job Savvy Are You? – “Rosa, Tyler, Gwen, and Chang” - page 158-159	MCS39	
Special Problems with Co-Workers-Page 162	Special Problems with Co-Workers – page MCS40	Page MCS41-42	Review definition of “Conflict Resolution” – page 163
Getting Along With Other Workers Worksheet - <u>Competency</u>	Getting Along With Other Workers Worksheet - page MCS43	Page MCS44	Have all members complete the Getting Along with Other Workers Worksheet.

**INSTRUCTOR NOTES:**

1. Review the lecture material contained in Job Savvy as well. The Instructor’s Guide often provides additional lecture material and thought-provoking questions on the material in Job Savvy.
2. Be sure to cover “Summing Up” in Job Savvy.
3. Do as a group exercise.
4. Have the members complete the Getting Along with Other Workers Worksheet, which is a competency.

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

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## THE TEAM CONCEPT

1. What is a team?

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2. Why are teams used in the workplace?

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3. How does the teamwork approach affect a supervisor's perception of his or her workers?

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4. How does the teamwork approach affect the relationships between co-workers?

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## **THE TEAM CONCEPT ANSWER KEY**

Acceptable answers include the comments below.

1. A team is a group of individuals working together to achieve a common goal.
2. Teams are used in a workplace to take advantage of a wide range of knowledge and skills. Teams are also used in the workplace to ensure that everyone has the same common goal.
3. A teamwork approach makes the supervisor feel more loyalty to the group as a whole (think of the manager of a baseball team).
4. A teamwork approach brings co-workers closer together.

**GET TO KNOW OTHER WORKERS /  
GAINING CO-WORKER ACCEPTANCE WORKSHEET  
ANSWER KEY**

1. Y
2. Y
3. Y
4. N (If you develop one or two good friendships that is ok, but it is best to keep some distance between your work and personal life, especially when you are new to a company.)
5. N (Gossip is bad.)
6. N (Do not bring a side business to your place of employment.)
7. N (Do not tell off-color jokes at work; you do not know who you will offend.)
8. Y
9. Y
10. N (Gossip is bad, but gossip about your boss could be fatal.)
11. It depends- yes, only if you know for a fact that the co-worker did not have permission to leave early. Employees leaving early will eventually make your job more difficult and can hurt the company.
12. N (Do not TELL them how to do their jobs. You can make suggestions to your boss who will implement the changes if he feels they are beneficial.)
13. N (Do not BRAG to co-workers. Your job performance is between your boss and you.)
14. Y

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**HOW JOB SAVVY ARE YOU?**  
**“Rick and Lynette”**  
**ANSWER KEY**  
**(PAGE 152, JOB SAVVY, 5TH EDITION)**

Exercise 1 - Rick

1. They will feel that Rick is overreacting and that he has no sense of humor.
2. Rick should have talked with his co-workers and asked them to stop playing that joke.

Exercise 2 - Lynette

1. The other workers will feel that Lynette has a bad temper.
2. Lynette should have restacked the boxes, chalking it up to being a good team player. Then Lynette could ask her supervisor for a clarification of her specific duties and who in the store can assign her tasks. If her co-workers are overstepping their bounds, it is up to Lynette’s supervisor to rectify the situation, not Lynette.

## TEMPERAMENTS

(PAGE 154-156, JOB SAVVY, 5TH EDITION)

Optimists:

Must be free and not tied down		Are generous	
Like to try new things		Enjoy action for action's sake	
Are impulsive		Are cheerful	
Can survive major setbacks		Like working with things	
Enjoy the immediate			

Realists:

Like to belong to groups		Feel obligations strongly	
Have a strong work ethic		Need order	
Are realistic		Find tradition important	
Are willing to do a job when asked		Are serious	
Are committed to society's standards			

Futurists:

Like to control things		Want to be highly competent	
Are the most self-critical of all temperaments		Cause people to feel they don't measure up	
Judge people on their merits		Strive for excellence	
Live for their work		Are highly creative	
Tend to focus on the future			

Idealists:

Are constantly in search of their "self"		Want to know the meanings of things	
Value integrity		Write fluently	
Have difficulty placing limits on work		Appreciate people	
Are highly personable		Are romantics	
Get along well with all temperaments			

What is your temperament style? Check the items in each style that apply to you. The category in which you check the most items indicates your temperament style.

- Write your primary temperament style.  
\_\_\_\_\_
- Write your secondary temperament style (the one with the second highest number of answers).  
\_\_\_\_\_

Optional: Can be used in conjunction with the [www.keirsey.com](http://www.keirsey.com) temperament test taken on the computer during Business Technology, saving their individual test results to be discussed after they complete above exercise.

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## BASIC HUMAN RELATIONS

Directions: Using the 14 steps listed under “Basic Human Relations” in JOB SAVVY, PAGES 157-158, write the practical step that should be followed in each situation.

1. You walk into the break room and overhear Pam and Rich talking about Nick’s latest romantic antics. What step applies?
2. Jane has asked you to join the company volleyball team. What step applies?
3. You are upset because Ryan has been taking materials from your desk instead of getting his own supplies from the storage room. What step applies?
4. Your supervisor says you need to speed up and get more work completed during the day. You’ve tried, but you aren’t sure how to go about it. What step applies?
5. At 9:30, Marcia asks if you are ready for a break. Pablo and Sy are going for a cup of coffee. What step applies?
6. Last week when you were sick and missed a day of work, Jon typed up your report, which was due that day. What step applies?
7. Lonnie believes Nanette isn’t doing her share of the work. He wants you to talk to the manager about it. What step applies?
8. You like your new job, but you really miss your old friends at your former job. What step applies?
9. Yesterday Luke put the wrong toppings on a customer’s pizza and had to make a new pizza. The customer was upset at having to wait so long for the order. What step applies?
10. All the servers in the ice-cream shop have to both take and then put together each ice-cream order they receive. At your former job, one person put together the order and another took it. You think that system worked a lot more smoothly than this one. What step applies?

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# BASIC HUMAN RELATIONS

## ANSWER KEY

1. Avoid gossip.
2. Get to know other workers.
3. Be direct.
4. Ask for help and advice when you need it.
5. Follow group standards.
6. Show appreciation. Could turn into: Share credit when it is deserved, and return favors.
7. Avoid battles.
8. Live in the present.
9. Be positive and supportive.
10. Don't try to change everything.

MCS38

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**HOW JOB SAVVY ARE YOU?**  
**“Rosa, Tyler, Gwen, and Chang”**  
**ANSWER KEY**  
**(PAGES 158-159, JOB SAVVY, 5TH EDITION)**

Exercise 1 - Rosa

1. You could sympathize with Rosa and offer to exchange days with her.
2. You could think Rosa was careless in not asking for that day off in advance and see no reason to switch workdays since she caused her own problem.

Exercise 2 - Tyler

1. “Thanks Tyler, I would be glad to attend the meeting.” Or, “No thank you Tyler; while I respect your views I do not agree with them so I do not want to go to the meeting.”
2. “No way, your opinions are all wrong.”

Exercise 3 - Gwen

1. “Boy, Gwen is a hard worker. I’m glad she is part of our work group.”
2. “I hope Gwen gets a life; she is making us all look bad.”

Exercise 4 - Chang

1. “I respect Chang’s dedication to his beliefs.”
2. “I wish Chang would stop using his religion to get out of working.”

## **SPECIAL PROBLEMS WITH CO-WORKERS**

**(PAGES 162, JOB SAVVY, 5TH EDITION)**

### **Sexual Harassment**

- What types of conduct or behavior can be interpreted as sexual harassment?
- Can either gender be guilty of sexual harassment?
- Does sexual harassment involve only members of the opposite sex?
- Could the way you dress be interpreted as a type of sexual harassment?
- Could certain phrases be interpreted as a type of sexual harassment?
- Why might an employer consider firing you for sexual harassment?
- Sexual-harassment charges don't always surface at the time of the incident. Why does this happen? What effect does this have on the parties involved?
- What should you do if you are the victim of sexual harassment?

### **Racial Harassment**

- What types of behavior could be interpreted as racial harassment?
- Is racial harassment usually the result of ignorance?
- One of your co-workers is telling racial jokes. How should you handle this situation?
- One of your co-workers constantly uses an offensive racial slur when referring to another worker. How should you handle the situation?
- What should you do if you are the victim of racial harassment?

### **Dating Conflicts**

- Why is dating a co-worker a real possibility for many people?
- When could dating a co-worker become sexual harassment?
- Why do some companies have a "no dating" policy? Does your company have such a policy?
- How can dating a co-worker cause problems in the workplace?
- Imagine that you are dating a co-worker. What can you do to avoid situations that will cause conflict?

**SPECIAL PROBLEMS WITH CO-WORKERS ANSWER KEY**  
(PAGES 162, JOB SAVVY, 5TH EDITION)

Sexual Harassment

Acceptable answers include the comments below:

1. Flirting, off-color jokes, touching, continually asking someone out on a date, etc.
2. No
3. It can include members of the same sex.
4. Yes, if you wear a suggestive T-shirt, etc.
5. Yes, suggestive phrases, even when used innocently, can be interpreted as sexual harassment.
6. Workers faced with a hostile work environment can sue employers if they do not do everything in their control to make the work environment free from sexual harassment. Therefore, if you sexually harass someone, the company may fire you even if you are a very productive employee.
7. Sometimes the individual being harassed waits to see if it will stop. Therefore, time can pass between the major event and the time that it is reported. This makes the work environment very uncomfortable for the parties involved and for co-workers, while the sexual harassment is occurring. The problem can grow in severity because it was not stopped during its initial phase.
8. First you should tell the individual harassing you to stop or you will report them to management or personnel. Then if they do not stop (next incident), you should report them.

Racial Harassment

Acceptable answers include the comments below:

1. Racial jokes, racial slurs, expressing racial prejudices, distributing racial materials, etc.
2. Yes.
3. You should ask your co-worker to stop telling racial jokes. You can say they have offended you.
4. Same as above.
5. First you should tell the individual harassing you to stop or you will report them to management or personnel. Then if they do not stop (next incident), you should report them.

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(Dating

Acceptable answers include the comments below:

1. You spend a lot of time with your co-workers and you get to know them.
2. When the other individual has no interest in dating you but you persist to ask them out on a date. Also, just asking out a person that works directly for you or asking out a person whose salary you control, can be sexual harassment. Asking that worker out puts that person in a bad work situation. They may feel they either have to accept a date or risk getting bad performance appraisals and poor pay increases.
3. Companies often have a “no dating” rule to minimize their potential for sexual harassment claims and to minimize the negative impact that failed relationships between two co-workers can have in the workplace.
4. Dating a co-worker can cause problems because your workplace can become a social outlet for the two of you and that can negatively impact both workers’ job performances.
5. Keep your personal relationship out of the workplace.

## COMPETENCY GETTING ALONG WITH OTHER WORKERS WORKSHEET

1. Why is teamwork important in the workplace?

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2. Which of the following do you, personally, need to be most careful about in the workplace?

- I am a little thin-skinned and need to handle being teased better.
- I have to be careful not to participate in gossip (talk or listen).
- I have to be more accepting of my co-workers' race and/or religion.
- I have to be sure to do my fair share of the work.
- I have to learn how to be a team player.

3. Of the 14 basic human relations, which three are your main strengths?

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4. Of the 14 basic human relations, which three do you need to work on the most?

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5. What must you personally do to avoid harassing someone, either sexually or racially, in the workplace?

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6. If dating is allowed in the workplace, do you have the temperament to date?

Yes    No

7. Explain your answer to number 6 above.

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## COMPETENCY

### GETTING ALONG WITH OTHER WORKERS WORKSHEET ANSWER KEY

1. Why is teamwork important in the workplace?

Acceptable responses include: to best utilize a wide range of skills and knowledge, to have a common goal, to work together, to promote a good work environment, to get to know everyone, to develop cooperation between workers, etc.

2. Which of the following do you, personally, need to be most careful about in the workplace?

Any one will do.

3. Of the 14 basic human relations, which three are your main strengths?

Acceptable responses include any three from: get to know co-workers, don't try to change everything, be honest, be direct, avoid gossip, be positive and supportive, show appreciation, share credit when it is deserved, return favors, live in the present, ask for help and advice when you need it, avoid battles, follow group standards, take an interest in your co-workers' jobs.

4. Of the 14 basic human relations, which three do you need to work on the most?

Acceptable responses include any three from: get to know co-workers, don't try to change everything, be honest, be direct, avoid gossip, be positive and supportive, show appreciation, share credit when it is deserved, return favors, live in the present, ask for help and advice when you need it, avoid battles, follow group standards, take an interest in your co-workers' jobs.

5. What must you personally do to avoid harassing someone, either sexually or racially, in the workplace?

Acceptable responses include: avoid telling sexual or racial jokes, avoid gender and racial slang, be sensitive to the individual differences of others, and recognize other ethnic culture mannerisms, etc.

6. If dating is allowed in the workplace, do you have the temperament to date?

Either is acceptable.

7. Explain your answer to number 6 above.

Follow the logic based on their answer to question 6.

## MASTERING CAREER SUCCESS 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
Chapter 11 Problem-Solving Skills- 183-194  Management Through Team Work  Problem Solving  Problem Solving: Frequency Table Exercise- <u>Competency</u>  Creative Thinking Exercises- Thinking Outside the Box and A Different Perspective- <u>Competency</u> in <u>Job Savvy</u> - pages 189-190 -  Problem-Solving Skills Worksheet - <u>Competency</u>	75 - 90 minutes	Management Through Team Work – page MCS49  Problem Solving – page MCS51  Problem-Solving Skills - Frequency Table Worksheet - page MCS53  Creative Thinking Exercises- Thinking Outside the Box /A Different Perspective –page MCS55  Problem-Solving Skills Worksheet - page MCS56
Chapter 13 Getting Ahead on the Job 183-194  Getting Ahead on the Job  Leaving a Job  Leaving A Job Worksheet uses <i>How Job Savvy Are You?</i> (Eric example only) in <u>Job Savvy</u> - <u>Competency</u>	50 - 60 minutes	Getting Ahead on the Job- page MCS58  Leaving a Job - page MCS60  Leaving A Job Worksheet uses <i>How Job Savvy Are You?</i> (Eric example only) in <u>Job Savvy</u> - page 227 - Page MCS62
Mastering Career Success Module Online Quiz- <u>Competency</u>	25 - 30 minutes	Module Online Quiz

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## MASTERING CAREER SUCCESS TEACHING PLAN

### LESSON 4 ~ 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Problem-Solving Skills	Job Savvy - Chapter 11: Problem-Solving Skills - pages 183-194		Follow the topics as they are contained in <u>Job Savvy</u> .
Management Through Team Work	Management Through Team Work – page MCS49	Page MCS50	Read the introduction on page 184, the section titled “Management Through Teamwork” on page 184, and “Total Quality Management Team
Problem Solving	Problem Solving – page MCS51	Page MCS52	
Problem Solving: Frequency Table Exercise	Problem Solving: Frequency Table Exercise – page MCS53	Page MCS54	
Creative Thinking Exercises- Thinking Outside the Box and A Different Perspective- <u>Competency</u>	Competency - Creative Thinking Exercises- Thinking Outside the Box and A Different Perspective – pages 189-190	Page MCS55	Have the class read the “Problem Solving” section on page 185 and discuss the three basic assumptions.
Problem-Solving Skills Worksheet- <u>Competency</u>	Problem-Solving Skills Worksheet - page MCS56	Page MCS57	Have the members complete the Problem-Solving Skills Worksheet  Problem solving using creativity- pages 189-190

#### INSTRUCTOR NOTES:

1. Review the lecture material contained in Job Savvy as well.
2. **Frequency Tables** - There are two types of frequency tables. One type of table is used for data collection and the other for data summary. The frequency table for data collection has three columns. The left column is labeled *Item*; the middle column, *Tally*; and the right column, *Number*. A description of the observation or answer is written under *Item* each time something different occurs or a new answer is given. A mark is made in the *Tally* column beside it. This process continues until all observations or data have been recorded. You count the number of marks in the *Tally* column and record that total in the *Number* column. It is recommended to create this Frequency Table in Excel.
3. Be sure to review “Summing Up” in Job Savvy.
4. Have the members complete the Problem-Solving Skills Worksheet.  
*This is a competency requirement that all participants must perform correctly.*

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# MASTERING CAREER SUCCESS TEACHING PLAN

## LESSON 4 - 5th Edition Book

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Getting Ahead on the Job  Group discussions:  Getting Ahead on the Job  Leaving a Job  Leaving a Job Worksheet- <u>Competency</u>	Job Savvy - Chapter 13: Getting Ahead on the Job - pages 211-228.  Group discussions:  Getting Ahead on the Job- page MCS60  Leaving a Job - page MCS60  Leaving a Job Worksheet - page MCS62	Page MCS61  Page MCS61  Page MCS63	This section will be done in a group discussion format. Review the Leaving A Job Worksheet prior to group discussions to ensure competency topics are covered. For each section you will explain the topic, pose questions, facilitate the group to elicit responses, record the responses on a flipchart or board, comment on the group's responses, and sum up by going over the main points they brought out that were appropriate and adding comments that were missed. First topic is "Getting ahead on the Job." Second topic is "Leaving a Job."  Use: How Job Savvy Are You? (Eric example only) on page 227 in <u>Job Savvy</u> and have them write their answer on the Leaving a Job Worksheet - page MCS62

**INSTRUCTOR NOTES:**

1. Perform both in-class exercises and provide opportunities for members to meet their requirement for answering a minimum of 8 questions correctly during classroom discussions.

**Getting ahead on the Job:** The questions you should ask are: What is the difference between a raise and a promotion? What are reasons for raises?, What are reasons for promotions? What benefits come with promotions? and What can you do to put yourself in position for a promotion? Use the content on pages 213 through 218 of Job Savvy and the Getting Ahead on the Job Answer Key to aid in this exercise.

**Leaving a Job.** The questions you should ask are: What are reasons for leaving a job? How soon should you tell your employer you are leaving your job? Imagine you are leaving a job because a supervisor is not treating you fairly; what do you state as your official reason for leaving?, How much notice should you give your employer before you leave?, Is it important to leave your job on good terms? Why or why not? Use the content on pages 225-227 of Job Savvy and the Leaving a Job Answer Key to aid in this exercise.

2. Be sure to review the questions on the Leaving a Job Worksheet prior to both group discussions to ensure that those topics are covered during the group discussions.
3. Have the members complete the Leaving a Job Worksheet.

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

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**MASTERING CAREER SUCCESS TEACHING PLAN**  
**LESSON 4 ~ 5th Edition Book**

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Mastering Career Success Online Quiz- <u>Competency</u>	LMS Database Program website: www.workcertified.org		See hardcopy of quiz and answer key on Chapter3; LMS Database/Module Quizzes

**INSTRUCTOR NOTES:**

Members must score 80% or higher on this quiz to be eligible for certification. Distribute Member Evaluation Forms and Instructor Program Critique forms from Chapter 2.

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

## MANAGEMENT THROUGH TEAM WORK

- What is meant by the term *employee involvement*?
  
- What is a quality circle?
  
- As an employee, would your attitude toward your job change if you were a part of a quality circle? How?
  
- Why are employees becoming more involved in problem solving?

## **MANAGEMENT THROUGH TEAM WORK ANSWER KEY**

1. Employee involvement means utilizing the company's employees in the problem-solving process.
2. A quality circle is a group of employees that meet to identify and solve problems.
3. Acceptable answer includes: "Yes, I would feel more involved in the company and assume that they valued my experience and opinions."
4. Employees are becoming more involved in problem solving because businesses are recognizing that they can often get effective solutions to problems from the individuals doing the work.

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## PROBLEM SOLVING ANSWER KEY

1. It is important to believe a problem can be solved; otherwise, it is too easy to give up on finding a solution to the problem.
2. That means that sometimes you can be 100% sure of the cause of a problem, but sometimes you have to accept most-likely or probable causes.
3. Problem solving is a continuous process because, in work as in life, new problems continually arise. In fact, sometimes the solution to one problem has a ripple effect and causes a new problem elsewhere.

## COMPETENCY FREQUENCY CHART

Diane works for a pretzel-manufacturing company with 2,300 employees. Her quality circle is trying to solve the problem of how to reduce accidents at the plant. Diane was asked to compile data using a Frequency Chart listing the type of injuries that have occurred at the plant during the past month. The company nurse provided the following monthly accident report:

**MONTHLY ACCIDENT REPORT – TASTEE PRETZELS, INC.**

Date	Person	Description of Accident
1	Smith	Tripped over ladder, sprained ankle
3	Rogers	Hand caught in machine, large cut
3	Jackson	Slipped on mopped floor, injured back
5	Cortez	Fell down steps, injured back
6	Gerber	Brushed against ovens, burned hand
8	Mitchell	Tripped over boxes, sprained ankle
9	Walls	Didn't use gloves, burned hand
10	Washington	Fell from ladder, broke leg
12	Ott	Lifted heavy box, injured back
13	Wallace	Solvent splashed, eye injured
13	Michaels	Fell on steps, injured back
15	Chavez	Running and tripped, injured back
16	Jones	Tripped over ladder, sprained ankle
18	DiFabio	Hand caught in machine, large cut
19	Buzon	Slipped on mopped floor, injured back
20	Leveau	Fell down steps, injured back
21	Tillet	Brushed against ovens, burned hand
22	Corte	Tripped over boxes, sprained ankle
23	Davidson	Didn't wear gloves, burned hand
26	Cardamone	Fell from ladder, broke leg
27	Holt	Lifted heavy box, injured back
30	Lilly	Solvent splashed, eye injured
30	Harris	Fell on steps, injured back
31	DeBono	Running and tripped, injured back

**FREQUENCY CHART EXERCISE:** A frequency table for data collection has four columns. The first column is labeled *Item*; the second column, *Tally*; and the third column, *Number of Incidents*, and the fourth column is *Percentage (%)*. Under the column *Item*, list the description of each incident. Place a slash mark (/) in the *Tally* column for each occurrence. In the *Number of Incidents* column add the total number of slash marks listed in the *Tally* column. In the *Percentage (%)* column, calculate the percentage of each number of incidents. Use Excel to create this table.

The following is an Example:

Blade falls off	///	3	30%
Controls won't work	/////	5	50%
Motor quits working	//	<u>2</u>	20%
		10	100%

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## FREQUENCY TABLE ANSWER KEY

Frequency Table

<i>Item</i>	<i>Tally</i>	<i>Number of Incidents</i>	<i>Percentage (%)</i>
Sprained ankle	////	4	16.7%
Large cut	//	2	8.3%
Injured back	//////////	10	41.7%
Burned hand	////	4	16.7%
Broken leg	//	2	8.3%
Eye injury	//	2	8.3%
Total		24	

MCS54

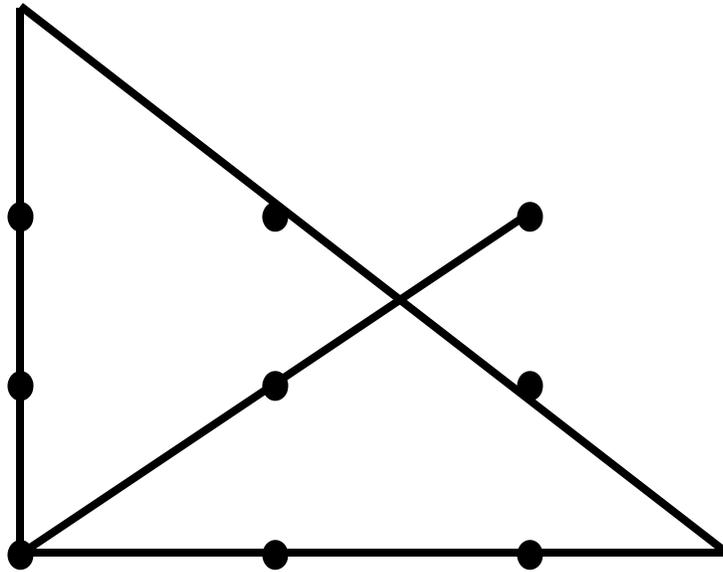
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## CREATIVE THINKING EXERCISES

### THINKING OUTSIDE THE BOX-ANSWER KEY (PAGE 194, JOB SAVVY, 5TH EDITION)

**Exercise 1:** Most people see that the dots make a square. So they think they can't make their lines go outside this box. However, the instructions don't place this limit. You can't solve the problem unless you go outside the lines, as shown here.



### A DIFFERENT PERSPECTIVE (PAGE 194, JOB SAVVY, 5TH EDITION)

**Exercise 2:** You were told to cross out five letters to find one familiar word. Most people will try to follow this instruction by crossing out exactly five (5) letters. However, the way to solve the problem is to cross out the words FIVE LETTERS.

**F H I E V L E I L C E O T P T T E E R R S**

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MCS55

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## COMPETENCY PROBLEM~SOLVING WORKSHEET

1. List the 7 steps to problem solving.

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2. Which 2 of these steps are your strengths?

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3. Which 2 of these steps are your weakest skills?

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4. What can you do to improve your 2 weakest skills?

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**COMPETENCY  
PROBLEM~SOLVING WORKSHEET  
ANSWER KEY**

1. List the 7 steps to problem solving.

Identify the problem.  
Gather and organize data about the problem.  
Develop solutions to the problems.  
Evaluate possible solutions.  
Select the best solution.  
Implement the solution.  
Evaluate the solution.

2. Which 2 of these steps are your strengths?

Any 2 of the above.

3. Which 2 of these steps are your weakest skills?

Any 2 of the above.

4. What can you do to improve your 2 weakest skills?

Varies based on answer to question 3 above.

## GETTING AHEAD ON THE JOB (GROUP DISCUSSION)

1. What is the difference between a raise and a promotion?
2. What are the reasons for raises?
3. What are the reasons for promotions?
4. What benefits come with promotion?
5. What can you do to put yourself in position for a promotion?

## **GETTING AHEAD ON THE JOB (GROUP DISCUSSION) ANSWER KEY**

1. What is the difference between a raise and a promotion?

A raise is making more money in your existing job, while a promotion is an advancement in the company into a new job with greater responsibilities.

2. What are the reasons for raises?

Cost of living, additional work experience, doing a good job, a re-evaluation of the base compensation for a specific job function, etc. Remember, you are being paid to do a good job. You do not earn a raise just by doing a good job. Some companies do give raises as rewards for exceptional work. However, raises that reflect gained experience and cost-of-living adjustments are usually given to employees once a year.

3. What are the reasons for promotions?

There is a job opening at a higher level than the job you currently have and management determines that you are the best employee to handle that job. Promotions are not rewards for good work. Companies promote employees they believe can handle the new work assignments best.

4. What benefits come with promotion?

Increased pay, more respect, better assignments, and improved self-esteem.

5. What can you do to put yourself in position for a promotion?

Go above and beyond in your work assignments, get to know the company and company's products, demonstrate good interpersonal skills, demonstrate good problem-solving skills, get along with your supervisor, get along with other workers, have good ethics, etc.

## LEAVING A JOB (GROUP DISCUSSION)

1. What are reasons for leaving a job?
2. Why should you have another job waiting before your resign from your present job?
3. How soon should you tell your employer you are leaving your job?
4. If you are leaving because a supervisor did not treat you fairly, what should be your official reason for leaving?
5. What are some things you might be required to do before you leave the job?
6. Why is it important to leave a job with good relationships if at all possible?

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## **LEAVING A JOB GROUP DISCUSSION ANSWER KEY**

1. What are reasons for leaving a job?

Job dissatisfaction, new opportunities, avoiding disaster.

2. Why should you have another job waiting before your resign from your present job?

Best time to look for a job is when you are employed; you appear more confident not desperate.

3. How soon should you tell your employer you are leaving your job?

Two weeks' notice is customary. In your last two weeks, conduct yourself as you did before; don't be disruptive.

4. If you are leaving because a supervisor did not treat you fairly, what should be your official reason for leaving?

Do not use your termination as a chance to take a shot at your boss. Leave with dignity and as a professional. You may need your employer for a reference in the future.

5. What are some things you might be required to do before you leave the job?

Ask your supervisor what is expected during your remaining time at the job. An exit interview may need to be conducted as well as required paperwork may need to be completed.

6. Why is it important to leave a job with good relationships if at all possible?

You will need references in the future. Many workers are employed by a number of different companies throughout their careers. As you apply for new jobs, you will want to use this employer as a reference. Also, when you fill out your job application and provide your resume, potential employers may contact this employer on their own. Also, if you do not have references from this job it may send a negative signal to your prospective employer. Finally, many workers return to work for old employers at high-level positions. Sometimes a co-worker you liked has been promoted and can use your assistance. You do not want to eliminate the possibility of returning to your old employer because of how you left your job.

## COMPETENCY LEAVING A JOB WORKSHEET

### PART A:

Eric is unhappy with his job. The supervisor has been giving him all the “dirty work.” He has talked with his supervisor about the problem but it hasn’t helped. Eric found another job that pays better. The new employer wants him to start work immediately. Eric is so mad at this supervisor that he plans to call him on the phone to say he won’t be at work anymore.

1. Do you think Eric should do this?

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2. Explain the reasons for your answer:

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**PART B:** If a business’s top four rated customer service representatives are:

EMPLOYEE	RATING	COMPUTER SKILLS
Bob	A	None
Carol	B+	None
Ted	B+	None
Alice	B	Very experienced

(1) To whom would you give the highest percent annual raise? \_\_\_\_\_

(2) Does the highest percent annual raise mean that individual gets the highest raise in terms of actual money? YES NO

Explain your answer.

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(3) If the business has a job opening for an Information Systems Analyst that **requires** very strong computer skills, and is a higher position and more money than the customer service representative position held by these four employees, who will most likely be promoted to Information Systems Analyst? \_\_\_\_\_

Explain your answer.

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## COMPETENCY LEAVING A JOB WORKSHEET ANSWER KEY

### PART A

1. No, Eric should tell his new employer that he needs to give a two-week notice to his old employer.
2. This is the correct thing to do for many reasons. They include:

It is the ethical thing to do. Eric understood the termination procedures when he accepted the job.

It is important that Eric leave his current job on good terms for future references and to keep the door open for possible employment in the future. Remember, if Eric returns he can make sure he no longer works for the supervisor that has caused him these problems.

It will show Eric's new employer how responsible and ethical Eric is. While the new employer would like Eric to start immediately, they will also know that if Eric can leave his current employer "high and dry," he can do the same thing to them.

### PART B

1. Bob
2. No, if one of the other phone representatives has a higher salary than Bob, their increase in terms of actual dollars could be more than Bob's actual dollar increase. For example, if Bob was earning \$25,000 and received a 6% pay increase, his pay raise would be \$1,500. If Carol was earning \$30,000 and received a 5.5% pay increase, her pay raise would be \$1,650. This is often how annual merit pay raises work, as a percent rather than as a specific amount.
3. Alice. She has a solid rating (B) and has the skills needed for the new job. The company needs workers that can perform tasks to be able to get work accomplished so they can make profits, remain in business and keep everybody employed.

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