Exploring Work-Based Foundation Skills in the ABLE Classroom

Instructional Activities and Resources to Use with Adult Learners

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About this Guide

This guide contains activities and resources to help adult learners develop the work-based foundation skills and knowledge areas included in the Foundation Skills Framework. The idea for the guide came from ABLE practitioners who said it would be helpful since many existing materials either do not address the workplace context or do not address the wide variety of skills and knowledge areas on the wheel. We encourage you to use the guide to supplement or expand the work-related components of your program. The guide is divided into two main parts: Practitioner Section and Learner Guide.

The Practitioner Section is divided into the four major areas of the foundation skills wheel: Basic Employability Skills, Basic Workplace Knowledge, Basic Workplace Skills, and Lifelong Learning Skills. Each section contains an individual module for the corresponding foundation skills in that area. For example, Basic Employability Skills includes Works in Teams, Makes Decisions, Solves Problems, Demonstrates Effective Interpersonal Relations, and Demonstrates Self-Management Strategies. Each module includes:

- Key words and concepts to build background knowledge;
- Discussion questions to further explore the use of that skill or knowledge area in the workplace context;
- Instructional ideas to help adult learners develop and use the skills, competencies and knowledge areas in a workplace context. Each instructional activity is keyed to the corresponding foundation skill competency it addresses. For example, the second competency under Demonstrates Effective Interpersonal Relations is E2.2 Displays Responsible Work Behaviors.
- *NEW*—a chart that illustrates which Workplace Essential Skills® (WES) curriculum activities address that particular skill. WES is a multimedia curriculum that teaches basic skills in a workplace context; it includes printed workbook, web-based and video materials and activities. Project staff analyzed these activities to identify the foundation skills they address. This chart is especially useful for practitioners who use both the WES curriculum and the Foundation Skills Framework in their program and classroom.
- The last section of the Practitioner Section includes master copies of selected activities included throughout the guide.

The Learner Guide *NEW* includes two sections: 1) Introduction to Foundation Skills and 2) Competencies and Tip Sheets. Section 1 includes a copy of the foundation skills wheel, the foundation skills self-appraisal, and a chart showing which pages in the Learner Guide will help learners learn more about specific skills. Learners can complete the self-appraisal independently or with practitioner guidance. The results of the self-appraisal can be used to set learning goals. Section 2 includes a competency list and a tip sheet for each area of the foundation skills wheel. The *competency lists* provide detailed information about the foundation skills and can be used to help learners explore the breadth and depth of a particular skill. They can also be used for informal assessment. Learners can use them independently or with practitioner guidance to keep track of which competencies have been performed. The *tip sheets* contain strategies and background information about the foundation skills. They were designed so learners who read at a mid-literacy range (5th-8th grade readability) may use them independently. Or, practitioners may adapt or use them to customize instruction to learners' needs and goals, specific industries, workplaces, or job tasks.

Using and Adapting the Learner Guide: Ideas for Practitioners

1. Use the Learner Guide to develop a work-related curriculum or supplement an existing curriculum.
   - Use the self-appraisal as a starting point for setting goals.
   - Select activities and materials from both guides based on results of appraisal and learners' goals.
   - Use authentic work-related materials to illustrate the application of foundation skill strategies in real-life context.
   - Emphasize inter-relatedness of skills. Combine tip sheets, when appropriate to explore their implications for workplace situations.
   - Have employed students investigate how skills and strategies can be used at work and in other contexts.
   - Emphasize the social context of using the skills and strategies—effective communication skills are critical to success in today's workplace.

2. Maximize the benefit of the tip sheets by using direct instruction principles.
   - Discuss the quotation at the top of the sheet. Relate it to planned instructional activities.
   - Introduce and model the tip sheet's strategy (when, where and why the strategy might be used). Read the tip sheet aloud with lower level audiences.
   - Provide guided practice with feedback; use authentic workplace materials or work-related curriculum activities.
   - Provide independent practice, either with authentic workplace materials or activities in commercial workplace basic skills materials.
   - Discuss transfer to actual workplace situations.
   - Encourage learners to reflect on using the skill and strategy and how they might use them in other contexts.

3. Adapt the materials to provide customized foundation skills instruction.
   - Build a customized curriculum around the results of a foundation skills needs analysis of a specific workplace—identify specific skills, competencies, tasks, situations, materials, and scenarios to build relevant instructional activities. Use the ideas and materials in both guides for instructional planning and curriculum development.
   - If you are working with a particular industry cluster in your region (example: healthcare), develop a word bank for that industry. Practice communication activities in pairs or small groups in all instructional sessions.

4. Set up your classroom like a workplace. For example, Brigitte Marshall suggests the following in *Preparing for Success: A Guide for Teaching Adult English Language Learners* (2002):
   - Work Orders
   - Calling in Sick
   - Complaint Form
   - Broken Equipment
   - Rules for the Classroom
   - Teamwork Chart

5. The materials and ideas in both guides are a starting point to build your toolkit of instructional resources and materials. For example, collect or develop additional tip sheets for certain foundation skills or knowledge areas. Collect authentic materials from learners and work-related programs.

PRACTITIONER

BASIC EMPLOYABILITY SKILLS

Cognitive, personal and interpersonal skills needed to interact appropriately within the workplace as well as advance to new positions and responsibilities. Includes such skills as working well with others, solving problems, and managing time effectively

- Demonstrates Effective Interpersonal Relations

- Demonstrates Self-Management Strategies

- Works in Teams

- Solves Problems

- Makes Decisions

Demonstrates Effective Interpersonal Relations

This module will help develop the social skills needed to cooperate with others, interact effectively within the workplace and advance to new positions and responsibilities.
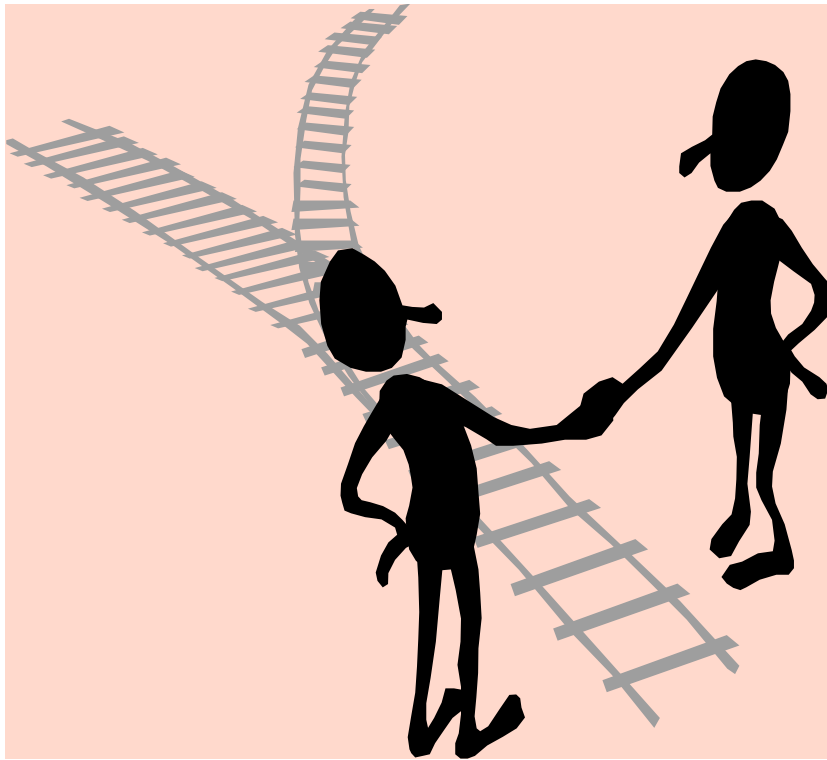
"Diversity without unity makes about as much sense as dishing up flour, sugar, water, eggs, shortening, and baking powder on a plate and calling it a cake."

~ C. William Pollard

KEY WORDS/CONCEPTS

- Non-verbal communication
- Supervision
- Feedback
- Stereotypes - actions and language
- Cooperation
- Compromise
- Autonomy
- Diversity
- Conflict Resolution
- Negotiation
- Motivating situations

DISCUSSION QUESTIONS

- Discuss some ways that you can accept the roles of men and women in non-traditional jobs at your workplace. What ways can you help encourage others in different fields?

- Do you have a preference for working with a male or female supervisor? How might your preferences affect your performance on the job?

- Many retirees are coming back into the workplace. Do you find it challenging or beneficial to work with employees who are in their retirement years? How do you feel about working with younger adults?

- How do you handle conflict in the workplace? Do you talk it over or keep it to yourself?

- What would you do if you saw someone harassing a co-worker? Would you report the situation?

- Your supervisor must give you feedback on occasion. How does it make you feel? Are there situations that are more or less uncomfortable? When and why?

- If you could be your own supervisor, what would you do to make things better at your workplace?

- What is the difference between a manager, a supervisor and a leader?

ACTIVITIES

Cooperation with Others
What are some things that you do to show others that you are willing to work with them? Make a list of these items on the flip chart and discuss. (EX: Smiling, helping your team member with their projects when you are finished, giving encouragement when others are having trouble.)

> E1.1 Cooperates with others.

Non-Verbal Walk
For about 5 minutes have the participants walk around the room silently observing others. Make sure that no one is speaking. They may use gestures (remember this is a "family show"—so only gestures appropriate for prime-time TV, such as smiling, winks, frowns, etc), After the 5 minutes, they should sit down and develop a brief list of impressions of each of the persons that they observe. They should make every attempt to make these positive impressions, this is not an opportunity for below the belt comments. Discuss the observations with the following questions:

- *Were most of the impressions correct?*
- *Were any accurate clues given based on facial expressions, the clothes people were wearing, posture, hairstyle, body stance?*
- *Did you find it challenging NOT to talk?*
- *Would you have been more comfortable if allowed to talk?*

> E1.1 Cooperates with others.

Choose Your Boss!
On a 3 X 5-index card, ask participants to list the top 10 qualities of a good supervisor. Ask the participants to discuss these qualities with the class. Ask them the following questions:

- *What is important about these qualities?*
- *How difficult it is to "live" these qualities?*
- *Which ones are easy/difficult to improve?*

> E1.2 Accepts supervision.

Perception Can Sometimes Seem Like Reality
Ask the participants to get into small teams. Have them list 10 characteristics, behaviors, and perceptions that are viewed as negative or irritating. Ask them to list 5 that are associated with males and 5 that are associated with females. Debrief the activity with the following questions:

- *What stereotypes do we have about males and females?*
- *How can you address these stereotypes?*
- *How can stereotypes get in the way in the workplace?*
- *What can you do make sure your workplace doesn't perpetuate stereotypes?*

> E1.3 Works in a diverse environment.

Golden Rule
Write this quote on a whiteboard or flip chart "Do onto others, as you would like done to yourself." Consider however, that many of us don't do this; we have many stereotypes that we carry and sometimes act upon. Brainstorm a list of stereotypes about men and women and discuss them.

Stereotype	Negative Impact
Ex: only women can be secretaries	Women can't positively contribute to the workplace in other companies.
Ex: Men don't make good school teachers	Male role models contribute greatly in this predominantly female environment

E1.3 Works in a diverse environment.

More Similarities than Differences!
Ask the participants to each take a handful of M&M's. Ask them to list on a sheet of paper all the ways in which the M&M's are similar. List out all the ways they are different. Most groups will determine is that there are more similarities (taste, relative size, the letters on the candy, the shape, etc.). The main difference is the color. This activity can be used as metaphor for people in our workplace—people are more similar than different, it is just that we tend to notice the differences and often don't take the time to notice the similarities.

E1.3 Works in a diverse environment.

You Get Under My Skin!
Have participants complete the version of the MBTI (www.humanmetrics.com). Take *the Jung-Myers typology*. The survey questionnaire will help participants determine their personality preferences in the workplace. This can serve as a major discussion point for why there may be conflict for a job/team. Many times people think that others do things just to annoy them but many conflicts arise from personality styles.

E1.4 Resolves conflict.

Time to Bury the Hatchet!
Use the **Time To Bury the Hatchet Supplemental Handout #1** and ask participants to consider a conflict they may be having and work through the steps, writing each step out. Ask them to confidentially describe the situation to another class member and then practice the steps with them. What does this sound like? How does it feel?

E1.4 Resolves conflict.

Conveying Expectations

Use the **Conveying Expectations Supplemental Handout #2** and work through the process of telling someone what you expect of them on a job. Practice with another class participant to get the feel of how to effectively convey your expectations as a supervisor.

E1.5 Provides supervision.

Important Job Factors

Many supervisors believe that money is the main motivating source for employees. Using the **Important Job Factors Supplemental Handout #3**, ask participants to rank the job factors. Read and discuss each and why people think they are important. Some of the answers are pretty surprising!

E1.5 Provides supervision

Demonstrates Effective Interpersonal Relations
Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities

	Workbook	Internet	Video
E 1.1 Cooperates with others		Unit 6 Unit 11 Unit 12	Video 10 Video 11
E 1.2 Accepts supervision	pp. 40-41	Unit 11	Video 10 Video 11
E 1.3 Works in a diverse environment		Unit 11	Video 10 Video 11
E 1.4 Resolves conflict	pp. 36, 44-45	Unit 6 Unit 11	Video 10 Video 11 Video 12
E 1.5 Provides supervision and leadership		Unit 11	Video 10 Video 11

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

Demonstrates Self-Management Strategies

This module will help develop the skills and knowledge to understand how personal factors contribute to employability;
it also provides ideas to manage time and tasks effectively.
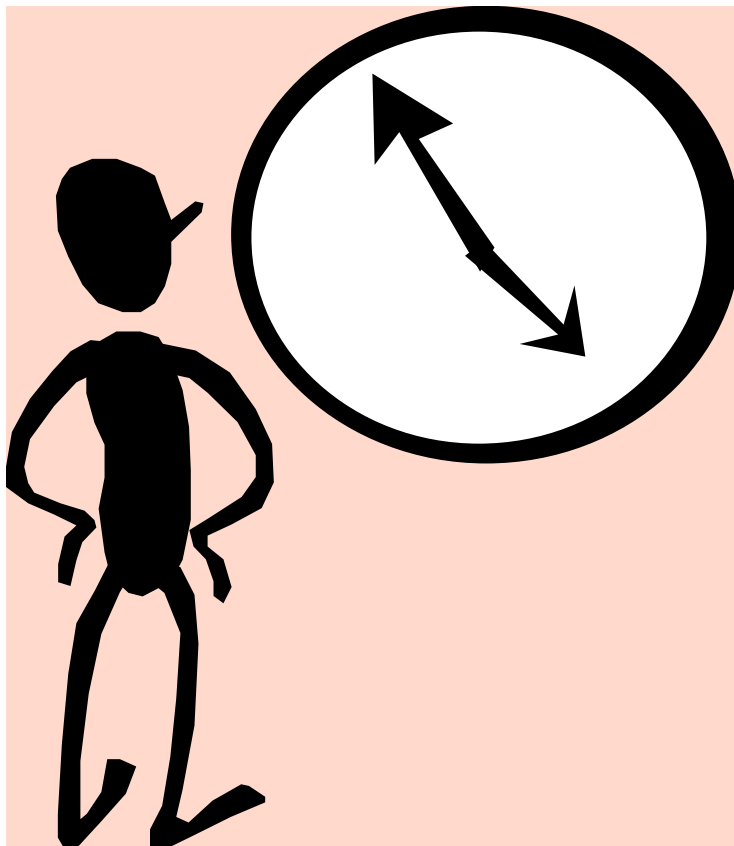
"I cannot always control what goes on outside. But I can always control what goes on inside."

~ Wayne W. Dyer

KEY WORDS/CONCEPTS

- Personal behaviors
- Workplace attitudes, values, motivators
- Importance of workplace schedules
- Job Roles and Responsibilities
- Stress Management
- Effective Time Management
- Goals (SMART Goals)
- Motivation – internal and external
- Appropriate grooming and hygiene
- Personal barriers at the workplace
- Job rules and regulations
- Work perseverance
- Absenteeism
- Job satisfaction
- Initiative

DISCUSSION QUESTIONS

- Describe the differences between an average employee and one who is above average.

- Have you ever really disliked something about a job and then worked with your supervisor or team members to improve the situation? What was it? How did you make the positive improvement?

- Your co-worker is always absent for a variety of reasons. You always have to cover for her. You are getting tired of this behavior. What can you do about it?

- Your closest team member doesn't keep himself very neat and clean and often has an unpleasant body odor. You are noticing that people are starting to avoid him. What can you do to help?

ACTIVITIES

Employee/Employer Rights

Ask participants to divide into 2 groups--employers and the employees. Have them debate the issue of wearing body jewelry.

- *Employers will debate how the employees' body jewelry may hurt sales or create a dangerous situation in some workplaces.*
- *Employees will debate why it is their personal right and expression of freedom.*

Discuss the feelings of each group as well as individual positions.

> E2.1 Displays responsible personal behavior.

Darn I'm Good

Have the participants complete the **Worker Self-Appraisal** from the *Foundation Skills Framework Resource Guide* (Section 6, Page 4-5). Then have them list the key reasons why they are a good employee. Pair up with partners and discuss.

> E2.2 Displays responsible work behaviors.

SMART Goals

Smart Goals stand for:
Specific
Measurable
Attainable
Realistic
Time bound

Using the **SMART Goals Supplemental Handout #4**, have participants write at least 3 goals they would like to achieve while involved with this program.

> E2.3 Manages time effectively.

Super-Savers!

On a flip chart, ask participants to think of their supervisor and team members and create a list to answer the following questions:
- *What are things my supervisor or my team members should do in order to save time on the job?*
- *What are some things my supervisor or my team members shouldn't do in order to save time on the job?*

This is generally pretty easy for participants to accomplish because they are looking at others. Now, ask them the same questions except about their own behaviors.

- *What things <u>should</u> I do to save time on the job?*
- *What things <u>shouldn't</u> I do to save time on the job?*
    E2.3 Manages time effectively.

Stress Journal

Suggest that participants keep a journal that helps them describe the following:

What makes me stressed (event)	My reaction to it	Ways to calm myself

E2.4 Manages stress.

Stress Busters

With the participants, brainstorm ways that they can reduce stress while on the job. Think of creative ways to help with the pressures of everyday life. Ask participants to think "*out of the box*".
    E2.4 Manages stress.

Take Care!

Obtain a copy of ***Care Packages for the Workplace: Dozens of Little Things You Can do to Regenerate Spirit at Work*** (Barbara A. Glanz). Read selections with participants or try some of the ideas with the group.
    E2.4 Manages stress.

Demonstrates Self-Management Strategies
Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively

	Workbook	Internet	Video
E 2.1 Displays responsible personal behaviors		Unit 8 Unit 10	Video 1 Video 6
E 2.2 Displays responsible work behaviors	pp. 106, 110	Unit 8 Unit 10	Video 1 Video 6
E 2.3 Manages time effectively		Unit 8 Unit 10	Video 1 Video 6 Video 8
E 2.4 Manages stress		Unit 8 Unit 10	Video 1 Video 6

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Works in Teams

This module will help develop the social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals.

"He who wishes to secure the good of others has already secured his own."

~ Confucius

KEY WORDS/CONCEPTS

- Empowerment
- Facilitator
- Roles on teams
- Team conflict
- Individual styles (personality styles)
- Team goals
- Feedback to team members
- Change management
- Compromise
- Consensus
- Team trust
- Team spirit
- Motivating team members

DISCUSSION QUESTIONS

- A good friend of yours was just recently hired where you work. This person will be on your team. Have you ever worked with a good friend before? Discuss the positive and negative aspects of this type of working relationship.

- You work on a team of 5 people and you are the only person who doesn't have children. Your team members constantly ask you to work extra shifts and overtime because of their childcare issues. How do you deal with this situation?

- You work at a convention center and will be serving dinner at a banquet for 500 people who must all get the various courses of dinner at about the same time. Who are your other team members besides the other wait staff? What other employees and parts of the organization are involved in planning and executing such a huge event?

ACTIVITIES

Jig-Saw Puzzle

Bring in a fairly simple jigsaw puzzle (25-40 pieces) and have participants construct the puzzle as a team--without speaking. Ask them to discuss the challenges and advantages of working in a team rather than individually at the close of activity.

E3.1 Understands difference between working individually and on a team.

10 Questions!

It is important to get to know other team members fairly well in order to make effective team decisions. Challenge the participants to perhaps take some of these questions back to their workplaces. Place the following 10 questions in a "fishbowl" on a 3 X 5 index cards and ask participants to pull out randomly and have all discuss.

1. *Name three unusual things that have happened in your life.*
2. *What are your special talents?*
3. *What are your most important responsibilities (home, community or work)?*
4. *Who in the world (alive or dead) do you most admire and why?*
5. *What animal best describes your personality and why?*
6. *Who is your favorite superhero and why?*
7. *Describe an event that changed your life for the better.*
8. *What is your favorite color and how does it describe your personality?*
9. *What pet have you had in your lifetime that has meant a great deal to you and why?*
10. *List three things in life that you would like to accomplish.*

E3.2 Participates as a team member.

Human Knot

Ask participants to get into circles of an even number of people. Distribute the **Human Knot Supplemental Handout #5**. Give prizes to the group that untangles the quickest. Discuss the strategies used to untangle the groups. Did any groups give up? Why? Why not?

E3.2 Participates as a team member.

Team Circles

Arrange the room so that the chairs can be placed in circular fashion with 5 chairs encircling 5 other chairs (double circles). The 5 persons seated in each chair of the outer rings will be consultants to those in the inner circles, who are team members.

The team member explains an important question or problem to the consultants for 1 minute. The consultant has 2 minutes to discuss, clarify, offer suggestions, etc. After the 3-minute mark (total), the consultant moves to his or her left and repeats the process with a new client, who poses the same question or problem to the new consultant. Repeat this process with the 3-minute

time limit. Continue for 3 more times and then have the members change to the other circle. (Clients move to the outside circle where they will now be consultants.)
Repeat the entire sequence as time allows.

E3.3 Develops and maintains productive group relations

A Pat on the Back!

In order for any team to function like a well-oiled machine, the team members need to get along and care for and trust each other. Ask class members to practice giving positive comments to their fellow class members. This can be used at any time and can be taken back to a workplace team easily. Each participant gets a stack of colored Post-It notes and they are to write:

- *The Thing I Like the Best About _____ is.....*

or

- *The Biggest Improvement I Saw in _____ is....*

Any variation of this activity will have the same positive result.

E3.4 Provides team leadership

	Workbook	Internet	
E 3.1 Understands the difference between working individually and working on a team	p. 108 pp. 52-53	Unit 11	Video 11 **Video**
E 3.2 Participates as a team member	p. 108 pp. 56-57, 60-61, 64-65	Unit 11	Video 11
E 3.3 Develops and maintains productive group relations	p. 108 pp. 58-59, 66-67	Unit 11	Video 11
E 3.4 Provides team leadership	p. 108 pp. 62-65	Unit 11	Video 11

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Solves Problems

This module will help develop the critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions and monitor their effectiveness.
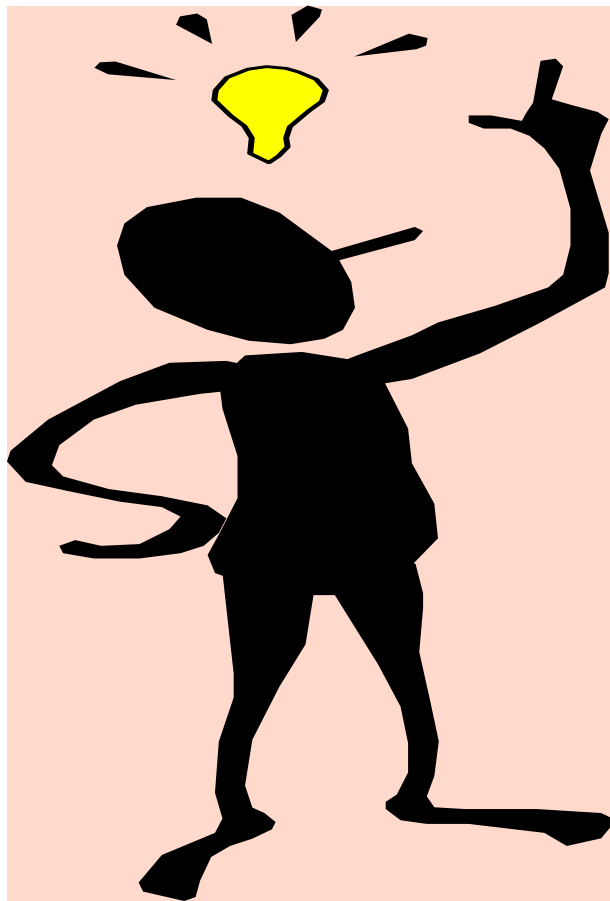
*"No problem is so large or complex that
it can't be run away from."*

~ Charlie Brown

KEY WORDS/CONCEPTS

- Brainstorm
- Reflection
- Win/Win Situations
- Solution
- Flexibility
- Controversial
- Opinions
- Arguments
- Negotiation
- Critical Thinking
- Creative Thinking
- Visualizing

DISCUSSION QUESTIONS

- When you are faced with a problem, what steps do you take to determine a solution? Do you dive right in? Do you think about your options and consider the pros and cons of each option?

- What does the statement, "Two heads are better than one" mean with regard to problem solving?

- Have you ever tried to solve a problem using the brainstorming technique?

- How flexible are you on controversial issues?

- Have you ever played the role of mediator? Has anyone ever played the role of mediator for you in some situation? How did it work?

ACTIVITIES

Circle Response
Seat a group of learners in a circle, with one person seated in the center-refer to this person as the "leader." The leader proposes a question to the group. Each person, in turn, expresses his response. No one is allowed to speak a second time until everyone has had a turn. This activity will give learners experiences to contributing opinions on a problem or issue facing a group, and to consider the opinions expressed by others.

E4.2 Recognizes that a problem exists.

Buzz Groups
Divide a group into subgroups of 3 or 4 people. Each group should take a few minutes to discuss possible causes of a selected problem (could be a problem identified by a group member or the group as a whole). A representative should be selected to report the findings back to the group. The goal of this activity is to gain information, to solve a problem or to discuss an issue.

E4.2 Determines possible causes of problems.

Jump Start Your Brain!
Obtain a copy of *Jump Start Your Brain* by Doug Hall. Select several activities from the book to get participants creativity flowing and "thinking outside the box."

E4.2 Determine possible solutions to problems.

Let's Brainstorm!
Many adult learners may not be familiar with the unique approach to problem solving known as brainstorming. Begin this exercise by introducing four commonly accepted rules to brainstorming.

No critical judgment is allowed.

Quantity, not necessarily quality, is desired.

The wilder the better!

Hitch-hiking (combinations and improvements) are acceptable and encouraged.

To stimulate a brainstorming activity, suggest a problem and let the class go from there. An example of a problem might be to suggest different uses of a paper clip. As adult learners offer their suggestions, have a recorder write the responses on a flipchart. Clearly state that all answers are acceptable, and no judgments are to be made. You may want to suggest teams for contrast and comparison depending on the size of the group.

E4.3 Identifies possible solutions.

Decisions, Decisions…..

This exercise is designed to show adult learners that many issues allow room for flexibility, and that they may want to remain flexible on issues after hearing additional input from various sources.

Ask the class to congregate in the center of the room. Relate a situation that involves a dilemma, or some kind of controversial situation. Then state a key assertion relating to your own thoughts or feelings or a commonly held position.

Designate each corner of the room for those in the class who agree strongly, those who agree somewhat, those who disagree somewhat and those who disagree strongly. Ask the class to move to the corner that best represents their feelings to your assertion on the topic. If they have no opinion, they can stay in the middle temporarily, but they must eventually take a stance on the issue.

Ask for volunteers from each corner to state their reasons for the choice that they made. Learners can move from corner to corner at any time, indicating their flexibility on the issue depending on the input of others.

> E4.4 Evaluates possible solutions.

What Do You Think?

This exercise is designed to allow adult learners the opportunity to identify barriers to possible solutions to problems they may encounter on the job.

To begin this session on problem solving techniques, begin by telling the class of adult learners that today they are going to develop a plan of action. An example to begin this session might be, "Your job this morning is to identify ways to increase customer service in each department."

Ask adult learners to immediately write 4-5 problems that they think might block the organization from achieving this goal. Examples may be lack of time, lack of staff, lack of training, etc.

Divide the class into smaller groups and ask them to discuss their concerns. Then, each group must decide its 3 major problems and write each one on an index card and report to the group. The instructor should collect the index cards and redistribute them to the other groups, asking them to address each of the problems and come up with several ways to solve them. Groups should report their findings to the class after a specified amount of time.

> E4.5 Implements solution and evaluates consequences.

Chain-Reaction Forum

A group is divided into subgroups which are assignd to different aspects of a major controversial problem to be discussed. Each subgroup appoints a quizzer, a heckler, and a summarizer. Questions formulated by each subgroup are then presented to the panel members by the quizzers and the hecklers. At the conclusion of the session, the summarizers give a brief summary of their findings to their groups' assigned area.

> E4.6 Works to prevent problems.

Solves Problems
Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions, implement solutions and monitor their effectiveness

	Workbook	Internet	**Video**
E 4.1 Recognizes that a problem exists	p. 113 pp. 25, 27, 80-81, 86-87	Unit 6 Unit 12	Video 12
E 4.2 Determines possible causes of problem	p. 113 pp. 86-87	Unit 6 Unit 12	Video 12
E 4.3 Identifies possible solutions	p. 113 pp. 26-27, 39, 81-83		Video 12
E 4.4 Evaluates possible solutions	p. 113 pp. 27, 82-83		Video 12
E 4.5 Implements solution and evaluates consequence	p. 113 p. 27		Video 12
E 4.6 Works to prevent problems	p. 113		Video 10 Video 12

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Makes Decisions

This module will help develop the critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome.
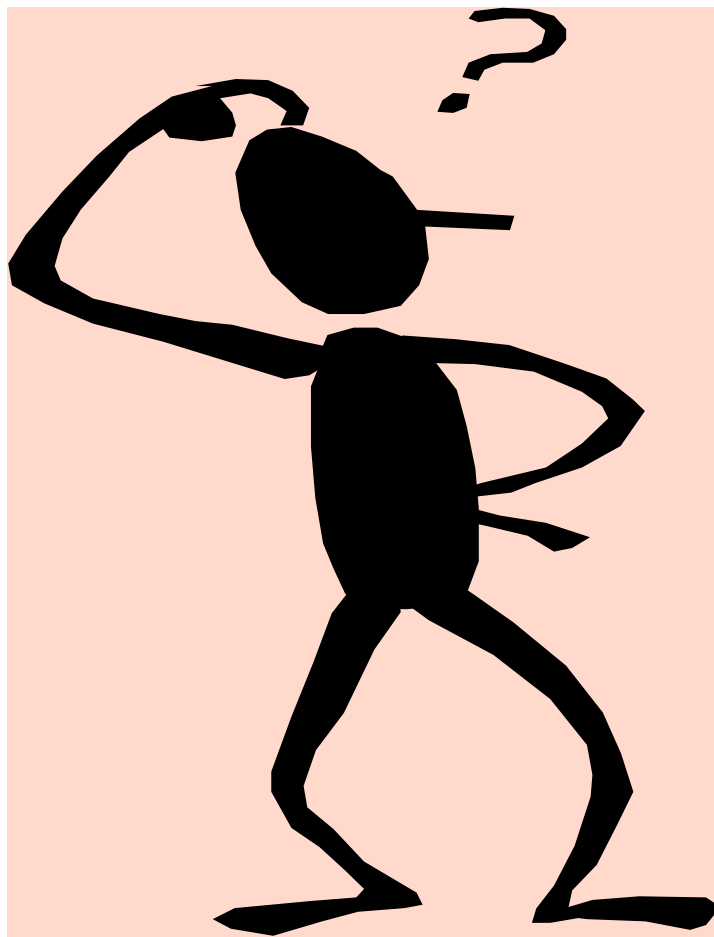
"The possibilities are numerous once we decide to act and not react."

~ Gloria Anzaldua

KEY WORDS/CONCEPTS

- Consensus
- Solutions
- Consequences
- Diversity
- Judgment
- Facts
- Opinions
- Bias
- Evaluate
- Ponder
- Reflect
- Cost-Benefit Analysis
- Options

DISCUSSION QUESTIONS

- What methods of discovery do you use to get information that you need to make informed decisions?

- How can non-verbal clues assist you in the decision-making process?

- What factors may influence our decisions?

- What barriers often prevent us from making decisions?

- What kinds of things have you learned by making one decision that may have helped you in making other decisions?

- Do you make decisions based on first impressions?

- What are stereotypes and how are they associated with decisions?

ACTIVITIES

Finding Solutions

It is important for adult learners to make wise decisions, and in order to do that, learners need to understand the decision-making process. The following steps should be introduced to learners as the *decision-making process*:

- Name the problem.
- Think about what is causing the problem.
- List possible solutions
- Think about the outcomes
- Compare all possible solutions and outcomes.
- Chooses the solution that works best for you.

E5.1 Recognizes situation when a decision needs to be made.

Who Am I?

This activity will help adult learners develop good questioning skills as well as data gathering skills.

Write the names of famous people on stick-on or pin-on nametags. Tell adult learners that the activity in which they are about to participate will involve providing questions and answers to other participants which will allow them to identify their celebrity. The only questions that can be used must be the kind that can be answered with a yes or a no. The goal of this activity is to identify the celebrity's name that is pinned on each individual's back. Fasten a name on the back of each adult learner and ask him or her to go about the room questioning one another until celebrities have been identified.

The following questions should be used to provide closure to this activity:

- What kinds of questions were most helpful in identifying your celebrity?
- Were non-verbal cues helpful?
- What did you learn about each other in this exercise?

E5.2 Identifies decision-making options.

Wise Decisions

Divide learners into small groups to brainstorm a list of real-life situations in which they can use the decision-making steps to make wise decisions. After each group completes the list, have them share it with the entire class. Compare lists to see similarities and differences.

E5.1 Analyzes and evaluates options.

The Bomb Shelter

The Problem: A series of high-yield atom bombs have just been dropped on our country. Of the total population, only ten people have been spared. A single bomb shelter is available. Unfortunately, there is room in the shelter for only six people. Your task is to select the six people who are to go into the shelter and survive. Select six individuals from the list below, and be prepared to give your reasons for your selection.

Girl, 16, high school dropout, pregnant.
Man, 28, former policeman, reputed to be brutal.
Man, 69, priest, very wise, learned.
Woman, 39, physician, racist.
Man, 37, violinist.
Man, 20, black militant, no work record.
Woman, 25, teacher.
Man, 26, law student; and his wife, 25, incurable hereditary blood disease (they won't go as singles, must take both).
Man, 28, architect, history of alcohol abuse.

E5.4 Implements decisions and evaluates consequences.

Makes Decisions
Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome

	Workbook	**Internet**	**Video**
E 5.1 Recognizes situation when a decision must be made	pp. 74-81 pp. 86-87		Video 2
E 5.2 Identifies decision-making options	pp. 74-81 pp. 86-87		Video 2
E 5.3 Analyzes and evaluates options	pp. 74-81 pp. 86-87		
E 5.4 Implements decisions and evaluates consequences	pp. 86-87		

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

BASIC WORKPLACE KNOWLEDGE

Core knowledge about the nature of work and the workplace organization, such as health and safety procedures, the product or service provided, and an understanding of the workplace culture

- Applies Health and Safety Concepts

- Understands Process & Product

- Demonstrates Quality Consciousness

- Understands Finances

- Works within Organizational Structure and Knowledge

Applies Health and Safety Concepts

This module will help develop the basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures.

*"In elementary school, in case of fire you have to line up quietly in a single file line from smallest to tallest. What is the logic?
Do tall people burn slower?"*

~ Warren Hutcheson

KEY WORDS/CONCEPTS

- Hazard
- Alarm
- Scaffold
- Inspection, citation
- Prevention
- Personal protective gear
- Safety procedures and guidelines
- Emergency evacuations
- Material Safety Data Sheets (MSDS)
- Basic First Aid
- OSHA
- DEP/DER (Pennsylvania specific terms)
- Worker's Compensation
- Environmental Protection and resources

DISCUSSION QUESTIONS

- You work at a Railroad yard, loading and unloading RR cars with heavy equipment. One of your fellow co-workers drinks and then comes to work intoxicated. He is on your team and you rely on him. What would you do?

- Do you believe that there should be mandatory drug testing, especially for those jobs that affect the general public (EX: Airline pilots, train engineers, nuclear power plant operators)?

- Why do companies insist that their employees wear the correct personal protective gear (EX: Safety glasses)?

- You know that some of your co-workers cannot read adequately. You feel they could endanger themselves and others by not being able to read specific safety warnings. What should you do?

- The company you worked at in the past had a very good safety-training program. You realize that now your new company doesn't cover all that they should to help protect the employees. What would you do?

- Are you aware of your employer's safety rules for your workplace? What are they and why are they important?

- Do you have a fire safety and evacuation plan for your household? Do you know the evacuation plan for this building?

ACTIVITIES

This Behavior is Hazardous to Your Health!

Draw the following chart on a flip chart or white board. Ask participants to jot down unsafe behaviors or challenges that they have either done, seen or heard about in these places. Discuss the responses.

Work	Home	Community	School

K1.1 Follows health and safety rules/procedures.

Fire! Fire!

Fire is a serious threat to all of us in our homes. Think about where you live and draw a fire evacuation plan for your home. Do you have an agreed upon meeting place outside your home? Do ALL your family members know the plan? What about your children? How will you help your pets escape? Do you have and know how to operate fire extinguishers?

K1.1 Follows health and safety rules/procedures.

OSHA E-Tools

Preview the OSHA training website: www.osha-slc.gov/dts/osta/oshasoft/index.htm. The site has some excellent on-line health and safety simulations that can be used to discuss and learn about health and safety in various workplace environments.

K1.2 Prevents health or safety violations.

I Make a Difference!

Many safety and health concerns arise especially in a manufacturing environment. Break the participants into pairs and ask them to discuss the things that they currently do to make a difference in safety and health concerns on the job. After they have discussed what they currently do—ask them to make a list of what they COULD do: Get CPR training, help plan a safety day or safety raffle at their workplace to build awareness.

K1.2 Prevents health or safety violations.

MSDS

Obtain a generic Material Safety Data Sheet (MSDS) from a local company (or download one from the Internet). Tell participants that these sheets are found in most workplaces and can help ensure that the employees understand the chemicals and unsafe materials in use around them. Every employee has the right to access these sheets that provide details about the materials, proper procedure of disposal and also what to do if you come into close contact with the materials. Ask the participants to review several of the sheets and then discuss them. What is difficult about these sheets? What text structures (heading, sub-headings) can help you better understand them? What other questions do you have? Have they ever seen or used them before? Do they know where these sheets are kept at their workplace? Who would you go to if you had a question about them?

> K1.3 Manages unsafe or hazardous situations.

PA Factory Tours

Show several PA Factory Tours videos (www.pcntv.com) and ask participants to look for examples of how safety and health hazards are addressed in the workplace. What types of safety training do you think the employees receive from these selected Factories?

> K1.3 Manages unsafe or hazardous situations.

Applies Health and Safety Concepts
Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures

	Workbook	**Internet**	**Video**
K 1.1 Follows health and safety rules/procedures	pp. 125-135 pp. 88-89	Unit 7	Video 7
K 1.2 Prevents health or safety violations	pp. 125-135 pp. 88-89	Unit 7	Video 7
K 1.3 Manages unsafe or hazardous incidents	pp. 125-135 pp. 88-89	Unit 7	Video 7

Red=Employment
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Blue = Reading
Purple = Math

Understands Process and Product or Service

This module will help develop basic knowledge that every organization produces a product or provides a service that is guided by a process, and one's role and importance in that process.

"We get paid for bringing value to the market place."

~ Jim Rohn

KEY WORDS/CONCEPTS

- Organizational Mission/Vision
- Work tasks
- Continuous Improvement
- Understanding process controls
- Understanding work processes
- Doing a quality job
- Standard Operating Procedures (SOP)
- Products
- Services
- Protocols

DISCUSSION QUESTIONS

- What does your company do? What is its mission?

- What are some examples of products? Of services? What are the differences and similarities? Do some businesses provide a combination of both?

- What do you do to help your company meet its mission?

- How is your job linked to your company's success?

- Describe good quality customer service at your workplace. What do your customers want from your company? From you?

- What does Continuous Improvement mean? Give some examples.

- What does it mean to do a quality job?

- How can you impact the quality of your organization?

ACTIVITIES

Mission Impossible
Have participants explore their (or local) companies' missions. Write the following on a flip chart or white board:

Organization	Main Mission---Why do they exist? What services/products do they offer others?

K2.1 Understands the organization's product or service.

Product, Goods & Services
Each participant is asked in advance and encouraged to bring in an actual product (anything from pizza, doughnuts, electronic capacitors, books, etc.) or information about the products or services that the company they work for creates. Each person is asked to describe his/her company's goods or services and explains how the product is made and to whom it is sold. Each participant is given 5-10 minutes and questions are strongly encouraged by the other class members.

K2.1 Understands the organization's product or service.

PA Factory Tours and Lesson Plans
Visit the Pennsylvania Cable Network (www.pcntv.com) and go to the Lesson Plans Section for PCN Factory Tours. The lessons guide viewers to identify specific aspects of the process or product of the featured company and provide excellent teaching and learning activities. PCN Tours are broadcast on your local PCN cable station or may be purchased from the PCN website.

K1.3 Understands the organization's process or product.

How About some R&R (Roles & Responsibilities)?
Ask participants to consider what their organization does—its main mission. Ask them to write down their main job duties (main Roles & Responsibilities). Ask them to try to make a link between what their organization does and what they do on a daily basis.
Discuss also the most important aspects of their job and how they positively impact the organization.

K2.2 Understands one's role in production process or service provision.

Training Others on Process

Explain that you are going to pair participants in a trainee/trainer pair. The trainer is going to train the trainee how to build a design from legos. In advance, the instructor creates a simple lego design—but doesn't show anyone until the pairs are formed. The instructor is going to see how quickly the pairs can build the structure. Challenge: the trainee is going to be blindfolded. After the trainee is blindfolded, present the lego structure to the trainers. See which team completes the structure the quickest and most accurate. Give small prizes for the winning team. Discuss the process they used to achieve this activity.

K2.2 Understands one's role in production process or service provision.

	Workbook	**Internet**	**Video**
K 2.1 Understands the organization's product or service	p. 98 p. 79		
K 2.2 Understands the process that guides production or provision of services	p. 98	Unit 18	Video 6 Video 11
K 2.3 Understands one's role in process and production or provision of services			Video 6 Video 11

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Demonstrates Quality Consciousness

This module will help develop the basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality.
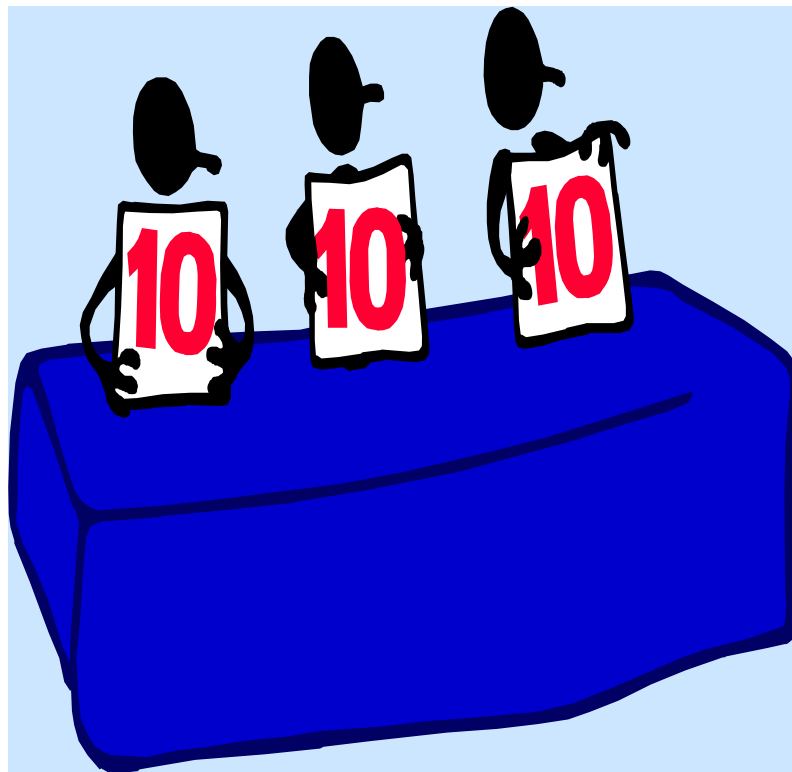
"Every job is a self-portrait of the person who did it.
Autograph your work with excellence."

~ Unknown

KEY WORDS/CONCEPTS

- Customer service
- Customers satisfaction
- Customer feedback
- Quality Consciousness
- Industry standards
- Recognizing quality in work
- Constructive criticism or feedback
- Re-work and waste
- Production time and the importance of quick production time
- Continuous improvement
- Dr. Demming (Quality guru)
- ISO 9001

DISCUSSION QUESTIONS

- When have you received a product that was defective or of poor quality? Describe how you felt as a customer.

- What are some great examples of good quality customer service? What are some examples of terrible customer service?

- Describe companies that make you as a customer feel that you are important.

- How does your organization make the customer feel valued?

- Have you ever participated in customer effectiveness surveys?

- What do you do when you are dissatisfied with a product or service?

ACTIVITIES

Murphy's Law

We are often faced with challenging situations and it is sometimes difficult to maintain a positive outlook. Maybe you have heard of "Murphy's Law" (Whatever can go wrong—will!). Have some fun discussing "Murphy's Laws" in terms of jobs and describe some situations that 'prove' that Murphy was right! Also, brainstorm examples of times when Murphy was wrong. Here are just some of "Murphy's Laws":

Murphy's Laws:
- Nothing is as easy as it looks.
- Interchangeable parts won't!
- If there is a possibility that several things will go wrong, the one that will cause the most damage will be the one.
- Left alone, things tend to go from bad to worse.
- It always costs more than first estimated.
- Every solution breeds new problems.
- If you try to please everyone, someone will be disappointed.
- Whenever you set out to do something, something else must be done first.
- It is easier to get involved with something than to get out of it.
- If you tinker with anything long enough, it will break.
    K3.1 Shows concern for quality in one's work.

Popcorn Experts

Many organizations use experts to help them improve the quality in their organization. Many organizations rely on the advice of many people and combine the ideas to come up with the best possible solution. Explain that the participants will be making some quality judgments individually and with a team. Fill a jar with popcorn kernels (count them first). Ask the individuals to estimate how many kernels are in the jar. Ask them to record their responses. Then ask people to work in small teams and determine the amount of kernels in the jar. Compare the responses and discuss if their answers improved with the help and assistance of others. *Ask:*
- *Which was more accurate, the individual or group response?*
- *Why does the group tend to be more accurate?*
    K3.1 Shows concern for quality in one's work.

Customer Complaints

Ask participants to discuss their different workplaces and list the top ten complaints that customers have about their organization. Categorize the types of complaints and then ask the groups to do some creative problem solving on ideas that could help to solve some of these problems. Also, discuss how helpful it is to get a fresh perspective from the outside.

> K3.2 Interacts appropriately with the customer.

We Tried this Before—It will NEVER Work!

Allow participants to write common problems on 3 X 5 index cards that they have heard from their customers. Each person must choose one problem from his or her organization to present to the rest of the class, who are now "consultants" ready with powerful solutions to this problem. The person presenting must maintain an open mind to the solutions. It will be surprising the new fresh ideas that emerge from the "consultants".

> K3.2 Shows concern for quality in one's work.

Triangles Galore

Distribute the **Triangles Galore Supplemental Handout #6** and encourage individuals to break into teams to find the most triangles. Relate this activity back to quality and how important it is to "look beyond the obvious".

The answer: There are 48 Triangles
ABE, ABD, ABH, ABI, ABF, ACE, ACF, ACD, ACH, ADH, ADI, ADF, AEF, AEH, BHI, BHG, EBC, EBD, EBF, ECH, ECD, EDH, EDJ, EFD, EFH, EFJ, CBF, CBG, CBH, CDF, CFG, CFH, CHE, FBD, FBI, FBJ, FBH, FDI, FDG, FDH, FGH, FJH, DBJ, DBG, DBH, DHI, DHJ, BCD

> K3.3 Demonstrates continuous improvement.

Constructive Criticism and Feedback

To improve quality of products or services, it is important to give constructive criticism or feedback to others. Distribute the **Constructive Criticism/Feedback Supplemental Handout #7** and ask participants to consider a situation in which they have to give feedback. Ask them to complete the steps and then practice giving feedback to each other.

> K3.3 Demonstrates continuous improvement.

Demonstrates Quality Consciousness
Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality

	Workbook	Internet	Video
K 3.1 Shows concern for quality in one's work	pp. 112, 142		
K 3.2 Interacts appropriately with the customer	pp. 112, 142 pp. 76-79		Video 12
K 3.3 Practices continuous improvement	pp. 112, 142		

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

Understands Finances

This module will help develop basic knowledge of budgets, payroll, payroll deductions, and how they are related to one's role within an organization.

"April is the month when green returns to the lawn, the trees, and the IRS."

~ Unknown

KEY WORDS/CONCEPTS

- Benefits
- Budget
- Payroll
- Net pay
- Gross pay
- Debt
- Utilities
- Mortgage
- Principal
- Interest
- Credit report
- Direct deposit
- Annual Percentage Rate (APR)
- Deductions
- Interest rate
- Fixed costs
- Variable Costs
- FICA

DISCUSSION QUESTIONS

- Do you control your money, or does your money control you?

- How do you plan so you can meet your money needs, wants and goals?

- Husband to wife in a restaurant: "Honey, would you prefer sirloin steak, lobster tail, or electricity for the rest of the month?" What is the meaning of this statement?

- Do you know how much you can afford to borrow?

- What are some of the expenses that are part of your household budget?

- What income is part of your household budget?

ACTIVITIES

Does This Interest You?
After discussions centering on interest rates, mortgage rates, income, expenses, etc., instruct adult learners to call two lenders in the local area. By asking the questions that follow, adult students should be prepared to discuss with the class the benefits and the negatives of each lender.

- Company name, phone number, loan officer's name
- Mortgage available—type?
- Interest rate (date, points, Annual Percentage Rate)
- Interest rate Lock-ins (when and what costs?)
- Special Loan Programs for low- to moderate-income buyers?
- Minimum down payment required
- Insurance requirements (with or without? up-front costs? how much?)
- Prepayment of principle (extra payments allowed?)
- Loan processing time
- What are the Closing Costs?

K4.1 Understands personal work-related finances.

Home Sweet Home
The Fannie Mae Foundation has free adult literacy curricula, ***How to Buy Your Own Home*** (student and teacher workbooks) and ***Money Management and Home Buying Readiness*** available at 1-800-539-4051.

K4.1 Understands personal work-related finances.

Go Figure!
The Pennsylvania Family Economic Self-Sufficiency Project (FESSP) materials are designed to provide answers to low wage earners as well as public officials, caseworkers, social workers and other educators who need easy-to-use tools to help families make the choices they need to move toward economic independence. See the Self-Sufficiency Budget Worksheets at www.womensassoc.org/programs/selfsuff.html.

K4.2 Understands basic budget concepts.

What Do You Need?
Some people say that to make a budget you must be able to compare your needs (such as food, water, shelter, clothing) with your wants (such as entertainment, cellular phones, cable TV). Make a list of your needs and wants. Which of the extras would you do without if you needed to save money for a new home or vehicle?

K4.2 Understands basic budget concepts.

What Does Alex Do?

Introduce fixed and variable costs to students with the following information at http://ecedweb.unomaha.edu/lessons/euse1.htm.   Anyone who runs a business knows that some costs must be paid no matter how many products are offered for sale. For example, Alex owns a shoe store. He must pay his property taxes whether he sells 20 or 200 pairs of shoes each day. Mortgage payments (payments on the loan he took out to buy his building) must be made to the bank. Fire insurance, the lease on a delivery truck, and installments on a remodeling loan are other examples of costs Alex must pay regardless of sales. Expenses that must be paid no matter how many goods or services are offered for sale are called **fixed costs.** Other types of costs change with the number of products offered for sale. These are called **variable costs.** Variable costs include the wages of production workers or salespeople, raw materials, electric power to run machines, and the cost of maintaining inventory. If Alex decides to offer more types of shoes for sale, he will need to hire more people to stock and sell these items. Alex's inventory costs will grow as well as his shipping costs for any products that he either buys or sends to customers. These are all examples of variable costs. Entrepreneurs need to understand the important differences between fixed and variable costs and how these differences affect a firm's success. Fixed costs must be paid. Sometimes they are called "sunk costs" because at the present they are beyond the control of the entrepreneur. If Alex has signed a lease for his store that requires a $1,000 payment each month, he must make the payment no matter how many products he offers for sale. The only costs an entrepreneur has immediate control over are variable costs. Alex may be required to pay rent for his shoe store, but he can choose how many salespeople to hire or how many products to stock. The fact that entrepreneurs cannot change their fixed costs at the present does not mean they should ignore them. Fixed costs are generally paid out of the money earned from an entrepreneur's sales. If the entrepreneur can sell more products to earn more money, the fixed costs will be a smaller part of income. Let's look at an example of how this works:

Suppose Alex's shoe store has $500 in fixed costs that must be paid every week. Alex sold 100 pairs of shoes at an average price of $50 last week. His store took in $5,000 ($50 x 100 pairs sold =$5,000). Alex's fixed costs equaled 10 percent of his income ($500 fixed costs divided by $5,000 sales = 10 percent). Or you could say he had to pay $5 in fixed costs per pair of shoes sold ($500 fixed costs divided by 100 pairs sold = $5).

If Alex could increase his sales to 200 pairs a week how would the amount of fixed costs per pair of shoes change?

K4.3 Understands basic financial concepts of organizations.

Understands Finances
Basic knowledge of budgets and payroll and how they are related to one's role within the organization

	Workbook	Internet	Video
K 4.1 Understands personal work-related finances	pp. 24-25		Video 1 Video 4
K 4.2 Understands basic budget concepts	p. 81		Video 1 Video 4
K 4.3 Understands basic financial concepts of organizations			

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Green=Communication & Writing
Blue = Reading
Purple = Math

Works within Organizational Structure and Culture

This module will help develop the basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace.

"I believe in the dignity of labor, whether with head or hand; that the world owes no man a living but that it owes every man an opportunity to make a living."

~ John D. Rockefeller

KEY WORDS/CONCEPTS

- Workplace culture
- Feedback
- Flowcharts
- Workplace jargon
- Workplace acronyms
- Chain of command
- Personnel hierarchy
- Organizational power and structure
- Formal and informal communication structures
- Industry competition
- Organizational change
- Economic impacts to any organization/industry

DISCUSSION QUESTIONS

- Most jobs are interconnected in various ways in the workplace. How does your work positively impact your fellow co-workers?

- What actions do you take on a daily basis that fit into your organization's overall mission?

- What actions do you take on a daily basis to help your organization succeed?

- Who are your organization's competitors?

- How does your organization strive to be better than the competition?

- What is a slow economy? How does it affect your company?

- Describe some of the differences between a union and non-union workplace.

- Do you know who to go to if you have a personnel problem at your workplace?

ACTIVITIES

Internal and External Customers

In most workplaces, we often only consider the actual customer, or the "external" customer. This is the customer who buys our services or our actual goods or products. In our organizations we also need to consider our "internal" customers, or the co-workers with whom we work. For example, in a restaurant a cook doesn't often deal with the actual customers yet he/she deals with many internal customers such as wait staff, dishwashers, etc. These people are "internal" customers to each other. They rely and depend on each other for their goods and services.

Write the following on a flip chart or whiteboard:

Examples of Internal Customers	**Examples of External Customers**

Ask participants to work in small teams to determine internal and external customers. Discuss with whole group after the activity.

> K5.1 Understands one's role within organization.

Peak Performer!

Write the words "Peak Performer" on a flip chart or whiteboard. Give participants a few minutes to give examples of what this means in the world of sports. Then ask them to cite some examples from the workplace. List times when they were the receiver of exceptional service by a Peak Performer. List times when they have been a Peak Performer at their job, at home or in their community.

> K5.1 Understands one's role within organization.

Positive Feedback

Participants are each given several index cards or Post-It Notes. They are grouped in pairs. Each person is asked to write one positive thing they have noticed about their partner. Some examples might be (nice smile, helpful, good listener, or is expert in a particular area, etc.). After a few minutes, have participants give the positive feedback to the other person. After the activity, ask:

- *Was this an uncomfortable experience for you to receive the positive feedback?*
- *Was this uncomfortable for you to give the feedback?*
- *Do you give feedback to your co-workers?*

- *Do your co-workers give feedback to you?*
- *What are the advantages of giving positive feedback?*
    K5.2 Uses communication structures in organization.

Guidelines for Dealing with Employee Grievances

If you work in an organization, and there are at least several employees, there are bound to be some conflicts and disputes along the way. Consider the following qualities when dealing with conflicts with co-workers:

- *Consistently*
- *Confidentially*
- *Compassionately*
- *Respectfully*

Discuss these key qualities and examples of what happens when they are missing. How do people feel? Why is it important to have these qualities when dealing with others?
    K5.3 Understands organizational power structure.

The Big Picture

The economy is always a large topic of discussion in the news. Describe how your organization fits into the larger economy in your community. How does the community depend on the jobs at your organization? Ask the participants the following questions to keep the conversation flowing:

- *How many employees work at your organization?*
- *Who are your major competitors? Your major customers?*
- *What happens if there is an economic downturn in the economy? How does the community lose out when your organization slows down?*
    K5.4 Understands organization's role within larger economy.

Works within Organizational Structure and Culture
Basic knowledge of workplace culture and its communication and power structures, and
how to work and interact effectively within the modern workplace

	Workbook	Internet	Video
K 5.1 Understands one's role within organization	pp. 107-117		Video 6 Video 11
K 5.2 Uses communication structures in organization	p. 126	Unit 10	
K 5.3 Understands organizational power structures			
K 5.4 Understands organization's role within larger economy			

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Purple = Math

BASIC WORKPLACE SKILLS

Applied academic skills, including the traditional basic skills (e.g., reading, writing, speaking, listening, math) as well as those that are essential in today's workplaces, such as using technology and locating and using resources

- Reads with Understanding

- Writes Clearly and Concisely

- Listens with Understanding

- Speaks Clearly and Concisely

- Applies Mathematical Operations, Concepts, and Reasoning

- Observes Critically

- Uses Technology

- Locates and Uses Resources

Reads with Understanding

This module will help develop the skills needed to read and understand written work-related information, such as reading for various purposes, to complete a task, locate specific information, or critically analyze information.

"To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life."

~W. Somerset Maugham

KEY WORDS/CONCEPTS

- Reading strategies
- Reading to learn, Reading to do, Reading to find specific information
- Literal & inferential comprehension of text
- Read & interpret documents
- Sight words
- Context clues
- Synonyms and antonyms
- Examples of reference materials
- Prefixes, roots and suffixes
- Signs, symbols
- Abbreviations
- Acronyms
- Figurative language (similes, metaphors)
- Organizational patterns in text (sequence, time, cause-effect, compare-contrast)

DISCUSSION QUESTIONS

- What are some examples of how you use Reading on the job? Past jobs? Current job?

- What are some safety issues that could occur in the workplace if a person cannot read?

- What are some examples of documents people need to read on the job? What types of memos, charts, reports, etc.?

- List the types of books or magazines you buy or subscribe to and read. Do you read these materials the same way you read a health care benefit package? What's the same? What's different?

- Imagine you are a supervisor in a hospital and you realize that one of your employees cannot read. What problems could this cause? What would you do?

- Discuss your favorite book or story that you have ever read. Why was this important to you? Why did you enjoy it?

- What are some of the purposes or reasons that you read? For information? For pleasure? Describe different strategies you use to read different types of materials.

ACTIVITIES

The Sky is the Limit!

Invite participants to complete the **Sky is the Limit Supplemental Handout #8**. Have them write their ideal jobs in the clouds to define their Dream jobs. Ask participants to then research at least two of their Dream Jobs. Ask them to use a variety of resources such as:

- Books
- Magazines
- Trade Journals
- Associations
- Internet (such as the O*Net site—http://online.onetcenter.org)

While they are researching these careers, participants should identify the key vocabulary that is used in the different types of careers. What types of acronyms do they use?

W1.1 Demonstrates word recognition skills.

Workplace Jargon

Ask participants to bring to class at least one example of a memo, article, work manual--anything from their (or a friend's) workplace. Discuss the key vocabulary used in the different industries represented. Write some of the key words on a whiteboard or flip chart and discuss. Discuss how the participants learned the different work-related vocabulary.

W1.1 Demonstrates word recognition skills.

K-W-L

Instructor or participants bring in different types of non-fiction materials (make sure there is a broad range of materials from Popular Science to Better Homes and Gardens as well as some trade journals). Provide the participants with the **K-W-L Supplemental Handout #9.** Ask them to choose an article and then do the following:

Before They Read:
Ask the participants to write down what they already know about the article/subject they choose to read about. Ask them to look at the title, sub-heading, pictures, etc. Ask them to record this in the **K** *(What I Already Know)* section.

Write down all they want to know about the subject in the **W** *(What I Want to Learn)* section.

Read the article or selection.

After They Read:
Write down all they learned in the **L** *(What I Have Learned)* section.

Discuss how helpful it is to look at text structures and aids (headings, sub-headings, pictures, etc.) before reading as well as understand the purpose for your reading prior to the activity.

W1.2 Uses active reading strategies.

Post This!

With any article or document, give the participants a pad of small Post-It Notes. As the participant reads the document, ask them to put a question mark on the Post-It Note and place on any section/word, etc. that they don't understand. They can also make any additional notes on the pad and put on any text they wish to refer back to. Discuss how this active reading strategy may help them in the future.

> W1.2 Uses active reading strategies.

Signs-Signs

Ask participants to make a collage of signs, symbols and acronyms from magazines, trade journals, etc. Discuss how much of the world of work is made up of signs and symbols. Discuss how much information we must now take in and interpret from signs and symbols. Discuss the problems that people from other cultures may have and how difficult it may be if they don't understand the signs and symbols.

> W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.

Your Sign or Your Life!

Ask some local industries to let you borrow some of their safety signs (or download off Internet). Work with the participants to discuss what the signs mean and why they are so important to health and safety. Why are they important to recognize, understand and adhere to? Discuss the importance of asking questions if you don't know what the signs/symbols mean—your life or someone else's life could depend on it! What are some of the losses that could occur on the job if an employee doesn't understand a sign? *(employee's health and safety, environmental incident, loss of money, etc.)*

> W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.

Industry Specific Signage

If you are working with a particular industry, have a representative come to your classroom and talk about the critical safety signs/symbols and acronyms in use at that workplace. Ask the employer if the participants can tour the workplace to better understand the potential safety/environmental situations that are at the workplace.

> W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.

Alphabet Soup

Have participants invent some of their own acronyms that only they would understand. This can be based on their work or a particular hobby. Some examples could be: DHA (Deer Hunters Association), STM (Shade Tree Mechanics). Ask the partners to pair up with other teams and do some guessing at the acronyms. Remind the participants that this is a "Family Show" and to keep the acronyms appropriate for all to hear.

> W1.3 Reads and interprets signs, symbols, abbreviations and acronyms.

Fact or Opinion

Using the **Fact/Opinion Supplemental Handout #10,** ask the participants to create a list of facts and list of opinions. Have participants work in teams to develop and then ask them to present to the whole group and see if there are any "challenges" to their lists. See if groups have any opinions listed as facts.

W1.4 Demonstrates literal and inferential comprehension of text.

Flat Tire

Most jobs have procedures that workers must follow. Many of us also follow task lists or help to train others how to follow them. Imagine that you have been asked to train someone on how to change a flat tire. Work in small groups to write a detailed task list for this job; you may not call AAA, use cell phones or use Fix-A-Flat. Have groups report to the whole group.

W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).

Are We There Yet?

Bring in some road maps to class. Choose some destinations and ask the participants to map out the trip based on the best route. Ask several groups to do this and compare notes why they chose certain routes.

W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).

USA Today

Bring in several copies of USA Today newspaper. Refer the participants to some of the data presented in the graphs at the bottom left hand corner of each section. Ask participants to discuss what is presented in these graphs—summarize main idea represented by graphic and discuss specific pieces of information depicted.

W1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms).

	Workbook	Internet	Video
W 1.1 Demonstrates word recognition and alphabetization skills	pp. 26-29	Unit 16 Unit 18	Video 16 Video 19
W 1.2 Uses active reading strategies	p. 146 pp.102, 103, 112, 113 pp. 18-21, 58-59 p. 69	Unit 5 Unit 16 Unit 18	Video 16 Video 18 Video 19
W 1.3 Reads and interprets signs, symbols, abbreviations, and acronyms	pp. 44, 146 pp. 112, 113	Unit 16	Video 14 Video 16 Video 19
W 1.4 Demonstrates literal and inferential comprehension of text	pp. 47, 102-103, 108-109 pp. 22-23, 60-61, 66-69	Unit 5 Unit 18 Unit 19	Video 16 Video 18
W 1.5 Demonstrates knowledge of paragraph and text structure		Unit 18 Unit 19	Video 19
W 1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms)	pp. 126-127 pp. 38-49, 60-65, 78-81 pp. 30-31, 68-69	Unit 18 Unit 19	Video 17 Video 19

Red=Employment
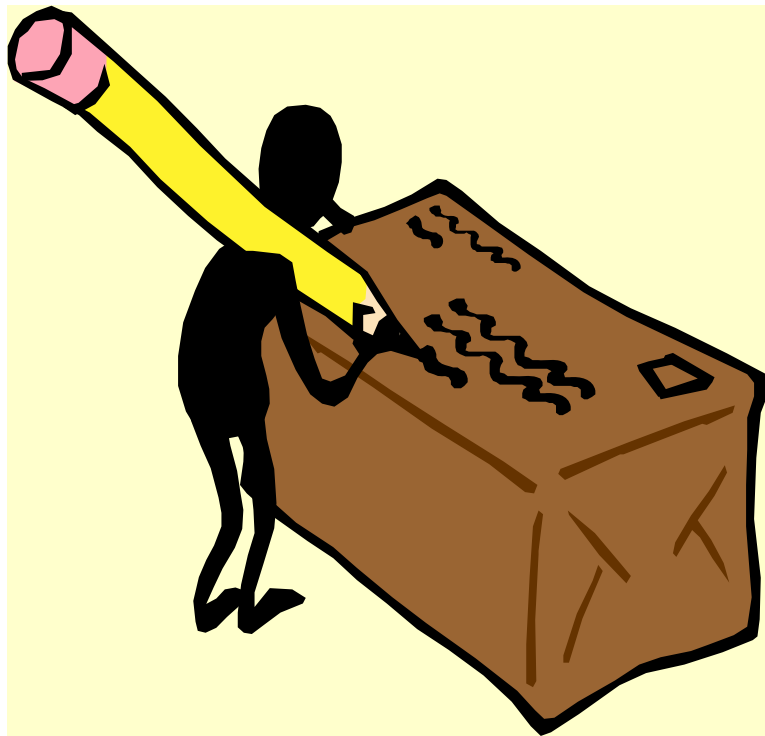Green=Communication & Writing
Blue = Reading
Purple = Math

Writes Clearly and Concisely

This module will help develop the skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms.

"It is astonishing what power words have over man."

~ Napoleon Bonaparte

KEY WORDS/CONCEPTS

- Grammar
- Punctuation
- Rough draft
- Edit and rewrite
- Reports
- Subject/verb agreement
- Syntax
- Proofreading
- Reference tools
- Simple and compound sentences
- Writing to meet different personal/business styles
- Standard English
- Slang
- Jargon
- Basic parts of speech
- Correct spelling

DISCUSSION QUESTIONS

- How important is writing on your job? On any job in your past?

- You are working at a hospital and you notice that one of the nurses has very poor handwriting. You feel that this gets in the way of the care of the patients. What are you going to do about this situation?

- You have to keep a production logbook that informs all employees on your team what happened on the last shift and you need to record what happens on your shift. The previous team keeps lousy notes of their shift activity. What do you do about this situation?

- You just got back from the doctor's office because your small child is ill. The doctor wrote out step-step instructions on what to do. The only problem is, you can't read the note. What do you do?

- You notice that one of your teammates doesn't write the production information down in the appropriate document; you believe s/he has a literacy problem. What do you do?

ACTIVITIES

Think/Write/Pair/Share

Write about your Job from Heaven and your Job From Hades.
Think about what you want to write.
Briefly write about it.
Pair up with a class participant.
Share ideas.
Look over each other's writing and make suggestions for improvements (notice grammar, spelling, punctuation, etc.

> W2.1 Applies principles of Standard English usage, grammar, mechanics, and spelling in written work.

Let's See How the Pros Do!

Using trade journals, magazines, etc. ask participants to analyze how the "pros" do as far as adhering to Standard English. Discuss the differences between spoken and printed language. Ask the participants to critique the writing.

> W2.1 Applies principles of Standard English usage, grammar, mechanics, and spelling in written work.

Purposeful Writing

Using a whiteboard or flip chart, ask participants to list all the reasons/purposes of writing as a means to communicate to others in: School, Home, Work. Discuss the main purposes with all participants. Any surprises?

> W2.2 Demonstrates knowledge of basic writing concepts.

Job Search Journal

Suggest that participants get a blank journal and write entries that describe their thoughts, feelings, and key notes during a job search. What do they like about each job, the people they talked with on the interview, the feelings they have about the actual job and surroundings. This journal can help them be more organized in their search, but can also help them to reflect on their feelings about their career and choices they are making.

> W2.2 Demonstrates knowledge of basic writing concepts.

Gung Ho! Animal Work Ethic

Obtain a copy of ***Gung Ho! Turn on the People in Any Organization*** (Ken Blanchard and Sheldon Bowles). Read selections from the *Spirit of the Squirrel, Way of the Beaver,* and the *Gift of the Goos*e. Ask participants to write a short description of the type of animal that best describes their work ethic. Share with other class participants.

> W2.2 Demonstrates knowledge of basic writing concepts.

Job Applications

Obtain several different types of job applications from various local companies or your local CareerLink. Discuss the various applications; compare and contrast different styles. Talk about the importance of accuracy and truthfulness on job applications and the implications if you are not. Ask participants to complete one then discuss as a group.

W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.

Accident Reports

Provide sample accident reports from local companies. Compare the parts of the various samples. Give the participants a few accident scenarios and ask them to complete the forms based on the information given. Discuss with whole group.

W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.

Newspaper Reporting

Ask the participants to watch a short TV news story and then write a brief article that could be published in the local newspaper or newsletter.

W2.3 Demonstrates knowledge of concepts about writing in a variety of situations.

Costly Errors

Brainstorm with the participants why poor handwriting or unclear messages hamper effective communication. What are the costs to the people involved ? To the organization's bottom line?

W2.4 Uses proofreading skills to correct written work.

	Workbook	**Internet**	**Video**
W 2.1 Applies principles of Standard English language usage, grammar, mechanics, and spelling in written work	pp. 59, 72-73, 99, 117 pp. 92-93, 96-97, 100-101, 104-105, 110, 118-119, 140-147	Unit 3 Unit 4 Unit 5 Unit 13 Unit 14 Unit 15	Video 13 Video 14 Video 15
W 2.2 Demonstrates knowledge of basic writing concepts	pp. 72-73, 99, 117 pp. 92-93, 96-97, 100-101, 104-107, 110, 116-119, 136-137, 140-147 pp. 21,61,85	Unit 3 Unit 4 Unit 5 Unit 13 Unit 14 Unit 15	Video 13 Video 14 Video 15
W 2.3 Demonstrates knowledge of concepts about writing in a variety of situations	pp. 52-63, 72-73, 99, 147, 149 pp. 19, 23, 27, 92-93, 96-101, 110, 116-125, 128-129, 136-147	Unit 13 Unit 14 Unit 15	Video 3 Video 13 Video 14 Video 15
W 2.4 Uses proofreading skills to correct written work	pp. 72-73 pp. 92-93, 96-97, 106-107, 110, 140-147	Unit 14 Unit 15	Video 13 Video 14 Video 15

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

Listens with Understanding

This module will help develop the skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics.

" We are each blessed with two ears and one mouth—a constant reminder that we should listen twice as much as we talk!"

~ Unknown

KEY WORDS/CONCEPTS

- Listening with a purpose
- Non-verbal communication (body language)
- Clarification questions
- Paraphrases and summarizes main idea and details
- Effective oral instructions
- Probing questions
- Identifies arguments (causation, authority, analogy)
- Formulates a judgment based on facts

DISCUSSION QUESTIONS

- How can you tell when someone is not really listening to you? Have you ever noticed people who appear to be listening to you, but you can tell they have no comprehension of what you are saying?

- What do you do when you aren't interested in a topic but know you have to learn about it?

- What do you consider your strengths and your weaknesses as a listener?

- Do you think you are good listener? Why or Why not?

- What is meant by "Body Language"? What types do you see right now in the classroom?

- What great leaders inspire you and that you would love to hear speak?

- What topics/subjects are difficult for you to listen to? Any political viewpoints? Debate issues?

ACTIVITIES

Body Language

Roughly 90% of any message we "send" to a person is through our body language. Body language consists of: Eye movement, Tone of voice, Physical stance, gestures, facial expressions, distance/closeness of people talking with you, etc. Body Language "sends" messages to people you are talking with well before your spoken message. What are some "body language" signs that a person is listening and when they are not listening? Write the non-verbal cues on a flip chart and what they mean to the participants.

EX:

Body Language	Meaning
Tone of Voice (soft)	Not confident
Rolling your eyes	Not interested, bored, frustrated

> W3.1 Demonstrates active listening skills.

One Way Communication

Get two participants together and using **One Way Communication Supplemental Handout #11**, have Participant A draw the diagram described by Participant B without asking for any clarification, additional information or looking at the diagram. How successful was the activity? Was this difficult? Why or Why not?

> W3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e. telephone).

911 Emergency Call

You are a dispatcher for 911; people call you in emergency situations and they can't always think logically. What is the critical information you need to listen for and ask them if they don't give it to you?

> W3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e. telephone).

Listening in Pairs

Ask each participant to prepare a brief 2-minute talk about one of the topics below. In pairs, have each participant identify the main idea and details of their partner's response to:

- *What was an important life lesson you have learned? How did you learn the lesson? Why was it important?*

- *What historical person could teach you the most and why?*

- *Would you rather live forever or never grow up and why?*
  W3.3 Analyzes information communicated orally.

Fact or Fiction?

Hold up a pen and ask participants to describe it. Encourage them to come up with as many characteristics as possible. Responses will likely include the color, size, who it belongs to, whether it is cheap or expensive, and the color of the ink.

Record the characteristics on a flipchart.

On a second chart or board write the headings *"Fact"* and "*Assumption*". Ask participants which characteristics belong to the fact category and which to assumption.

E.g., Fact - It is black.
Assumption - It belongs to the facilitator.

Discuss the many assumptions we make on a daily basis and discuss how we many times jump to conclusions.
  W3.3 Analyzes information communicated orally.

Listens with Understanding
Skills needed to comprehend, analyze, and interpret orally presented
communications and directions on familiar and unfamiliar topics

	Workbook	Internet	Video
W 3.1 Demonstrates active listening skills	pp. 16-17, 41	Unit 9 Unit 12	Video 9 Video 18
W 3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present	pp. 40	Unit 12	Video 9 Video 18
W 3.3 Analyzes information communicated orally			Video 9 Video 18

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Speaks Clearly and Concisely

This module will help develop the skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention.
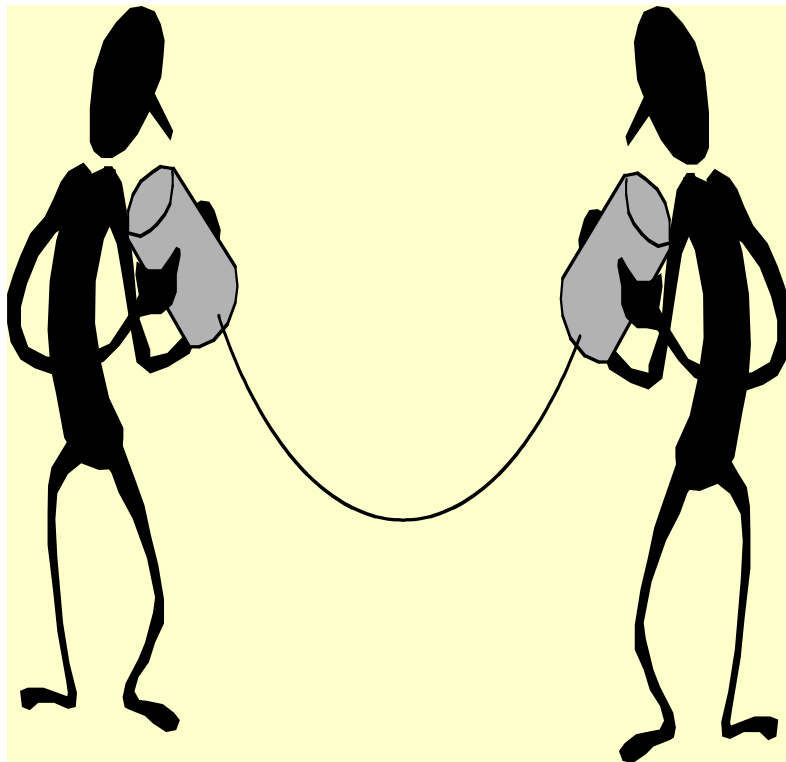
"A single conversation across a table with a wise man is worth a month's study of books."

~ Chinese Proverb

KEY WORDS/CONCEPTS

- Examples of public speaking
- Body language (non-verbal cues)
- Composure
- Intonation
- Articulation
- Slang/Dialects/Code switching
- Questioning strategies
- Clarification
- Aggressive
- Passive
- Probing questions
- Assertive
- Monitoring comprehension
- Different types of speaking (explanatory, persuasion)
- Factual information
- Proper reporting in public speaking

DISCUSSION QUESTIONS

- Most people would rather do anything than speak in front of a group of people. What makes you nervous about speaking in public?

- What things can you do to prepare yourself to speak in front of others? What tips can help you stay calm, cool and collected?

- When have you spoken in front of others? Give some examples (ex: Church, Boy/Girl Scouts, Fire/EMT/Police, on the job, clubs, etc.)

- Describe a person who is a public figure (politician, religious, etc.) that you admire as a public speaker. Discuss what and why you enjoy listening to this person.

- Discuss what "feedback" means when you are talking with someone and you need to make sure they understand the information.

- What types of interviews have you been on in the past? Describe the most successful ones and the ones that have given you the most trouble.

- Discuss how you can ask others questions without feeling "stupid" for asking the questions.

ACTIVITIES

Say What!

Research says that anywhere from 85% - 92% of any message is communicated non-verbally. Draw the following chart and discuss with the participants.

Non-Verbal Sign (cue)	**The "message" it sends to others!**
EX: 1. Sharp tone when answering a question 2. Someone rolling their eyes while they are talking with you. 3. Someone smiling and nodding while you are speaking Others:	*1. 'I really don't like what you asked me and I don't feel like answering.'* *2. 'I'm not very interested in this subject, could you please hurry up and finish.'* *3. 'I'm interested in what you are saying and I agree with you.'* *Others:*

W4.1 Demonstrates knowledge of basic concepts about effective speech.

The Speak Easy!

In order to get participants feeling comfortable with speaking in front of others, ask participants to practice pulling topics out of a "fishbowl" and doing mini-speeches about these topics. These should be quick talks with only 2 minutes to prepare and no more than 3 minutes to speak.

Give the participants that are listening to the speakers a pad of Post-It Notes and ask them to list ONLY positive attributes of the speaker. (EX: Strong voice, good body language—smiling, good posture, etc.) Participants should give these notes to the speaker immediately following the mini-speeches.

Some topics that can be in the fishbowl:
- Your best childhood memory and why
- Your last best day and why
- Your best vacation and why
- Your favorite hobby and why
- The person you most admire and why

- A positive funny story about a co-worker or family member
- Your belief or disbelief in intelligent life in the universe
- The ugliest thing your parent made you wear as a kid and why

W4.1 Demonstrates knowledge of basic concepts about effective speech

Mock Interviews

Using the Framework "Wheel", have participants individually identify their top 5 skill areas. Break the participants into pairs and conduct mock interviews using the **Effective Interviewing Questions Supplemental Handout #12**.

W4.2 Participates in basic conversation, discussion, or interview.

Two Truths and One Lie!

The object of this activity is to allow people to get to know and appreciate one another better, through discovering both common and unique interests and experiences. This activity also helps encourage participants to learn effective questioning techniques.

Ask participants to form into groups of three to eight and have individuals take turns making three statements about themselves -- two which are true; one that is a lie. After individuals make their statements, the other participants in the group discuss among themselves, which seem most plausible and what is most likely to be the lie.

Once they come to some sort of consensus, the individual who made the statements not only tells which is the "lie" but also provides a bit more background about the "truths".

W4.3 Uses questioning strategies effectively to obtain or clarify information.

Alike & Different

Using the **Alike and Different Supplemental Handout #13**, ask participants to work with all other class participants and determine at least one way they are "alike" and one way they are "different". Help participants clearly communicate their interests and get to know each other in the process.

W4.4 Uses explanatory language and basic persuasive language effectively to communicate information.

Speaks Clearly and Concisely
Skills needed to express ideas and information orally in a clear and understandable manner while sustaining interest and attention

	Workbook	Internet	Video
W 4.1 Demonstrates knowledge of basic concepts about effective speech	pp. 89-99 pp. 17, 20-21, 76, 81	Unit 9 Unit 12	Video 9
W 4.2 Participates in basic conversation, discussion or interview		Unit 9 Unit 12	Video 9 Video 18
W 4.2 Uses questioning strategies effectively to obtain or clarify information	pp. 135 pp. 66	Unit 12	Video 9
W 4.4 Uses explanatory language and basic persuasive language effectively to communicate information	pp. 135		Video 9

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Applies Mathematical Concepts, Operations and Reasoning

This module will help develop the skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems.
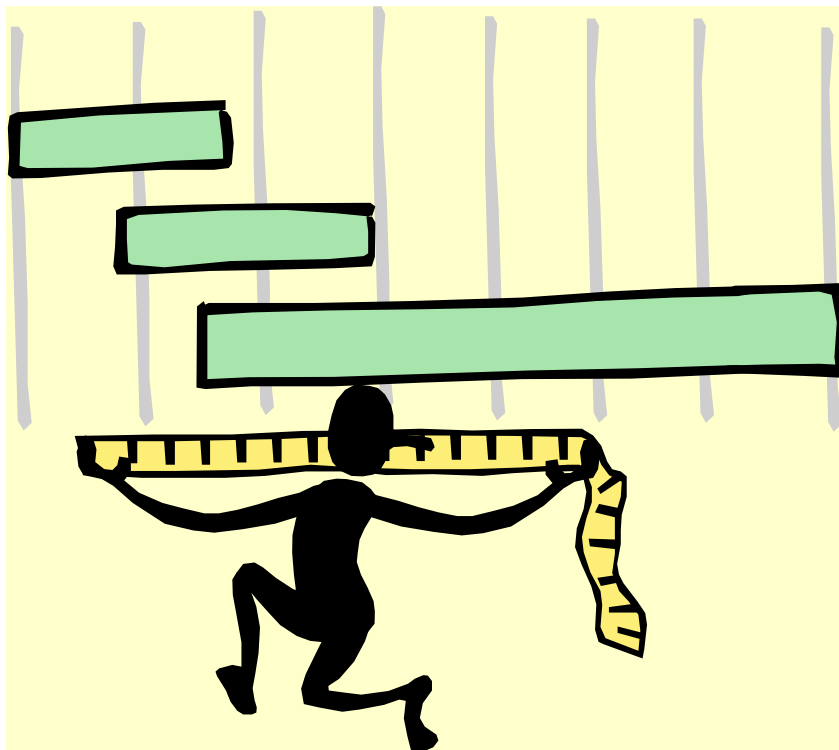
"That which we obtain too easily, we esteem too lightly."

~ Thomas Paine

KEY WORDS/CONCEPTS

- Estimate
- Measure
- Scale
- Discount
- Percentage
- Discount
- Conversion
- Chart
- Geometric
- Calculator

DISCUSSION QUESTIONS

- Discuss how you use math everyday… at home and at work.

- Do you control your money or does your money control you? Explain your answers.

- How do you estimate how much paint to buy when you are getting ready to paint a room in your home? What are some other times that you need to make estimations?

- How does knowing how to estimate accurately help you in your life?

- Suppose you have to stock your housekeeping cart each morning. You clean ten rooms; each room has two double beds and one bath. What supplies would you need and about how of each?

- Do you know if the company that you work for uses discount tables or tax tables?

- Did you like math when you were in school? Why or why not?

ACTIVITIES

How Much Time Do You Have?

Instruct adult learners to compile a list of all the duties they perform during the course of a normal workday. Beside each activity, ask them to estimate the amount of time that they actually use to perform/complete the activity. They can begin with the starting time for the first "job," then continue to add minutes until all the tasks are completed. Have they efficiently used their workday? Are their estimations of time accurate with regard to their job performance?

> W5.1 Demonstrates computation skills using whole numbers, fractions, decimals, and percents.

Making Accurate Predictions with Measurement

Students should be able to use alternate measurement devices to determine distance. The following activity will illustrate the use of crude measuring devices to analyze differences.

- Using a blue paper ruler with marks of 0 on one end and 10 on the other end, measure several smaller pieces of green paper strips recording the results.
- Using a red paper ruler the same length as the blue one up above but divided into 10 equal spaces with only marks of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 on it, measure the same green paper strips you measured in activity 1 and record your results.
- Using a yellow paper ruler the same length as the red one up above but with 10 additional marks between each mark found on the red ruler, measure the same green paper strips you measured in activity 1 above and record your results.
- Have students analyze the results and discuss which digit in a measurement is the most certain.
- Have students analyze the results and discuss which digit in a measurement is the first uncertain digit.
- Discuss with students those measurements with zeroes in them to get students to understand when those zeroes are significant and when they are not.

> W5.2 Measures accurately.

Graphing What We Know

Place on the board or overhead an illustration of three different types of graphs--such as a pie graph, a bar graph, and a line graph. Discuss the graphs in terms of what each shows:

- o pie graph shows relationship of parts to the whole
- o bar graph shows comparison of parts
- o line graph shows change in relationship of two sets of values

Divide the class into groups and provide each group with a bag of M&M's.

Ask the students to separate and count the M&M's by color.

Have each group make a paper graph for each type of graph and graph the data from the M&M's:

- o pie graph: number of each color compared to the total number.
- o bar graph: the comparison of the number of each color.
- o line graph: the color (x-axis) compared to the number for that color.

After each group shares their graphs with the class, discuss which type of graph shows best:

- o Which color is the greatest in number in each bag?
- o Which colors had almost the same number in the bag?
- o Does any color comprise half or more of those in its bag?
- o What is the average number for one color in the bag?

W5.4 Uses math documents.

Someone Bought My House...

Adult learners need to develop an understanding of profit and loss. Many times this is difficult because numbers can be confusing if they need to be used more than once when problem-solving. Relay the following scenario to participants:

> A couple bought a house for $40,000 and then sold the house for $50,000 soon after that.
> Several years later, upon retirement, the couple bought the house back from the people they had sold it to. The price that they paid was $75,000.

How much money did the couple gain or lose with these transactions?

W5.5 Applies math concepts to understand and solve problems.

Applies Mathematical Operations, Concepts, and Reasoning
Skills needed to understand, interpret, and manipulate
mathematical functions and concepts to complete work tasks and solve problems

	Workbook	Internet	Video
W 5.1 Demonstrates computation skills using whole numbers, fractions, decimals and percentages	pp. 60, 131 pp. 43, 67, 83, 123, 139 p. 69 pp.18-21, 24-25, 27, 38-43, 48-52, 58-67, 70-72, 104	Unit 20 Unit 21 Unit 22 Unit 23	Video 21 Video 22 Video 23
W 5.2 Measures accurately	p. 131 p. 45 pp. 78-92	Unit 21 Unit 22 Unit 23	Video 23
W 5.3 Estimates	pp. 26-27, 48-49	Unit 21	Video 20 Video 21 Video 22
W 5.4 Uses math documents	pp. 124-127 pp. 20-21, 40-41, 44-45, 68-72, 80, 84-85, 98-99, 102-108	Unit 20 Unit 21 Unit 24	Video 23 Video 24
W 5.5 Applies math concepts to understand and solve problems	p. 67 pp. 22-23, 40-41, 44-45, 50-52, 60-61, 64-65, 70-72, 86-89, 98-105, 108-109	Unit 21 Unit 22 Unit 23 Unit 24	Video 22 Video 23

Red=Employment
Green=Communication & Writing
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Observes Critically

This module will help develop the critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations.
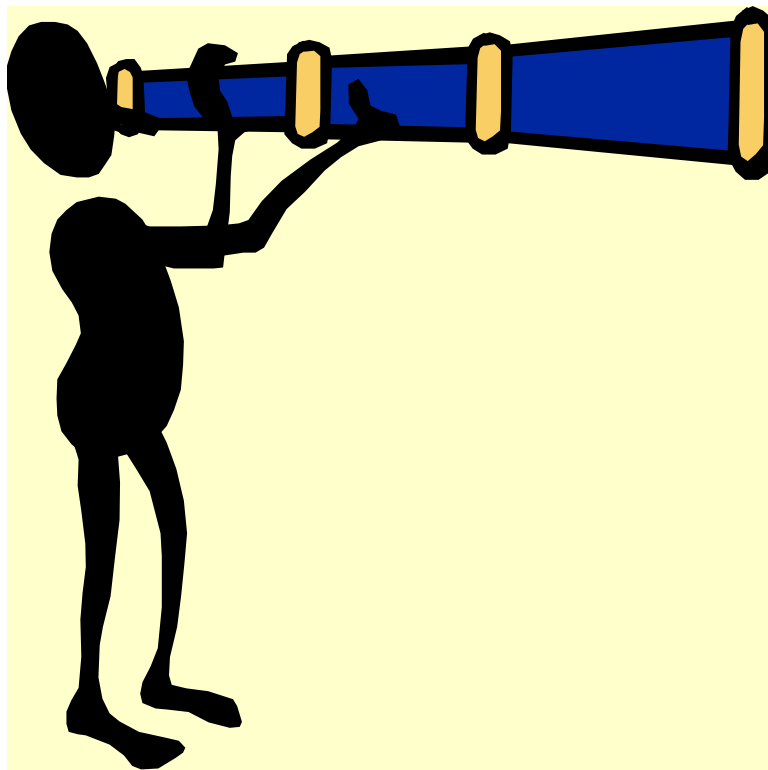
"As I grow older, I pay less attention to what men say.
I just watch what they do."

~ Andrew Carnegie

KEY WORDS/CONCEPTS

- Perception
- Details
- Comprehension
- Survey
- Accuracy
- "*JDLR*" (Just doesn't look right)
- Perspective
- Fact
- Inference
- Observation
- Interpretation
- Visual
- Media
- Feature analysis
- Similarities/differences

DISCUSSION QUESTIONS

- Why do observations and inferences differ among people who have all observed the same incident or activity?

- Why are first impressions often inaccurate?

- Have you ever observed a situation where only the important things seem to get attention? How do people know what are the important things?

- What are some of the factors that may affect your perception of events?

- How does nonverbal communication affect observation?

ACTIVITIES

Back-to-Back Discussions

It is important to realize that words sometimes need to be associated with face-to-face contact to be completely understood. In this activity, place two chairs back to back and ask folks to sit in them, back to back. Ask one partner to describe a recent incident. As that person speaks, his partner should listen intently because he will be reporting the incident back to the group. The other members of the group should observe the expressions, facial features, gestures, etc. Discussion questions should follow to generate ideas concerning observation. Such questions may include the following: Did everyone tend to see and hear the same message? How did the back-to-back participants feel knowing that their every move was being observed? How do you react at work when you know that you are being observed by either a supervisor or co-worker?

> W6.1 Sets purpose and strategies for observing.

Things We See Every Day...

Many times we tend to overlook the details of objects that we come in contact with on a daily basis. Encourage participants to complete the **Things We See Everyday Supplemental Handout #14** to the best of their abilities, then ask them to supply some of their own examples.

> W6.2 Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental).

Know Your Lemon

Everything we encounter on a daily basis is different. It is important that we develop observational skills that will help us at home and on the job. This activity will demonstrate the level of participants' observational skills and abilities.

Distribute a lemon to each member of the group advising them to examine it to determine the characteristics that make it different or unique from other lemons. They should be encouraged to roll the lemon, squeeze, inspect, etc. to get to know the lemon. Collect the lemons and mix them up in front of the group. Next, spread the lemons on a table and ask participants to select their original lemon. What factors did participants consider when selecting their lemons? Did any conflicts develop? How does this activity relate to our observation skills at home and on the job?

> W6.3 Interprets information obtained through observation.

Fact and Inference

This exercise will illustrate the difference between statements of fact and statements of inference or opinion. The instructor should hold up an ordinary object (pencil, hat, purse, book, food, etc.). Ask adult learners to make statements of fact about the object. Have a recorder record the answers on a flipchart. After getting 10-15 observations, point out the inferences—those observations that go beyond what can be observed. Then, ask what differences knowing and

applying these might make. Use the following discussion questions to extend conversation about observation:

- *What are the major differences between statements of fact and opinion and/or inference?*

- *What is especially important to distinguish statements of inference or fact?*

- *Should statements of fact and inference be treated with the same certainty?*

W6.4 Verifies and documents observation.

Observes Critically
Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations

	Workbook	Internet	Video
W 6.1 Sets purpose and strategies for observing	pp. 77, 114		
W 6.2 Attends to visual sources of information (instrumentation, media, people, symbols, pictorial or environmental	pp. 77, 114		
W 6.3 Interprets information obtained through observation	pp. 114		
W 6.4 Verifies and documents observations	pp. 77, 114		

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Uses Technology

This module will help develop the skills needed to select and effectively use basic workplace technologies to perform work-related tasks.

"The improvement of understanding is for two ends: first, our own increase of knowledge; second, to enable us to deliver that knowledge to others."

~ John Locke

KEY WORDS/CONCEPTS

- Internet
- Software
- Hardware
- Network
- E-mail
- Listserv
- URL
- Data
- Multimedia
- Log on/off

DISCUSSION QUESTIONS

- Technology is beginning to redefine the way many people work. Companies may provide employees with resources so that they can work from their homes. Would you be a good at-home employee? What kinds of advantages and disadvantages can you think of? What special skills might you need to have to be successful?

- What kinds of technology do you or members of your family use every day?

- *Little Known Fact:* In one day, we take in more information than a person who lived in the Victorian period did in their entire lifetime!

- Many companies are moving toward paperless systems (i.e, information is online at computers and workstations). Why?

- Telephone messages are important to both the caller and the recipient. Have you ever had a difficult time taking a message because the caller was unclear with her message, or because there was too much noise in the background?

- Do people have an ethical obligation to tell the truth on the Internet?

- Lead the class in a discussion of how computers are used in society to access information. (e.g., travel agents to reserve airline tickets, bank customers to determine account information from an automated teller machine, phone clerks of mail order houses such as L.L. Bean to check availability of an item, librarians to determine location of a book.)

ACTIVITIES

What Technologies Do We See or Use Everyday?
List all the different types of technology you use/see in your life—at work, grocery store, home, bank, church, etc. Do these make your life easier or more difficult?

- o Approximately nine out of every ten pages of information that is generated today is typed into a computer before it is printed to paper.
- o Millions of computers around the world are connected together so that the information that is on one computer can be read by other computers.
- o Any computer can be connected to this network through telephone lines.
- o Sharing information from computer to computer is called telecomputing.

W7.1 Uses common workplace technologies.

Check What You Know
Provide each participant with a copy of the "Uses Technology" competency list as an assessment tool (*Foundation Skills Framework Resource Guide*, Section 3, Page 9). Learners can self assess their computer skills for turning a computer and peripherals on and off, pointing and clicking a mouse and saving work to a disk.

W7.2 Demonstrates basic computer operating skills.

What's Wrong Here?

Select/prepare a passage to use with an LCD palette/large monitor or on transparencies. The passage should contain grammar and spelling errors appropriate for the adult learner. *Suggestion: Use errors that are fairly obvious.*

- Direct students to read the passage that is presented on the LCD palette, overhead, or large screen monitor. Have students identify errors in the passage.
- Ask students to identify which classroom resource they might use to help them correct the errors (dictionary, thesaurus, book on frequently misspelled words, etc.)
- Tell students that certain word processing programs can provide this assistance as well.
- Instruct adult learners to demonstrate the use of these functions using word processing software.

W7.3 Uses basic software applications and programs.

What's in a Message?

If Internet email accounts are not available through adult education site, students should establish their own accounts through a free Internet service such as Yahoo or Hotmail. The instructor will teach through demonstration the use of the email procedures by   demonstrating the method of creating, sending and opening new messages. Students will then use their accounts to show competency in these procedures by sending an introductory message to the instructor.

W7.4 Uses email software.

All About Me Scavenger Hunt and Star Wars (Supplemental Handout #15)

1. **The Day I Was Born**
   http://www.historychannel.com/today/
   Discover other events that have taken place on your birthday.

2. **What's In A Name?**
   http://www.pacificcoast.net/~muck/etym.html
   Look at the Etymology of Names web site to find out what your name means.

3. **More of Me?**
   http://www.yahoo.com/search/people/
   Check out the Yahoo People Search web page to see if your phone number and/or address are listed: Are there other people who have the same name as you? How many?

4. **My Stars!**
   www.yahoo.com Use a search tool to find information about your favorite movie star or musician. Something I learned about him/her that I didn't know before is:

5. **What a Trip!**
   www.mapquest.com
   If you could travel anywhere you wanted in the continental United States, where would you go? Use MapQuest to find the following: How far is it to your destination? What are the instructions for getting to your destination?

   Use a search tool to find out things to do on your trip: www.yahoo.com
   Some of the attractions I would like to visit are _____.

   Check to find the cost of airline tickets to your destination.
   http://www.travelzoo.com/Travelocity.asp

   Find the weather forecast for the area you will be visiting. www.weather.com

   W7.5 Uses Internet browser.

Uses Technology
Skills needed to select and effectively use
basic technology to perform work-related tasks

	Workbook	Internet	Video
W 7.1 Uses common workplace technologies	pp. 123, 139 pp. 65, 68-69, 89, 105		Video 21
W 7.2 Demonstrates basic computer operating skills		All Internet Units	
W 7.3 Uses basic software applications and programs	p. 49		
W 7.4 Uses email software			
W 7.5 Uses Internet browser	p. 145	All Internet Units	

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

Locates and Uses Resources

This module will help develop the skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools and materials.

"If money is your hope for independence you will never have it. The only real security that a man will have in this world is a reserve of knowledge, experience, and ability."

~ Henry Ford

KEY WORDS/CONCEPTS

- Reliability
- Resources—Natural, Manmade, Capital, Human
- Allocation
- Estimation
- Effectiveness
- Integration
- References
- Brochure
- Documents

DISCUSSION QUESTIONS

- Where do you go when you need help with finding information?

- Have you used your local library or the Internet as a resource?

- What kinds of resources do you need to maintain in your household or workplace? How do you keep track of what you have used and what you will need?

- Many times on the job you will need more information than you have available. You may need to refer to books, guides, manuals, files, printouts, recordings, tapes or other types of reference materials. How do you get the information you need from reference materials?

- What processes do you use to help you get information that you need from reference materials quickly and efficiently?

- Can you recall a situation on the job when you weren't exactly sure what was expected of you? How did you "find out" what you needed to know?

- What kind of information should a company have in a policy manual? Why is it important for employees to have policy manuals?

ACTIVITIES

Working on It

Have adult learners obtain a copy of the policy manual either from their place of employment, a friend's place of employment, or the adult education agency. Instruct the learner to review the manual and report to the class the vacation leave, performance evaluations, organizational structure, sick leave, work hours, pay schedule and any benefit plans available to employees.

W8.1 Identifies resources

No Bets Allowed!

Have participants imagine they work in a large Las Vegas casino. Have them brainstorm the various parts of the casino—gaming, restaurants, shopping, lodging, recreation, staff, security. Then, on a flipchart or chalkboard, write each area across the top. Have participants, either in groups or as a whole group, begin to brainstorm all the resources that would be needed in each area. After the brainstorming, have participants sort the resources into types of resources— human, natural, capital, and manmade. Variations of this activity may include different kinds of workplaces or community programs (libraries).

W8.1 Identifies resources

Reference Materials…How Much Do You Already Know?

Upon review of the following list of reference terms, provide adult learners with a book that they can use to identify the following terms:

Title   Table of Contents   Scan   Caption
Index   Skim   Charts   Graphs

W8.2 Gathers and organizes resources.

Product Information

Instructor should initiate a discussion regarding the fact that product information comes in many forms. Usually the product labels read from top to bottom, left to right. Provide several examples of product labels to adult learners. After a time for observation, learners should be prepared to report to the class the name of the product, how it should be used, when it should be used, special precautions for use or storage of the product.

W8.3 Evaluates resources.

Inventory of Classroom Resources

The workplace process of inventories and the actual procedure of taking inventories should be discussed. Adult learners may have prior experience with inventories, and they should be

encouraged to share their experiences. Adult learners will complete an inventory of a variety of classroom resources (human, manmade, natural, capital) that will indicate the number of items, specific use of items, location of items, etc. Teams should be established to complete this project, determining their own procedures as well as method of tracking.

W8.4 Uses resources.

	Locates and Uses Resources Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools, and materials

	Workbook	**Internet**	**Video**
W 8.1 Identifies resources	pp. 19-27, 38-45	Unit 1 Unit 2 Unit 3 Unit 5 Unit 14 Unit 17 Unit 18	Video 16 Video 19
W 8.2 Gathers and organizes resources		Unit 1 Unit 2 Unit 3 Unit 14 Unit 17 Unit 18	
W 8.3 Evaluates resources		Unit 2 Unit 3 Unit 18	
W 8.4 Uses resources	pp. 78-88	Unit 18	Video 19

Red=Employment
Green=Communication & Writing
Blue = Reading
Purple = Math

LIFELONG LEARNING SKILLS

Core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace

- Knows How to Learn

- Applies Skills and Knowledge in New Contexts

- Manages Change

Lifelong Learning Skills

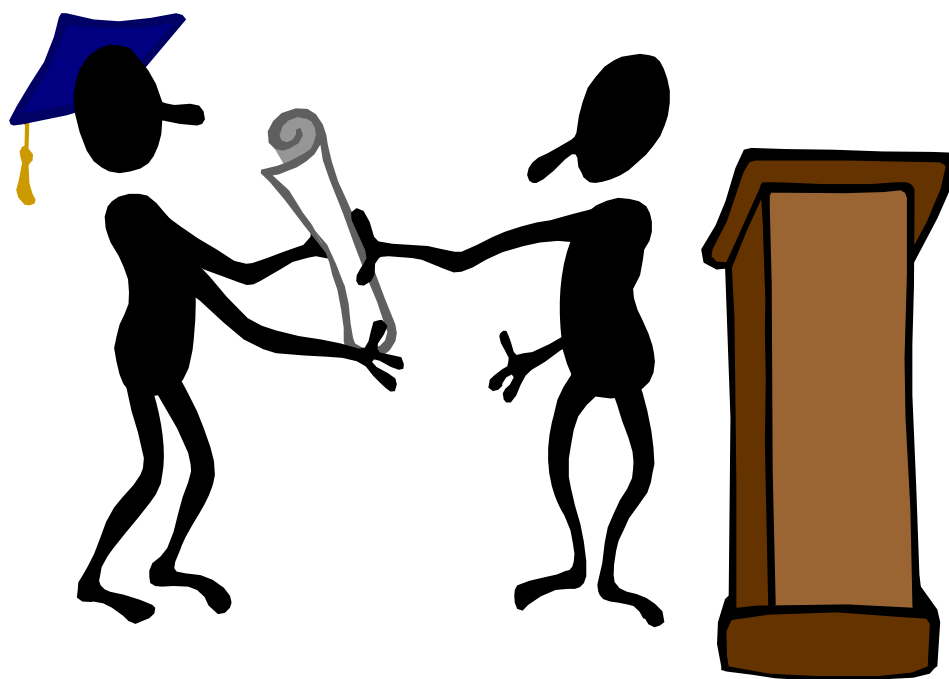This module helps develop the core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities; it includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace.

"Things may come to those who wait, but only the things left by those who hustle."

~ Abraham Lincoln

KEY WORDS/CONCEPTS

- Lifelong Learning
- Learning goals
- Skills and knowledge
- Study strategies
- Personal behaviors
- Barriers to learning
- Skills that transfer to different contexts
- Job flexibility
- Job roles & responsibilities
- Job stress
- Career plan
- Career awareness
- Career exploration
- Self-directed learning
- Workplace changes

DISCUSSION QUESTIONS

- Everyday, we are learning new things; describe one important lesson you have learned on job. How did you learn it? Did anyone help you? Why was it important?

- What are ways that you set goals for yourself when learning new things?

- What are some of your personal barriers to learning new things?

- What does lifelong learning mean?

- How readily do you accept our changing world and workplace?

- What are some ways you deal with the stress of change?

- What has been the most important lesson that you have learned in life?

ACTIVITIES

Learning Styles

Everyone has a particular preference for learning. We either learn best by the following modalities: Visual (seeing), Auditory (hearing), and Tactile (touch). All of these are great ways to learn and there is no right or wrong way—just different styles. Take the **Learning Styles Inventory Supplemental Handout #16** to determine the preference you have for learning.

> L1.1 Knows how to learn.

A Cup of Tea

Read the following story to the participants and ask them to reflect on this Zen Buddhist story.

A Japanese master received a university professor who came to learn about Zen. They talked and got to know each other. The Japanese master served tea to the university professor. As he poured the tea, he kept pouring and pouring until the cup was overflowing. The professor was surprised that he was overflowing the cup in such an obvious manner. The professor finally proclaimed, "It is full, no more will go in!"

The Japanese master said to the professor, "Like the cup, you are full with your own judgments, opinions, and ideas. How can I help you to understand Zen unless you empty your cup first?"

Discuss times in your life when you have been filled with knowledge and judgments and could not take in more new information? Discuss how to help other people be more receptive to new ideas and learning opportunities.

> L1.2 Applies skills in new contexts.

The Prize Patrol Is At Your Doorstep!

Imagine that it is Superbowl Sunday and you are home watching the Superbowl. Your dog begins to bark because someone is at your door. You open the door only to discover that you have won 10 million dollars! Congratulations! You are being interviewed by the TV camera crew shortly after receiving the prize, and you are asked the following questions, "How are you going to use your new found wealth? What are the first 5-10 things you would do with your money?"

> L1.3 Manages change.

Pike Syndrome

If you take a large northern Pike fish and place it in an aquarium that is divided by glass with minnows that are on the other side of the tank, the fish will make many attempts to catch the minnows—all the while throwing itself at the glass plate. When the glass plate is removed the fish does not eat the minnows because it has "learned" that it can't get at the minnows. Many of us are like this Pike. We learn certain behaviors and even though situations change, we don't.

Behaviors characterized by the Pike Syndrome are:
- *Assuming Information and Knowledge is the same for all situations*
- *Our reactions are over generalized*
- *We have an unchanged perspective of past behaviors*
- *Refuse to consider alternatives*

Ask the following questions to the participants:
- *When have you seen the Pike Syndrome at your workplace or at home?*
- *How have you reacted when you saw people choose resistance to change?*
- *When have you reacted this way to a situation?*
- *How can you break out of the Pike Syndrome if you fall into it?*
  L1.3 Manages change.

Motivation and Goals

The University of Texas has a sample on-line learning module from the "Becoming a Strategic Learner" (LASSI) series by Dr. Clair Weinstein. The sample module provides an excellent series of guided questions and activities to help learners explore their motivation, goals and self-efficacy beliefs. Preview the sample by clicking "Instructional Modules" at http://www.hhpublishing.com/_onlinecourses/study_strategies/BSL/
  L1.1 Knows how to learn.

Lifelong Learning Skills
Core skills that enable one to reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace

	Workbook	Internet	Video
L 1.1 Knows how to learn	pp. 34-45, 148, 150-154	Unit 8	Video 1 Video 2 Video 3 Video 4 Video 8
L 1.2 Applies skills in new contexts	pp. 148, 150-154	Unit 8	Video 1 Video 4 Video 8
L 1.3 Manages change	pp. 110, 150-154	Unit 8	Video 1 Video 2 Video 8

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Supplemental Handouts

for Modules

Time To Bury the Hatchet
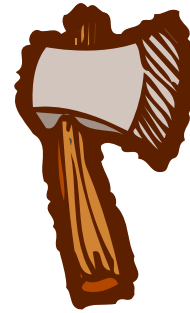
*Step **1**: State the conflict*

➢ Be specific and use facts.
➢ Avoid attacking the person.
➢ State your position.
➢ Describe its impact on you, the team, others.

"It's time to bury the.."

*Step **2**: Ask for their viewpoint*

➢ Actively listen and show respect.

*Step **3**: Indicate your willingness to help resolve the issue*

➢ Express your cooperation and hope for a resolution.

*Step **4**: Clarify the difference—have each person present their viewpoints objectively*

➢ Get agreement on a plan.
➢ Jointly generate ideas.

*Step **5**: Agree on an action plan*

➢ Decide what each person is going to do to help resolve the situation.
➢ Summarize and if necessary set a follow-up date to make sure conflict is resolved.

Handout #1

Conveying Performance Expectations

<u>Step One</u>: Describe the job and its major expectations

<u>Step Two</u>: Agree on measurable outcomes.

<u>Step Three</u>: Mutually identify the skills and resources needed to complete the job.

<u>Step Four</u>: Determine the key priorities.

<u>Step Five</u>: Review and ensure understanding.

<u>Step Six</u>: Reinforce the behavior as you see it occur .

Steps for Conveying Performance Expectations	What will I Say?
1 ~ Describe the job and its major expectations	
2 ~ Agree on measurable performance outcomes.	
3 ~ Mutually identify the skills and resources needed to complete the job.	
4 ~ Determine the key priorities	
5 ~ Review and ensure understanding	
6 ~ Reinforce the behavior as you see it occur	

Handout #2

Important Job Factors

DIRECTIONS: Break into groups of five. Have each person in the group, rank order the following items from 1-10 (1=highest; 10=lowest) according to their estimate of the degree to which workers in a nationwide study reported that reason to be very important in deciding to take their current jobs.

	1	2	3	4	5
Advancement opportunity					
Control over work content					
Flexible work schedule					
Fringe benefits					
Job security					
Nature of the work					
Open communication					
Salary/wages					
Size of organization					
Stimulating work					

Handout #3

Important Job Factors (Answers)

	Rank
Advancement opportunity	8
Control over work content	3
Flexible work schedule	7
Fringe benefit	6
Job security	4
Nature of the work	2
Open communication	1
Salary/wages	9
Size of organization	10
Stimulating work	5

Source: "Work Force Study Finds Loyalty Is Weak," *Wall Street Journal,* Sept. 3, 1993, p. B-l.

Handout #3 (Continued)

SMART Goals

Goals written in a SMART format ensure that they are well thought out and can be accomplished.

About SMART Goals~

S - Specific: What specifically does this goal relate to?

M - Measurable: How is the success going to be measured? How will I or my team be accountable to this goal?

A - Attainable: How will this goal be completed? How will it be applied to my work?

R - Relevant: How will the results of this goal relate to my overall goals, the Alumni Association's goals?

T - Time Bound: What actions will I take to make this happen? What is the end result I expect?

Example of a SMART Goal:

Specific I plan on increasing Service to Alumni

Measurable by conducting a survey of at least 50 Alumni of their satisfaction of Alumni career services.

Attainable I will work with 2 other associates to complete the survey.

Relevant   The results will be reported at a staff meeting for all to discuss the impact to our future planning.
.
Time Bound This survey will be completed and reported out at the December staff meeting.

Handout #4

SMART Goal #1:

Specific: _____

Measurable: _____

Attainable: _____

Relevant: _____

Time Bound: _____

SMART Goal #2:

Specific: _____

Measurable: _____

Attainable: _____

Relevant: _____

Time Bound: _____

SMART Goal #3:

Specific: _____

Measurable: _____
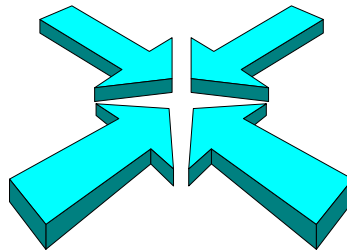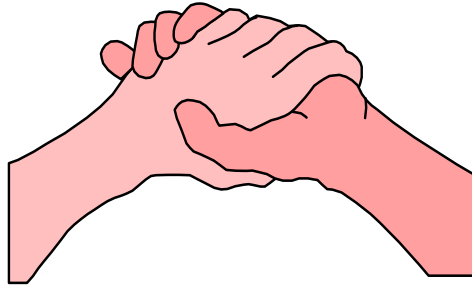
Attainable: _____

Relevant: _____

Time Bound: _____

Handout #4 (Continued)

Human Knot

1.   Form a circle—you will need an <u>even</u> number of people.

2.   Take the RIGHT hand of someone NOT standing next to you.

3.   Take the LEFT hand of someone NOT standing next to you AND whose RIGHT hand you DO NOT have.

4.   Untangle !!!!

Handout #5

Triangles Galore
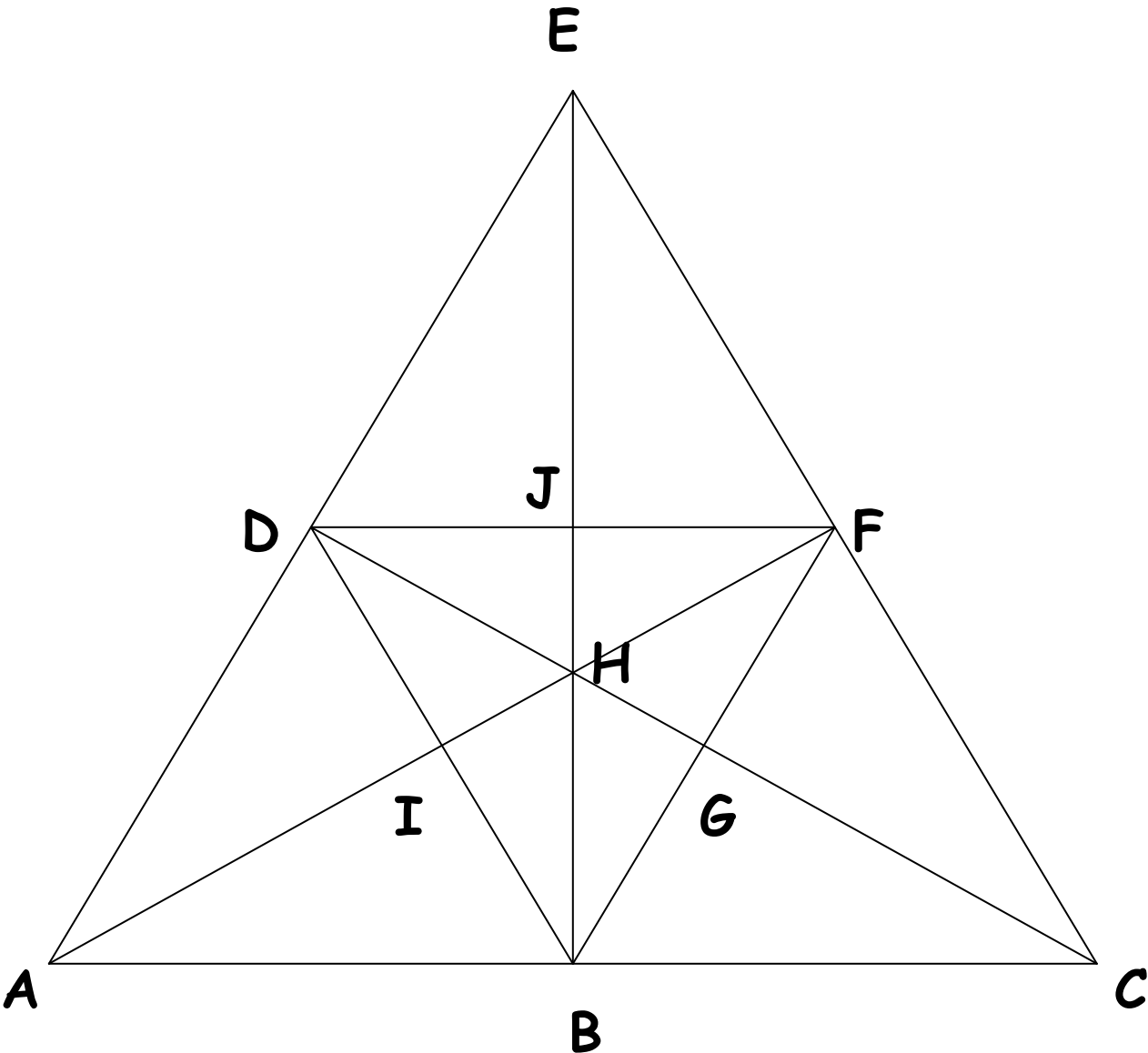
Constructive Criticism/Feedback

Feedback should be….
>Timely, honest and must state why the activity or requested improvement is important.

How to Give Effective Feedback to Others

STEP ONE: Describe specifically what you observed.
>*What was the person doing/saying? Be specific and focus on the person's actions—not on their personality.*

STEP TWO: Offer some ideas/suggestions.
>*What are some ideas that could improve the situation? Make sure that your suggestions are specific actions that the person can try.*

STEP THREE: Summarize and show your support.
>*End on a positive note and maintain a positive relationship with the person. Review the key points about what the person did well and what they specifically need to do to improve.*

Handout #7

The Sky is the Limit!

What are your dream jobs? What types of jobs do you wish you were doing or could do? Write each job/career in one of the clouds. Remember we are dreaming—so the sky's the limit!

Handout #8

K-W-L
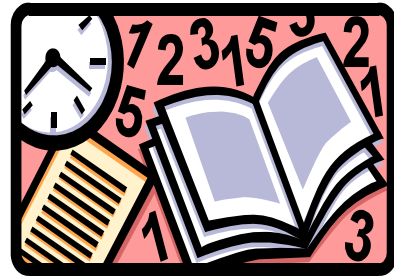
K	W	L
What I Already Know	**What I Want to Learn**	**What I Have Learned**

Handout #9

Fact or Opinion?

Facts	Opinions

One Way Communication

Directions: Tell the other person how to draw this design without allowing them to ask for details or clarification. You may not show this design at any time.
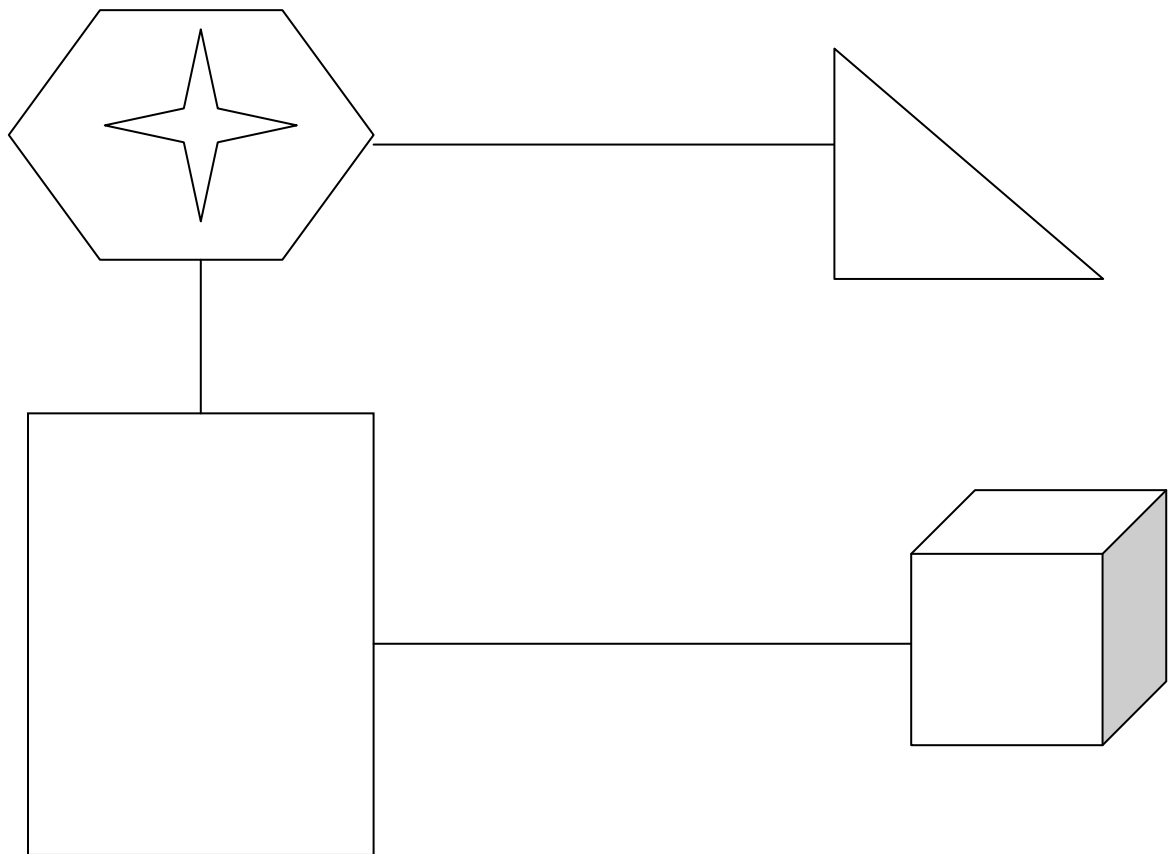
Effective Interviewing Questions

Below is a list of questions you can ask during this mock interview. Make sure the individual is using descriptive information from the Foundation Skills Wheel.

1. Please describe your present job responsibilities and duties.

2. What are the kinds of things you enjoy doing in your present position?

3. What do you consider to be your biggest accomplishments?

4. In relation to your present employment, have you had any disappointments or things that turned out less than expected? Tell me about them.

5. In the past, for what things have your supervisors complimented you? For what things have they said you could improve?

6. How do you think your present supervisor would describe you?

7. What are some things you very good at?

8. What are some things you find difficult to do?

9. In what way has your present job prepared you for greater responsibilities?

10. What are your long-range goals and objectives?

Handout #12

Alike & Different

Write the names of all the class participants on the sheet and then find how you are alike and different with each one of the participants.

Name	Alike	Different
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Handout #13

Things We See Everyday…
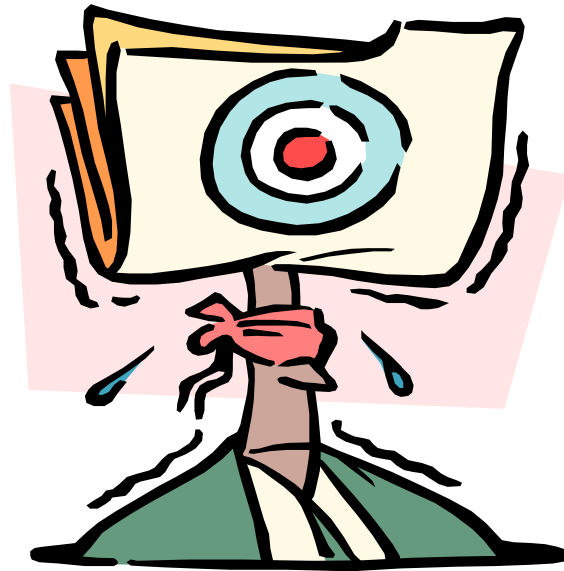
♦ What color stripe is directly below the blue field on the American flag?

♦ If quotation marks are considered commas, is the first pair upside down or right side up?

♦ What building is shown on a five-dollar bill?

♦ Is the coin return on the bottom right or left side of a pay telephone?

♦ What is the smallest division on a standard ruler?

♦ Which king in a standard deck of playing cards is shown in profile?

♦ Is the full moon high or low in the June sky?

Handout #14

Star Wars Scavenger Hunt
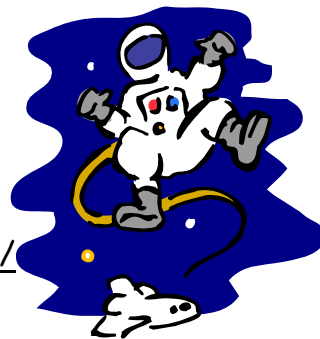
Go to the website: **www.cnn.com/EVENTS/1997/star.wars.anniversary/**

Scroll down to the Links located at the bottom of the page inside the [ ]'s.

Click on the "Use the force: A Quiz" section and take the online quiz. Write down your results.
_____

Click on "Flashback 1977" and find 2 things on this page:

Write down 1 technological advance that has happened since the movie was filmed in 1977.
_____

Write down how much a movie ticket was when Star Wars was originally released. __

Click on "Where are they now?" and find 1 fact about each of the following characters/actors:
Mark Hamill _____,
Harrison Ford _____,
Frank Oz_____,
Carrie Fisher _____.

Click on "Cultural Impact" and find out the name of the movie that parodies Star Wars. Hint: it was created by Mel Brooks… _____.

Click on "Galaxy of Websites" and visit 3 different linked websites. Write a 1 sentence description of each website you visit.

a. _____.
b. _____.
c. _____.

Write down your favorite link (URL) that you found today on this website.

Handout #15

LEARNING STYLE INVENTORY

<u>Directions</u>:
To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style. This 24-item survey is not timed. Answer each question as honestly as you can.

This will also give trainers an opportunity to see how they best learn and to better understand that they should provide different opportunities for their trainees to learn better.

Place a check on the appropriate line after each statement

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject when a trainer is lecturing and providing information through explanations and discussion.	_____	_____	_____
2. Prefer information to be written on the whiteboard, flip chart or overhead projector.	_____	_____	_____
3. Like to write things down or to take notes to help remember the information.	_____	_____	_____
4. Prefer to use diagrams, models, or have actual time to practice to learn new things.	_____	_____	_____
5. Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6. Enjoy working with my hands or making things.	_____	_____	_____
7. Am skillful with and enjoy developing and making graphs and charts.	_____	_____	_____
8. Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____

Handout #16

	OFTEN	SOMETIMES	SELDOM
11. Understand topics better if trainer lectures and explains things.	_____	_____	_____
12. Play with coins or keys in pockets.	_____	_____	_____
13. Can learn a new task better by repeating the steps/processes out loud.	_____	_____	_____
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____
15. Chew gum, smoke, or snack during training.	_____	_____	_____
16. Feel the best way to remember is to picture it in your head.	_____	_____	_____
17. Use my fingers to add numbers occasionally.	_____	_____	_____
18. Would rather listen to a good lecture or speech than read about the same material in a book.	_____	_____	_____
19. Am good at working and solving jigsaw puzzles and mazes.	_____	_____	_____
20. Grip objects in hands during training period.	_____	_____	_____
21. Prefer listening to the news on the radio rather than reading about it in the newspaper.	_____	_____	_____
22. Obtain information on an interesting subject by reading relevant materials.	_____	_____	_____
23. Feel very comfortable touching others, hugging, handshaking, etc.	_____	_____	_____
24. Follow oral directions better than written ones.	_____	_____	____

See next page for scoring instructions.

Handout #16 (Continued)

SCORING PROCEDURES

DIRECTIONS:

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN   = 5 points
SOMETIMES = 3 points
SELDOM   = 1 point

VISUAL		AUDITORY		TACTILE/KINESTHETIC	
NO	PTS.	NO.	PTS.	NO.	PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____

VPS =_____ (Visual)   APS = _____ (Auditory)   TPS = _____ (Tactile)

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

If you are a VISUAL Learner: You like to look at maps, videos, graphs, flipcharts and overhead slides. You practice visualizing words/concepts in your head. You write things out and then use them as a quick review.

If you are an AUDITORY Learner: You like to listen and then take notes. It is important for you to sit where you can hear the trainer. After you read something it is important for you to tell someone else or recite it to yourself in order to remember it.

If you are a TACTILE/KINESTHETIC Learner: In order for you to learn certain facts/procedures, it is important for you to write it several times. You like to touch or do something in order for you to remember how it works

(Your Learning Style is the collection of skills and preferences that affect how you perceive, gather and process information. Taken from Internet Learning Styles website.)

Handout #16 (Continued)

# LEARNER

About this Guide

This guide will help you learn more about the skills and knowledge that are important for success in today's workplaces. These skills and knowledge areas have changed over time. Think about the type of work your grandparents did. They may have done the same work day after day. They probably did not change jobs very often. They may have worked at the same workplace most of their working life.

The skills and knowledge you need for today's jobs are different. The modern workplace requires higher levels of reading, writing, speaking, listening, and math. You will be using new technologies. You will work closely with other people in groups or teams. Workers today also need to know about different kinds of workplaces and workplace cultures. You may change jobs or careers more than ten times in your working life. You have to be flexible and anticipate these changes.

Section One of this guide includes a *foundation skills wheel* that shows these new skills and knowledge areas. Look at the wheel and think about how you might already use any of these skills and knowledge areas. Think about how you might use these skills in certain jobs. Section One also includes a *self-appraisal* to rate how well you use these foundation skills and knowledge areas. Complete the self-appraisal on your own. Then, discuss your results with your instructor and others in your program. This will help you further explore the skills and knowledge areas you think are important. Use the chart on page 134 to learn which pages in this guide will help you learn more about the skills you want to improve.

Section Two includes *competencies lists* and *tip sheets*. The *competency lists* provide more details about the skills and knowledge areas of the wheel. For example, the competency lists for "Works in Teams" includes things like "provides leadership" and "contributes ideas to the team." Use the competency lists to keep track of how many and how well you perform the competencies in different situations. The *tip sheets* provide strategies or more information for each area of the wheel. As you learn and remember the information, the tip sheets will help you use foundation skills and knowledge on the job. One tip sheet is included for each area of the wheel. However, your instructor will help you learn more strategies and information about each of the foundation skills.

In summary, this guide helps you explore skills and knowledge that are important in the workplace. As you read through the guide, think about how different areas might be related. For example, speaking and listening are closely related. Working in teams is related to interpersonal skills. Observing critically is important for safety. In addition, some activities in the guide help you learn more about which skills are important in specific careers and job clusters. You will also learn more about the *level* of skills needed for certain jobs. This kind of information will help you move away from "thinking about a job" toward "thinking about a career." As you further develop these skills and knowledge, you can move up a career ladder with confidence to better jobs and higher pay.
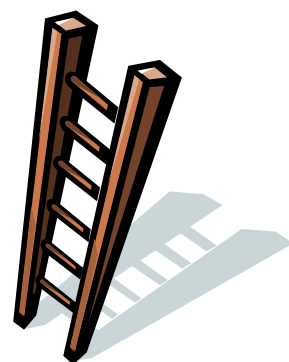
Section One:
Introduction to Foundation Skills

Introduction to Foundation Skills

This wheel shows the skills and knowledge that employers think are important in the workplaces of Pennsylvania. Workers who have and use these skills are more likely to work safely and effectively.

Look at the very center of the wheel. Everyone needs to learn throughout their lifetime to adapt to the many changes we face, both in our lives and in the workplace.

Look at the skills and knowledge in the yellow, blue and pink sections. Which ones do you think are important for the kind of work you do or want to do? Choose one skill from each area that you think is important. Work with a partner and tell your partner two reasons why you think these skills are important. Take notes as your partner tells you his or her reasons.
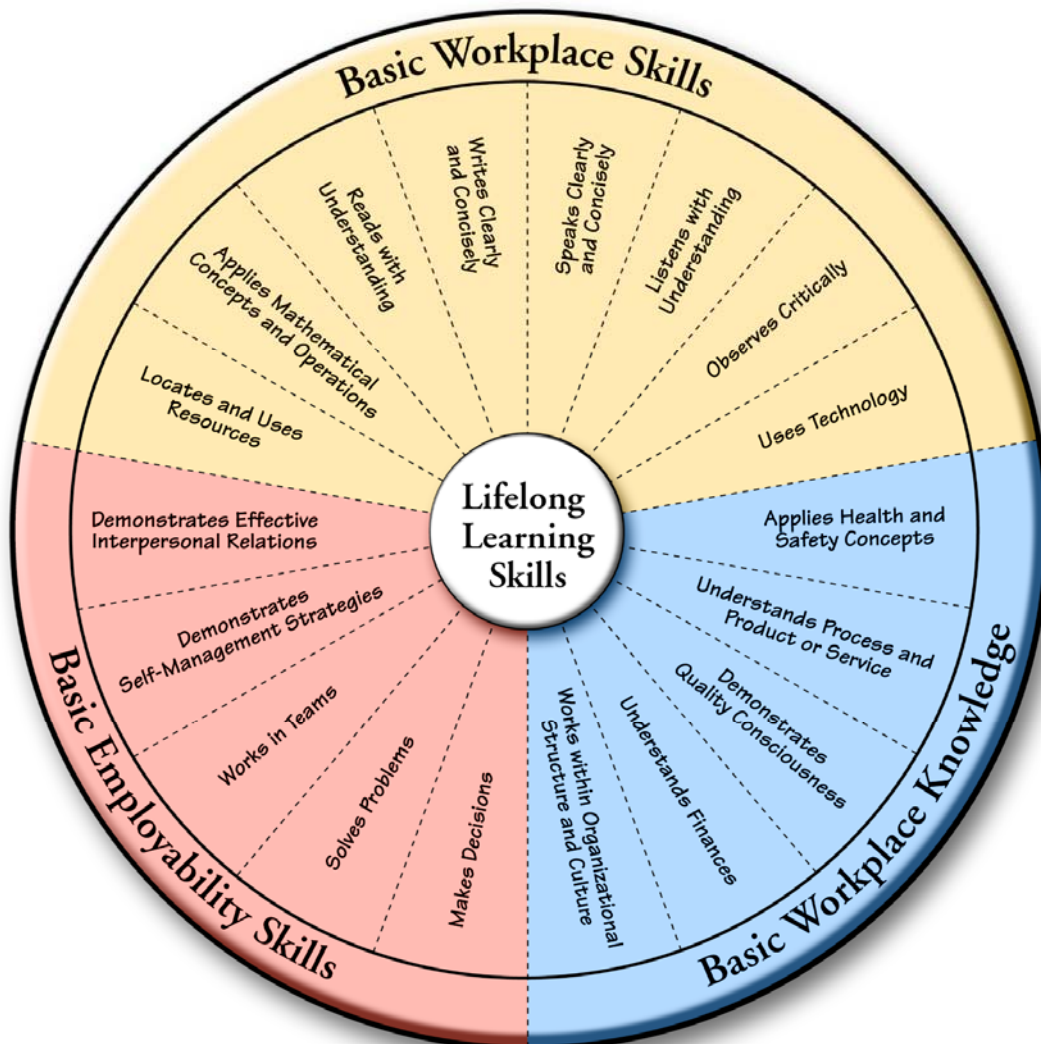
Foundation Skills Self-Appraisal

Instructions

Step 1:
Read each statement on the next page and check the box that best describes your typical behavior.

Step 2:
Review the appraisal according to the following sections to determine your workplace foundation skill areas of strength or weakness:

Basic Employability Skills	Statements 1-6
Basic Workplace Knowledge	Statements 7-14
Basic Workplace Skills	Statements 15-23
Lifelong Learning Skills	Statements 24-30

Step 3:
Discuss your results with a partner and your instructor. Talk about your areas of strength and how they can help you on the job. Talk about the areas you can improve and why. Then, work with your instructor to develop a plan to strengthen those areas you need for success on the job. One part of your plan will be to learn more about how to apply specific strategies to improve your foundation skills and knowledge.

Read the statements below and check the boxes that are most like you.	Almost never like me	Sometimes like me	Quite a bit like me	Almost always like me
1. I have few conflicts with other people at work.				
2. I am on time for work.				
3. I release stress in healthy ways.				
4. I work well in a team.				
5. I solve problems at work.				
6. I make decisions at work.				
7. Safety is important to me at work and at home.				
8. I understand how this company operates.				
9. I know who to go to if I have a problem at work.				
10. The quality of my work is important to me.				
11. I understand how this company makes a profit.				
12. I understand the parts of my paycheck.				
13. I know what product or service this company provides.				
14. I know how I help provide that product or service.				
15. I understand what I read.				
16. When my supervisor tells me how to do something, I understand and go do it.				
17. I can write clearly and others can understand it.				
18. When I talk with my supervisor, I am understood.				
19. I can do math including fractions, decimals and percentages.				
20. While I work, I pay attention to what is going on around me.				
21. I can use the computer with ease.				
22. I can use e-mail and the Internet.				
23. When I need something to do a job, I go find it.				
24. I enjoy learning something new every day.				
25. I learn as much as I can when I begin a new project.				
26. I have set educational goals for professional development.				
27. I have used skills at work that I learned in life.				
28. I have used my work skills outside my work place.				
29. I am flexible when changes happen at work.				
30. I am willing to learn new skills when my work changes.				

Learn More and Improve Your Skills

To learn more about how to improve the following skills:	Refer to the following pages in this guide:
1. I have few conflicts with other people at work.	Pages 135-136
2. I am on time for work.	Pages 137-138
3. I release stress in healthy ways.	Pages 137-138
4. I work well in a team.	Pages 139-140
5. I solve problems at work.	Pages 141-142
6. I make decisions at work.	Pages 143-144
7. Safety is important to me at work and at home.	Pages 145-146
8. I understand how this company operates.	Pages 151-152
9. I know who to go to if I have a problem at work.	Pages 151-152
10. The quality of my work is important to me.	Pages 153-154
11. I understand how this company makes a profit.	Pages 149-150
12. I understand the parts of my paycheck.	Pages 149-150
13. I know what product or service this company provides.	Pages 147-148
14. I know how I help provide that product or service.	Pages 147-148
15. I understand what I read.	Pages 155-156
16. When my supervisor tells me how to do something, I understand and go do it.	Pages 159-160
17. I can write clearly and others can understand it.	Pages 157-158
18. When I talk with my supervisor, I am understood.	Pages 161-162
19. I can do math including fractions, decimals and percentages.	Pages 163-164
20. I pay attention to what is going on around me at work.	Pages 165-166
21. I can use the computer with ease.	Pages 167-168
22. I can use e-mail and the Internet.	Pages 167-168
23. When I need something to do a job, I go find it.	Pages 169-170
24. I enjoy learning something new every day.	Pages 171-173
25. I learn as much as I can when I begin a new project.	Pages 171-173
26. I have set educational goals for professional development.	Pages 171-173
27. I have used skills at work that I learned in life.	Pages 171-173
28. I have used my work skills outside my work place.	Pages 171-173
29. I am flexible when changes happen at work.	Pages 171-173
30. I am willing to learn new skills when my work changes.	Pages 171-173

Section Two:

Competency Lists and Tip Sheets

☑ Demonstrates Effective Interpersonal Relations
Cooperates and interacts with others effectively within the workplace
to maintain job or move to new positions and responsibilities

Cooperates with others
- ☐ Interacts with others in ways that are tactful, courteous, and friendly
- ☐ Uses appropriate nonverbal communication (eye contact, gestures, posture)
- ☐ Shares one's ideas, opinions, and interests, when appropriate
- ☐ Demonstrates respect for others' ideas, opinions, and contributions
- ☐ Shows respect for others' rights and property

Accepts supervision
- ☐ Seeks feedback
- ☐ Accepts and uses constructive criticism
- ☐ Asks for and receives help from supervisors and co-workers
- ☐ Initiates action in response to requests from others

Works in a diverse environment
- ☐ Avoids use of stereotypical language or comments
- ☐ Accepts changes in the make-up of the workforce
- ☐ Accepts people of a variety of backgrounds, regardless of position
- ☐ Demonstrates respect for individual differences (age, race, culture, gender)

Resolves conflict
- ☐ Acknowledges conflict
- ☐ Separates conflict from personalities
- ☐ Identifies areas of agreement and disagreement
- ☐ Generates options for resolving conflict
- ☐ Negotiates compromise and agreement
- ☐ Identifies ways to prevent similar conflicts

Provides supervision and leadership
- ☐ Motivates, inspires, and influences others to perform effectively
- ☐ Provides appropriate guidance based on goals, task, and individuals
- ☐ Seeks feedback on usefulness and results of assistance

Understand Diversity

We Americans are not a narrow tribe of women and men. We are not a nation so much as a world.   ~Bill Moyers

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Look around the next workplace you visit. You are likely to find people of every size, shape, age, race, and culture. In short, the American workforce is diverse. Diverse means "differing from one another, or unlike." The American workforce will become even more diverse in the future. Most employers know that a diverse workforce is an asset. It will be even more valuable as we become more involved in the worldwide marketplace.

A diverse workforce that is healthy and productive does not happen easily. We tend to think that other people share our values and ways of thinking. This is normal but it can also cause a lot of problems. How can we prevent these misunderstandings? One way is to learn about how others view the world. That doesn't mean we agree or even approve. It means we recognize and work to understand our differences. The more we learn how others view the world, the better we communicate and work together.

The Iceberg Concept

It is easy to recognize the ways that we are alike but our differences may not be obvious. Think about an iceberg. Only one-tenth of it sticks out of the water. That's about how much most of us know about another person's ways of thinking. The rest—nine-tenths—is out of our awareness. This hidden part may include ways of thinking and values about courtship, cleanliness, beauty, education, religion, relationships, leadership, status, disease, friendship, power, and body language. Most of us have seen the movie, *The Titanic*. It was the underwater part of the iceberg that destroyed the ship. Likewise, it can be the hidden parts of another's way of thinking that cause problems at work. It is important that we make an effort to get to know how our co-workers view the world. By doing so, we also educate ourselves and gain deeper understanding of the people we work with.

3 Ways to Get Started

1. Begin with this belief: Others mean well in the things they do, even if you don't agree. Find opportunities to observe others and the way they work. Find time to learn more about your co-workers' views. Take advantage of "down time," such as during lunch, breaks, or when leaving the workplace.
2. Ask questions like the following: What would be an ideal job? What is the worst occupation in the world? What did you expect work to be like? What profession do you admire? What position in a company do you respect? What bothers you most about your present occupation/school? What are you asked to do at work that requires a change from your way of thinking? What is the most important way to talk with your supervisor? How many days/hours a week do people usually work in your country?
3. Reflect back what you heard the other person say. Discuss how your views are the same or different. Try to find co-workers with different values than yours. Make opportunities to discuss how your ways of thinking are the same or different. Discuss how different ways of thinking make your workplace a better place to work.

☑ Demonstrates Self-Management Strategies

Understands how personal factors contribute to employability,
and how to manage time, stress, and tasks effectively

Displays responsible personal behaviors

☐ Maintains healthy lifestyle (e.g., no substance abuse)
☐ Dresses appropriately
☐ Wears corrective lenses or hearing devices, if needed
☐ Maintains appropriate grooming and hygiene
☐ Identifies and addresses personal barriers to success at work

Displays responsible work behaviors

☐ Avoids absenteeism
☐ Demonstrates promptness
☐ Demonstrates willingness to work and shows initiative
☐ Takes responsibility for completion and quality of work
☐ Follows rules and regulations
☐ Does not attend to personal business when on the job
☐ Persists when work is difficult

Manages time effectively

☐ Follows work schedules
☐ Sets work goals
☐ Prioritizes tasks
☐ Organizes resources to complete work tasks
☐ Monitors progress and adjusts goals and tasks, as necessary
☐ Completes work tasks on time
☐ Meets job responsibilities

Manages stress

☐ Identifies factors that contribute to stress
☐ Explains and uses strategies for managing stress
☐ Identifies and uses support systems to alleviate stress
☐ Talks openly about feelings, when appropriate
☐ Identifies personal patterns in reaction to stress
☐ Controls actions during stress (manages anger)

Motivation at Work

Winners are ordinary people with extraordinary determination.
~Dr. Robert Anthony

Work Motivators

What motivates you to work? Most of us work to get the money we need to make a good life for our families and ourselves. But doing what we *have* to do is different from doing what we *want* to do. Few people have their "dream jobs." But they are still motivated to work by more than money. What quality is found among people with this kind of motivation? They believe in their abilities and they want to do a good job.

True motivation comes with accepting responsibility for completing everyday tasks at work. Sometimes these tasks are not all that exciting and glamorous…just routine. One way to explore your own work motivation is to think about external and internal motivators. External motivators come from outside of ourselves. They include things like money, benefits, bonuses, certificates of achievement, and training opportunities. Internal motivators include things like having a sense of belonging and self-worth as well as rising to meet challenges and responsibility. These are feelings and rewards we experience inside ourselves because we are doing well at work.

Work Values

We like work we value. Work values can be sorted into the following categories:
*   Achievement
*   Independence
*   Recognition
*   Relationships
*   Support
*   Working Conditions

Suppose you like having your work recognized by others. One of your work values is recognition. Or maybe you like to interact with other people at work. You value relationships. Workplaces have values also. When you find a workplace with values that are like yours, you will be more satisfied with your job. For example, if you value independence, you might want to work for an employer who wants you to make decisions on your own.

You can learn more about your work values. Go to the O*NET website: www.onetcenter.org/.
1. Click on Career Exploration Tools on the left side of the page.
2. Click on the Select box. Then click on Work Importance Profiler.

You can take this self-assessment on paper or online. It will help you identify occupations with similar work values. There are two parts to the assessment. First, you answer questions that will help you figure out which values are most important to you. Then, the computer matches your answers with jobs that require or reward similar work values. What you learn may surprise you!

When you are truly motivated in your job, and when your company operates on the work values you think are important, you will be happier and more productive at work. Keep searching for both…

☑ Works in Teams

Works well with others to build and support productive team relations
and set and accomplish team goals

Knows the difference between working individually and working in a team
- ☐ Identifies characteristics of a team player
- ☐ Contrasts working in a team and working individually

Participates as team member
- ☐ Listens attentively
- ☐ Works with others to identify team goal/s
- ☐ Helps to identify appropriate actions needed to meet team goals
- ☐ Describes one's role in the team
- ☐ Helps to meet team goals
- ☐ Provides opinions and ideas, when appropriate
- ☐ Respects different viewpoints and ideas
- ☐ Accepts positive criticism

Develops and maintains productive group relations
- ☐ Acknowledges other team members' contributions
- ☐ Adds to other team members' contributions
- ☐ Helps other team members, when appropriate
- ☐ Accurately reflects others' ideas and opinions
- ☐ Provides positive feedback and constructive criticism
- ☐ Helps team members see conflicting viewpoints

Provides team leadership
- ☐ Creates trust
- ☐ Builds consensus
- ☐ Negotiates agreements
- ☐ Evaluates team processes
- ☐ Delegates responsibility

Teaming Up

Never doubt that a small group of committed citizens can change the world. Indeed, it's the only thing that ever has. ~Margaret Mead

Have you ever been a member of a successful team? What was it like? Why was it successful? The answers to these questions are important. Today's workers need to know how to build and work in teams. They need to learn how they can support and depend on each other. They need to know how their work is connected to other teams and the workplace environment as a whole.

Many companies use new practices, like job rotation or job sharing. This means workers move around to different job responsibilities and work with different people. Also, many companies have changed the way work is done today. Teams, instead of individuals, are responsible for completing work tasks. These companies believe that teams can be more productive than individuals.

Teams bring together a group of people with various skills and expertise. Ideally, they work together in a *coordinated* and *purposeful* way. Successful teams do not happen accidentally or automatically. Successful teamwork takes effort and communication. Try the following simple, yet powerful, ideas and practice them often.

Ten Tips for Building an Effective Team
1. Build trust. Begin with the belief that each person is doing his or her best.
2. Support each other.
3. Identify each person's strengths, skills, and abilities.
4. Identify clear team goals, roles, and decision-making procedures.
5. Recognize accomplishment. Everyone wants to feel important.
6. Share information.
7. Figure out ways to help each other.
8. Seek feedback from each other. Offer constructive feedback.
9. Fix problems, not blame.
10. Bring closure to team discussions or meetings. Say thank you a lot.

Ten Questions to Ask as a Team
1. Does the team use each person's skills to its advantage?
2. Do group members know each other's needs?
3. Does everyone have the same understanding of the group's goals?
4. Does everyone support them?
5. Do people seem free to express themselves?
6. Do people listen to each other?
7. Is there equal opportunity for participation?
8. Is the group losing its steam? Is it lacking energy?
9. Are members of the group building on each other's ideas?
10. Is conflict accepted and handled?

☑ Solves Problems
Uses critical, creative, and reflective thinking skills to identify
and solve problems on the job

Recognizes that a problem exists
- ☐ Identifies the signs or symptoms that problem exists
- ☐ Assigns urgency to problem situation
- ☐ Accurately defines/describes the problem

Determines possible causes of problem
- ☐ Sequentially explores problem situation
- ☐ Remains flexible and open to all possible causes
- ☐ Identifies possible causes of problem
- ☐ Analyzes possible causes of problem
- ☐ Chooses appropriate problem solving approach

Identifies possible solutions
- ☐ Incorporates creativity and intuition to identify possible solutions
- ☐ Gathers information from diverse sources to determine possible solutions
- ☐ Analyzes quality and reliability of resources
- ☐ Lists possible solutions

Evaluates possible solutions
- ☐ Identifies possible consequences of various solutions
- ☐ Compares and contrasts potential effectiveness of various solutions
- ☐ Draws conclusions or make predictions about best solution
- ☐ Selects solution based on analysis
- ☐ Supports selection with reasons and evidence

Implements solution and evaluates consequences
- ☐ Collects and allocates resources needed to solve problem
- ☐ Implements solution
- ☐ Evaluates effectiveness of solution
- ☐ Adjusts path based on analysis and evaluation

Works to prevent problems
- ☐ Monitors outcomes of previous problem situations
- ☐ Identifies possible problem areas
- ☐ Takes measures to prevent problems from occurring
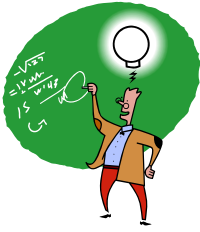
Break into Parts… Think Aloud…Picture It

Nothing is particularly hard if you divide it into small jobs.
~Ray Kroc

Good problem solvers understand a problem fully and accurately. They are active problem solvers. They look at the facts *and* the relationships in problems. They work problems from beginning to end in small careful steps or parts. They may "think aloud" to talk through their thoughts or ideas. And, they make pictures or diagrams to help them solve a problem. A picture, table, or chart is useful for organizing the information needed to solve a problem. You are more likely to remember something you can picture or have seen. Consider the following problem:

Alicia worked on two special projects at her company last fall. The first project took her 100 hours to complete. For this project Alicia required 10 hours of help from a computer operator who earns $7 per hour. Expenses for materials came to $124. The second project that Alicia worked on required no outside help, but it took her 20 entire workdays to complete. The materials cost $280. Alicia earns $9 per hour, and her workday consists of 9 hours minus 1 hour for lunch. What was the cost of each project and the difference between the two projects?

Parts
Alicia needs to figure the costs for the first and second projects and find the difference between them. She needs to look at both the pay rates and the cost of materials.

Think Aloud
Alicia may think aloud or with another person and say things like: *What are the different factors I need to use?* (Alicia's pay, operator's pay, cost of materials) *I also need to compare the total cost of each project.*

Picture
To help organize the information, Alicia created a table like this:

	First Project	Second Project
Alicia's pay ($9 per hour)	100hrs. x $9 = **$900**	8hrs.x20 days=160 hrs. 160 hrs. x $9 = **$1440**
Computer operator's pay ($7 per hour)	10hrs. x $7 = **$70**	**$0**
Cost of materials	**$124**	**$280**
Total cost	**$1094**	**$1720**

Difference: $1720
           -1094
           $ 626

With the chart, Alicia showed the total cost of each project and a breakdown of the costs. Then, she showed which was more costly by finding the difference between them.

☑ **Makes Decisions**

Considers relevant facts and opinions, evaluates potential risks and benefits of various options to make and evaluate decisions

Recognizes situation when a decision must be made

☐ Identifies the clues/symptoms that a decision must be made

☐ Identifies circumstances leading up to or surrounding situation

☐ Identifies urgency of situation

☐ Analyzes circumstances leading up to or surrounding situation

Identifies decision-making options

☐ Carefully explores situation

☐ Remains flexible and open to any and all possible options

☐ Incorporates creativity and intuition to identify possible alternatives

☐ Lists possible decision-making options

☐ Gathers factual information as well as opinions from diverse sources

☐ Analyzes quality and reliability of information from sources

Analyzes and evaluates options

☐ Identifies possible consequences of various options

☐ Compares and contrasts costs/benefits of various options (uses decision grid)

☐ Draws conclusions or make predictions about best option

Implements decision and evaluates consequences

☐ Selects and implements option based on analysis

☐ Supports decision with reasons and evidence

☐ Evaluates effectiveness of decision

☐ Adjusts path based on evaluation and reflection

3 Styles of Making Decisions

People grow by making decisions and assuming responsibilities for them.
~Bill Marriott, Sr.

Some experts say we spend most of our workday making decisions. Some decisions are made with little or no thought given to them. Others require careful thought about all options and then choosing the best option. This tip sheet will help you learn more about the three styles of making decisions. It will also help you explore when and why you can use them.

Impulse *(Just do it!)*

We make impulse decisions by quickly choosing what seems like the best thing to do at the time. For example, have you ever changed your mind about what to wear? You probably did not give it much thought and just put on a different shirt. You made an impulse decision. In the workplace, workers make impulse decisions all the time. For example, workers probably don't consciously decide which pen or pencil to use to write in the logbook. They are most likely to use whatever is nearby. Another example is when a situation comes up and a decision has to be made very quickly. You don't have time to think about it carefully. You just make the best decision you can. For example, in an emergency, workers often make impulse decisions because they do not have time to think through a systematic process.

Habitual *(I've always done it this way!)*

We also make habitual decisions with little or no thought. They are based on habits and we follow a pattern of what we always do. For example, you don't have to think about or decide if you should stop at a red light. You stop because it is the right (and safe!) thing to do. Can you think of habitual decisions in the workplace? For example, suppose you have worked at the same job for several years. You don't have to decide whether or not to punch or fill out your timecard. It's a habit. Or, you may turn on your computer when you first walk in the office. Here's another example, but with a "twist."   Suppose you have always filed paperwork in a certain file cabinet. You file there without even thinking about it. But a new file cabinet is moved closer to your desk. It's more convenient to file paperwork in the new file cabinet. You change your filing system because the new way is more efficient. In that case, your habitual way of deciding where to file paperwork will be different.

Systematic *(Give me time to think about this!)*

This is the most important type of decision making in the workplace. Look at the competency list on the previous page. Most of the competencies are related to making decisions in a systematic and careful way. Systematic decision making means using a system—just like it sounds. It requires careful thought and analysis. This system involves several steps: 1) Identify options, 2) Compare the positives and negatives of each option, 3) Choose the best for the situation, 4) Monitor how well it is working, and 5) Change course if the decision is not working.

How do you know when to use a certain type? Consider factors such as urgency or the amount of time. A little or no time probably requires an impulse decision. Consider whether you have few or many options. Also, suppose it is a new or unfamiliar situation or you are not sure what to do. Then, you should always use a systematic approach since that is the approach that considers all options.

☑ Applies Health and Safety Concepts

Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures

Follows health and safety rules/procedures

- ☐ Demonstrates a positive attitude toward safety
- ☐ Wears proper/required protective attire
- ☐ Locates emergency exit plan and fire exits
- ☐ Locates safety procedures and guidelines
- ☐ Locates emergency protection areas
- ☐ Identifies and responds to emergency alarms
- ☐ Identifies basic first aid supplies
- ☐ Maintains a clean and safe work environment
- ☐ Explains safety signs and symbols
- ☐ Explains safety procedures and guidelines
- ☐ Explains personal responsibility for following health and safety rules
- ☐ Participates in programs to improve health/safety

Prevents health or safety violations

- ☐ Uses/handles materials properly and safely
- ☐ Stores materials properly
- ☐ Practices proper waste disposal
- ☐ Recognizes common physical, chemical or biological hazards
- ☐ Complies with established safety practices
- ☐ Obtains proper material handling information
- ☐ Maintains protective attire
- ☐ Encourages others to manage and reduce health/risk factors

Manages unsafe or hazardous incidents

- ☐ Recognizes unsafe/unhealthy situation
- ☐ Reports unsafe practices to appropriate personnel
- ☐ Implements corrective actions when environment is unsafe/unhealthy
- ☐ Performs first aid skills when needed
- ☐ Maintains materials safety data sheets (MSDS)

Stay Alert to Stay Safe

You have a right to a safe and healthful workplace.
~OSHA, US Department of Labor

Think About It…

Workplaces with safety leadership programs have fewer injuries. They are rated better places to work and have more satisfied workers. But even the safest workplace environment requires workers to "stay alert to stay safe." Consider what can happen when workers may not be alert.

> WASHINGTON — Brad Hurtig's first day on the job was his last. A few hours into the night shift at an Ohio metal-stamping company last month, the 17-year-old football star got his hands caught in a power press and both had to be amputated. He was one of more than 500 teenagers who are injured at work everyday on average.
>
> The Labor Department says about 4 million 15- to 17-year-olds earn paychecks during summer vacation. Eight in 10 teens will work at some point during high school. And many young people are unprepared, too focused on getting paid to grasp that they could be hurt or killed, or to pay attention to workplace safety.
>
> Federal and state laws on child workplace safety can be confusing. And most teenagers rarely think about reading them. The National Consumers League's Child Labor Coalition sees the most danger in:
> ♦ Driving and delivery, including operating or repairing motorized equipment.
> ♦ Cooking, with exposure to hot oil and grease, hot water and steam, and hot cooking surfaces.
> ♦ Construction and working at heights.
> ♦ Traveling youth crews; groups of children recruited to sell candy, magazine subscriptions and other items in neighborhoods and on street corners.
> (Darlene Sumerville, AP 2002. "*Workplace Perils Victimize Teens: Safety Sometimes Overlooked During Summer Job Rush*")

Tips to Stay Alert

All workers, not just teenagers, need to stay alert and focused on the job. OSHA provides hundreds of safety, health, and training materials and programs. The Job Accommodation Network (JAN) provides various tips to structure the work environment or workday to help workers stay awake or alert on the job. Here are just a few:

- Know the mechanical hazards, especially all moving parts, of the equipment in the workplace. More accidents happen when workers are making adjustments, cleaning, clearing jams, and performing maintenance.
- Know the hazardous activities at your workplace.
- Assess security risks, lighting and visibility.
- Know your company's work safety history, policies and procedures.
- Get plenty of sleep. Lack of regular, good night's sleep (8 hours) causes poor concentration and focus. It also decreases job performance.
- Get up and stretch, move around if possible. Alternate sitting and standing, if possible.
- Use a fan, "driver beep alarm" or other type of alarm device.
- Use a checklist, organizer, or timer to pace your workday.

☑ **Understands Process and Product or Service**

Basic knowledge that every organization produces a product or provides a service
which is guided by a process, and one's role and importance in that process

Understands the organization's product or service
☐ Identifies organization's mission
☐ Lists resources with information about product or service (manuals, co-workers)
☐ Uses resources to complete work tasks

Understands the process that guides production or provision of services
☐ Lists resources and information (work plans, job aids, standard operating procedures — SOPs) to obtain information about organizational processes
☐ Explains steps in work process or service protocol
☐ Explains how various steps are interrelated
☐ Applies process/protocol to complete work tasks, using resources as needed

Understands one's role in process and production or provision of services
☐ Explains one's responsibilities related to production or provision of services
☐ Explains one's role in contributing to quality
☐ Participates in continuous improvement activities

Product or Service

I think there is a 'sweet spot' that each of us has….It's the kind of work we want to perform, the kind of work that makes us proud. But finding that sweet spot requires deep self-knowledge. You start by looking at the work you are drawn to. You try it, you evaluate the experience, and you evolve as you discover more about it."   ~Larry Smith

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Think about the different workplaces in your town or region. Think about the type of work that is done in them. All workplaces either:
> ➢ Make a product that people buy or use,
> ➢ Provide a service, or
> ➢ Provide a combination of the two.

What is a product? The dictionary defines a **PRODUCT** as "something that is made or manufactured by nature or human beings." Production is "The act or process of producing." What are some examples of products that are made in the workplaces of your community? Your examples might include something like:

- Tractors
- Steel
- Pretzels

What is a service? The dictionary defines **SERVICE** as "work done or duty performed for others." What are some examples of services that are available or provided in the workplaces of your community?   Your examples might include something like:

- Health care
- Restaurants
- Outlets or shopping malls

People have different personality types; some enjoy production work while others prefer service work and interacting with people. What are some traits of people who enjoy production work? Service work? Which personality type are you? Can a person be suited for both types of work?

Finally, your company will teach you about the **PROCESS** that guides how the product is produced or the service is provided. A process is just a series of steps to effectively provide the product or service. Learn that process well…it provides the structure for a "Job Well Done!"

☑ Understands Finances

Basic knowledge of budgets and payroll and how they are related
to one's role within the organization

Understands personal work-related finances

- ☐ Identifies parts of a paycheck
- ☐ Identifies payroll deductions from paycheck
- ☐ Explains the purpose for each payroll deduction
- ☐ Explains process of changing one's payroll deductions
- ☐ Identifies components of a benefit package
- ☐ Describes the worth of benefits
- ☐ Explains and computes interest rates
- ☐ Locates and uses resources if questions arise

Understands basic budget concepts

- ☐ Explains basic financial vocabulary (credit, debt , profit, loss, bottom line)
- ☐ Balances a checkbook
- ☐ Lists personal income sources
- ☐ Lists personal expenses
- ☐ Explains a balanced spending plan
- ☐ Explains how and why a loan is obtained
- ☐ Explains how and why investments are important
- ☐ Identifies and explains tax credits

Understands basic financial concepts of organizations

- ☐ Identifies organization's revenue sources and expenditures
- ☐ Compares personal budgets with organizational budgets
- ☐ Identifies parts of an organizational budget
- ☐ Identifies parts of a profit and loss statement
- ☐ Explains parts of an organizational budget
- ☐ Explains parts of a profit and loss statement
- ☐ Explains how quality and customer satisfaction affect profit

INs and OUTs of Finances

Money is like fire. You can use it wisely and become successful, or you can use it unwisely and be burned by it. ~Joe Griffith

Our personal beliefs about money influence our spending and saving behaviors. Likewise, our personal beliefs influence the way we view the financial aspects of the business world. This tip sheet will give you some basic background information about this topic. It is based on a simple idea: **Money comes in and money goes out**.

Personal
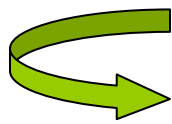
Income includes the money we earn or receive. It includes salary, wages or other sources of income like government checks, pension, and interest. Things such as food stamps also have a monetary value. Other sources include tips, bonuses, and discounts.

Expenses are categories where money is spent. Expenses may be **fixed**, **flexible** and **occasional**. Fixed expenses are bills that are the same each month, like housing, utilities, or a car payment—anything that cannot be changed. Flexible expenses are bills that are different each month, such as food, clothing, medical, transportation, recreation, household or personal. They may be monthly expenses, but their amount varies. Occasional expenses are purchases made less often than monthly. They may include appliances, repairs and home improvements. They might be expenses that you can only afford if you "save up" your money. Discretionary money is the money that is left after all bills have been paid. This is may be spent on occasional purchases or saved for unexpected expenses.
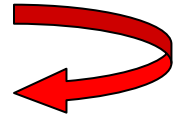
A Paycheck

A paycheck is what employers use to pay workers for the work they perform. Paychecks are issued every pay period. A pay period may be weekly, bi-weekly or even monthly. Some workers actually receive a paper check; others receive a statement that their pay has been put into a bank account. Your net pay is the actual amount of the paycheck once all deductions have been made from the total or gross pay. Deductions may include federal tax, social security tax, Medicare, state tax, local tax, and insurance. Workers use their net pay to pay for the expenses that they have.

Business

A business is concerned with the "big picture" of finances. Most business are trying to make a profit, which means they bring in more money than it costs to operate the business. Profit is not a dirty word. In many businesses, if there is no profit, there is no business and employees will be out of a job. Workers need to understand that they help the company make a profit so that they will continue to have a job. An important part of helping a company make a profit is to provide quality products and services. Think about the "big picture" of the company where you work or want to work. Think about how the quality of the job you do contributes to the "big picture" of the finances of that business.

☑ Works within Organizational Structure and Culture
Understands the workplace culture and its communication and power structures, and how to work and interact effectively within the workplace

Understands one's role within organization
- ☐ Explains one's work responsibilities
- ☐ Explains how one's work unit is connected to other work units within organization
- ☐ Explains organization's mission
- ☐ Accurately describes how one's performance can impact the company's success

Uses communication structures in organization
- ☐ Explains workplace symbols, acronyms, and jargon
- ☐ Identifies communication channels within organization
- ☐ Follows organization's confidentiality policy, if applicable
- ☐ Uses feedback to promote open communication
- ☐ Keeps appropriate co-workers informed
- ☐ Uses appropriate communication styles with co-workers, supervisors, and management

Understands organizational power structures
- ☐ Identifies organized labor's role within the organization, if applicable
- ☐ Lists steps for a grievance or dispute resolution
- ☐ Identifies personnel hierarchy ("chain of command") and knows their functions
- ☐ Develops and uses networks of contacts

Understands organization's role within larger economy
- ☐ Explains organization's role within the community
- ☐ Identifies organization's competition
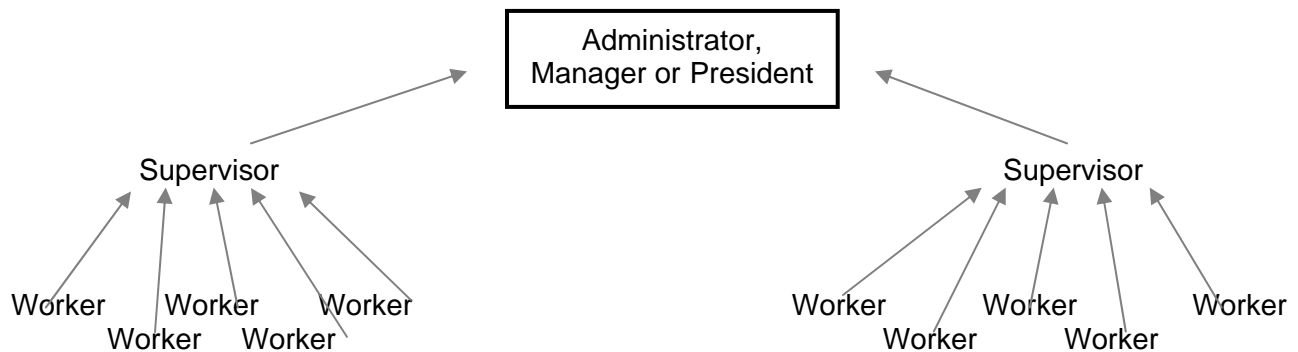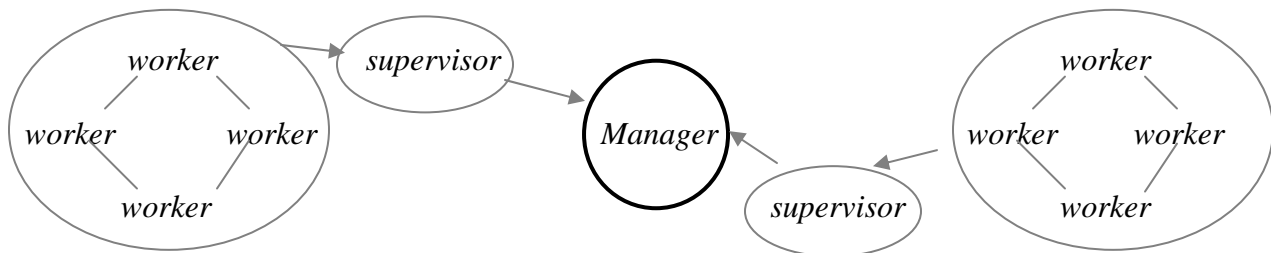- ☐ Adapts to organizational changes that occurs as result of economy

Formal

A traditional form of organizational structure is sometimes called the **chain-of-command**. This means that a worker or a supervisor answers to someone else, usually the next one above him on the chain-of-command. If an employee has a question or concern, it is appropriate for him to go to the person on the next level of the chain-of-command. It is not appropriate for an employee to skip over anyone except in extreme circumstances. Decision-making within a company or organization usually follows the same chain-of-command. The person at the top of the chain is responsible for all final decisions.

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                    Administrator,
                    Manager or President

        Supervisor                      Supervisor

  Worker   Worker   Worker      Worker   Worker    Worker
     Worker   Worker              Worker   Worker
```

A new type of organizational structure is built around **work teams**. It is sometimes called a "flat" organizational structure. Work teams are different from the traditional formal structure because the teams usually direct themselves. Sometimes the team leader will change from week to week so that everyone shares the responsibilities. In these cases, the team leader reports to a supervisor rather than each individual.

```
     worker     supervisor                        worker
 worker   worker              Manager      worker     worker
     worker                 supervisor          worker
```

Informal

Informal organizational structure also occurs in the workplace every day. Employees meet informally to exchange information. This can occur during breaks, over lunch or even during scheduled staff meetings. During these exchanges, workers are free to share ideas, suggestions or concerns with each other. It sometimes serves as a way of "letting off steam" but many times it creates ideas to take to supervisors. Informal structure is also a great place to learn from co-workers, especially older, more experienced workers.

☑ Demonstrates Quality Consciousness

Basic knowledge of how quality is achieved, one's role in contributing to quality,
and how and why continuous improvement contributes to quality

Shows concern for quality in one's work
☐ Demonstrates accuracy
☐ Explains one's role in quality control
☐ Recognizes when a work process needs improvement
☐ Recommends improvements to team or supervisor

Interacts appropriately with the customer
☐ Uses customer service protocol
☐ Identifies the customer's needs or problems
☐ Applies problem solving method, when appropriate
☐ Ensures customer satisfaction
☐ Seeks customer feedback for improving quality

Practices continuous improvement
☐ Accepts and uses constructive criticism
☐ Participates in quality training
☐ Participates in quality improvement activities
☐ Helps to minimize work costs, rework, or production time
☐ Encourages others to be conscious of quality
☐ Recognizes quality in others' work
☐ Understands industry standards
☐ Uses industry standards for improvement

Do Your Best Work

The quality of your work will have a great deal to do with the quality of your life.   ~Orison Swett Marden

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What does quality mean to you? Think about a time that you bought something of poor quality. Maybe you paid a lot of money for it (like a car) and it broke the next day. What did you do? Or, have you ever had poor service in a restaurant or at a help desk? How did you feel? Customers want reliable, good quality products and services. If they don't get them, they tell other people and the business suffers. For example, did you know that satisfied restaurant guests tell two people about good experiences? But guests who are not satisfied with service will tell four people about bad experiences.

Quality is important to keep companies in business. Most workplaces today require all workers to support **quality systems**. Quality systems guide the business and workforce in providing the best quality product and service for customers. They may have names like ISO 9001, Lean Manufacturing, or Kaizen. Quality systems involve:
- Documenting (keeping track of) performance and improvement.
- Customer satisfaction.
- Training.
- Quality products and services.
- Eliminating waste and reducing errors.
- Safety.
- Teamwork.
- Audits (or inspections) to ensure quality.

Quality systems provide **standards**, or **levels**, that must be met to ensure good quality. Standards help workers know what is expected and improve their job performance. An example of a standard may include something like the amount of time it should take to serve a customer in a restaurant. Another example is the accepted amount of waste or scrap lumber at a construction site.

Quality systems strive for the best product or service the company can provide. Notice that the word "perfect" is not used. Businesses expect that workers make mistakes from time to time. But that does not mean that workers should not strive to do their best at all times. Errors or mistakes can be extremely costly for a business. One researcher (Jeff Dewar) suggests that even a 99.9 percent quality record isn't good enough in some businesses. For example:
- 16,000 pieces of lost mail per hour.
- 20,000 incorrect drug prescriptions filled each year.
- 500 wrong surgical procedures performed every week.
- 22,000 checks deducted from the wrong checking account every hour.

Businesses that have quality systems in place provide training for their workers. If a company does not have a quality system, it is still important that all workers strive for quality. The next time you are at work, think about quality and your role in providing quality. Imagine you are your own customer—you want the best!

☑ Reads with Understanding

Reads and understands printed work-related information, including reading
to complete a task, locate specific information, or analyze information

Figures out new words and puts words in alphabetical (ABC) order

- ☐ Knows the sounds that different letters and letter combinations make
- ☐ Increases the number of words known by sight
- ☐ Uses context clues (uses the other words in the sentence or paragraph)
- ☐ Uses word structure (prefixes, roots, suffixes)
- ☐ Uses synonyms, antonyms, and words with multiple meanings
- ☐ Uses reference materials
- ☐ Identifies work-related vocabulary in different contexts
- ☐ Puts words in alphabetical order and finds alphabetized information or materials

Uses active reading strategies

- ☐ Identifies purpose for reading
- ☐ Previews text using text aids (headings, summaries)
- ☐ Predicts what text will be about and what information will be learned or located
- ☐ Selects appropriate rate and reading strategies for purpose
- ☐ Monitors comprehension (rereads and summarizes in own words)

Reads and interprets signs, symbols, abbreviations, and acronyms

- ☐ Identifies and explains the meanings of signs, symbols, abbreviations, acronyms
- ☐ Uses signs, symbols, abbreviations, and acronyms to understand text

### Demonstrates literal and inferential comprehension of text

- ☐ Identifies directly stated main ideas and details (examples, facts, descriptions)
- ☐ Figures out what is a fact and what is an opinion
- ☐ Identifies implied main ideas and details (makes inferences)
- ☐ Interprets figurative language (similes, metaphors)
- ☐ Analyzes author's bias, purpose, tone
- ☐ Analyzes and evaluates text and draws appropriate conclusions

Demonstrates knowledge of paragraph and text structure

- ☐ Identifies organizational patterns (sequence, cause-effect, compare-contrast)
- ☐ Uses signal words to aid understanding

Reads and interprets a document (table, schedule, graph, map, form)

- ☐ Locates and uses information in documents to perform tasks
- ☐ Understands instructions or directions that include conditionals and multiple steps
- ☐ Summarizes and compares information presented in documents
- ☐ Analyzes information from documents to draw conclusions or make decisions
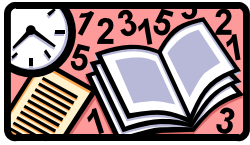
Before, During, and After Reading

*The process of reading is not a half-sleep…the reader must
be on the alert…and actively working to make sense of the text.*
~Walt Whitman

Most jobs require some reading. You may have to read manuals or computer screens. You may have to read to locate information or learn how to do something. Good readers don't just open a book or manual or map and begin reading. They don't rush into it without thinking about the task before they begin.

You can do specific things before, during, and after you read. These things will help you better understand and remember what you read. Use these "Before, During, and After Reading" strategies when you read at work and at home.

B = Before
Ask yourself:
- What do I need to learn from reading this?
- What do I already know that can help me understand this?
- Do I need to read slowly and work to understand everything? Or, do I need to scan to find a specific piece of information?
- Do I need to read the whole thing or only part of it for a specific piece of information?

D = During
- Make a picture (image) in your head of what you are reading.
- What is the author's purpose? To inform you? To persuade you?
- Notice how the text is organized. Is it organized into steps? In sequence or by time? Cause and effect? Evidence and conclusion?
- Monitor yourself! Try to recognize the signs that you do not understand what you're reading. For example, maybe your mind is wandering. Maybe you see a lot of words you don't know or recognize.
- Use fix-up strategies when you do not understand. Fix-up strategies include rereading, asking someone, or using a dictionary.
- Take notes, mark with a sticky note, or underline important information.

A = After
- Can you answer the questions you asked yourself before you read?
- Did you find the information you were looking for?
- Tell yourself or someone else what you have learned to check your understanding.
- Summarize in writing in your own words what you just read.
- Going over the information by writing or telling it to someone will help you remember it.

☑ **Writes Clearly and Concisely**

Writes work-related information and ideas for various purposes, such as
to write accurate and complete messages, documents or forms

Uses correct language usage, grammar, mechanics, and spelling in written work
- ☐ Correctly uses capital letters and marks of punctuation
- ☐ Correctly spells familiar words
- ☐ Approximates spelling of unfamiliar words
- ☐ Applies Standard English usage for verbs and pronouns
- ☐ Recognizes basic parts of speech

Demonstrates knowledge of basic writing concepts
- ☐ Identifies various purposes for writing
- ☐ Identifies various audiences for written work
- ☐ Uses a writing process (pre-writing, drafting, revising)
- ☐ Uses appropriate writing style for audience and purpose
- ☐ Writes a variety of complete simple sentences
- ☐ Writes variety of complete compound sentences
- ☐ Writes simple, organized paragraphs
- ☐ Uses descriptive language to convey shades of meaning
- ☐ Writes complex paragraphs, including stated and implied main ideas and details
- ☐ Applies basic organization and structure for clarity and accuracy (headings, parallel structure, references, quotations)

Adjusts writing style in a variety of situations
- ☐ Analyzes audience and purpose and uses appropriate style
- ☐ Writes accurate notes and messages for different audiences
- ☐ Completes simple documents and forms completely and accurately
- ☐ Completes complex documents and forms completely and accurately
- ☐ Writes accurate and complete reports, including relevant and important details

Uses proofreading skills
- ☐ Corrects errors in language conventions (subject-verb agreement)
- ☐ Corrects errors in grammar, syntax, punctuation, and spelling
- ☐ Uses appropriate resources to correct errors
- ☐ Revises materials to be concise, clear, and consistent

Use a Process

*I was brought up to believe that the only thing worth doing was
to add to the sum of accurate information in the world.*   ~Margaret Mead

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✍Prewriting

Identify your purpose and your audience.
- Decide if your purpose is to inform, explain details, or persuade.
- Will your document give new information? Will it review a policy? Will it remind the reader of a meeting or training?
- After you identify your purpose, think about your audience. Who is the reader – a coworker, supervisor, or client?

Gather and organize information and select a format.
- What does your audience need to know? Use the questions *who, what, when, where, why, and how* to determine the information you need.
- Gather the necessary facts. Select the most appropriate format to convey your information. It could be a report, memo, manual, or letter.

✍Writing

Write a draft.
- Put your thoughts and information on paper.
- You may put them in sentences and paragraphs, outlines, or sections.
- You may be writing them on a form, such as a memo or logbook.
- Don't be concerned about spelling, punctuation or grammar in this step.

✍Editing

Review, rewrite, and proofread.
- Read your draft to see if you have included important points.
- Look for sections that may be unclear.
- Rewrite any parts that are unclear.
- Add any information that is missing.
- Proofread to check for errors in spelling, punctuation and grammar.
- Repeat until your message is clear and concise.

☑ Listens with Understanding
Comprehends, analyzes, and interprets orally presented
communications, messages, and directions on familiar and unfamiliar topics

Uses active listening skills
☐ Has a definite purpose for listening
☐ Does not inappropriately interrupt speaker
☐ Relates what is presented orally to one's prior knowledge
☐ Shows attentiveness through nonverbal or verbal behaviors (eye contact, facial expressions, gestures, pauses, and distance)
☐ Uses intonation, rhythm, and stress to determine speaker's intent
☐ Asks questions for clarification
☐ Asks pertinent questions

Demonstrates comprehension of verbal message, conversation, or other communication, including when speaker is not physically present (such as on the telephone)
☐ Accurately puts into own works what was presented, including relevant details
☐ Follows oral instructions
☐ Modifies a task based on changes provided in oral instructions

Analyzes information that is communicated orally
☐ Identifies the main idea
☐ Distinguishes fact from opinion
☐ Distinguishes relevant from irrelevant information
☐ Analyzes information (relevance to issue, author's purpose and point of view)
☐ Asks probing questions
☐ Identifies types of arguments (causation, authority, analogy)
☐ Identifies fallacies
☐ Evaluates orally presented information and draws appropriate conclusions
☐ Makes a judgment about information when appropriate

Pay Attention…Question…Restate…

Most of the time we don't communicate, we just take turns talking.
~Dr. Robert Anthony

When we listen, are we *really* listening? Or, are we thinking about something else or what we're going to say next? Listening is an important skill in all jobs, but it is more important in some jobs than others. Many workers spend half their day listening—that's four hours in an eight-hour workday. But, studies show that they only "hear" at about a 25% efficiency level. That means they pay close attention and understand only about one-fourth of what they hear. You can increase your listening efficiency by using the "PQR" Strategy.

P = Pay Attention
- Give the speaker a chance to express what he or she wants to say.
- Show you are a good listener and that you are interested.
- Make eye contact and use good posture. This shows responsive listening.
- Take steps to get rid of distractions (mental or physical)! For example, you may move closer to the speaker if you cannot hear.
- Facts + emotions = the meaning of the message. Curb your own opinions at first. Don't pre-judge the speaker based on physical appearance or any other reason. Don't decide a speaker is wrong before hearing what he or she has to say.
- Try to keep your stress level low. When it is high, you may react to bits of the message instead of capturing the whole message.
- Focus on <u>receiving</u> details: Who, what, where, when, why, and how?

Q = Question
- People aren't always able to clearly communicate what is important to them. Good listeners ask questions to help clarify what the speaker is trying to say. Use questions like:
- Can you give me an example?
- What would happen if…
- What are strengths of…
- Which of these …(facts or things) is most important?
- How does ….affect…

R = Restate
- Acknowledge what the speaker has said.
- Restate in your own words what you believe was said. Ask if you have correctly understood.
- Ask yourself: *What do I need to do with this information?*
- Ask yourself: *Can I explain this to someone else?* If not, you probably didn't fully understand or remember everything that was important.

☑ **Speaks Clearly and Concisely**

Expresses ideas and information orally in a clear and understandable manner
while sustaining interest and attention

Demonstrates knowledge of basic concepts about effective speech

- ☐ Identifies audience and purpose for communicating
- ☐ Organizes and paces speech to help the listener understand the message
- ☐ Uses correct grammar, appropriate tone, and clear enunciation
- ☐ Uses appropriate nonverbal behaviors (e.g., eye contact, gestures, distance)
- ☐ Determines listener's understanding by observing verbal and nonverbal cues
- ☐ Monitors and adjusts language to the level of formality required
- ☐ Responds appropriately to listener feedback

Participates in basic conversation, discussion, or interview

- ☐ Uses appropriate conversational techniques and behaviors (asking and answering questions, including others in conversation, volunteering information)
- ☐ Participates in discussion, asking and answering questions and volunteering information, as appropriate
- ☐ Responds appropriately to others' requests, questions, criticisms, or praise

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Asks questions to obtain or clarify information

- ☐ Asks for basic assistance or information
- ☐ Asks clarification questions
- ☐ Repeats information for clarification
- ☐ Uses questioning strategies to monitor comprehension
- ☐ Asks probing questions to obtain more information

Uses persuasive and explanatory language effectively

- ☐ Uses appropriate language structures to convey messages (description, narration, comparison, explanation, justification, prediction)
- ☐ Reports activities and factual information accurately, logically and concisely
- ☐ States a personal opinion or particular point of view clearly and effectively, including supporting argument
- ☐ Teaches others how to perform a task (explains steps or gives directions)

Notice What You Say and How You Say It

Life is not so short but that there is always time for courtesy.
~Ralph Waldo Emerson

Most jobs require some kind of speaking, either to people within or outside of the company. Speaking at work ranges from:
- informal, such as chatting with co-workers at lunch; to
- somewhat formal, like describing a critical incident to a supervisor; to
- formal, such as making a presentation to a large group of new people.

Did you know that speaking in public is the number one fear of most Americans? Speaking clearly and with confidence is not taught in most schools. But you CAN greatly improve your speaking skills with practice. The two strategies below will help you get started.

Know Your Audience

Common audiences at work are:
1. Customers. You might make small talk with guests. You might provide services, like giving directions or dealing with complaints.
2. Co-workers. You might explain to a coworker how to do a task or use a piece of equipment. Or, you may just socialize with others during a break.
3. Management. You might discuss work policies or procedures. Or, you may go to management with a problem or concern.

Think before you talk. Consider the audience and level of formality. Then adjust what you say and how you say it. In all cases, make your message clear, direct, and with respect. Make the listener comfortable. Avoid gossip or griping. Focus on the situation or problem, not the personalities of other people.

Know Yourself

Sometime emotions creep into interactions even when you don't expect it. Your voice may get louder as you get angrier. Here's an example to show how easy it is to change a message by changing your voice and emphasis.
- Mary is meeting with her staff. (Say it loud and fast.)
- Mary is meeting with her staff (Say it in a whisper.)
- Mary is meeting with HER staff (Emphasize the word "her" and use a sarcastic voice.)

What message did you communicate each time? How did your message change?

You can also show both positive and negative emotions in nonverbal ways. You can slouch or use good posture. You can have a blank look or show genuine interest. You can smile or frown. Notice your daily communications. Notice when your voice and body language communicates what you want to say and when it does not. Think about what you noticed. Ask yourself: Was my message clear and direct? Did I say what is most important? Was my pace too fast or too slow? Did I use assertive language rather than weak language (phrases like *kind of*, *sort of*, *really*, or *a little*). Finally, review the competency list on the previous page. Identify one aspect of speaking that you want to practice and improve.

☑ **Applies Mathematical Operations, Concepts, and Reasoning**
Understands and uses math functions, concepts, and reasoning to
complete work tasks and solve problems on the job

Computes using whole numbers, fractions, decimals, and percentages
☐ Identifies, classifies, writes numeric symbols as numerals and words
☐ Counts and associates numbers with quantities, including correct sequence
☐ Identifies the values of whole numbers, fractions, decimals, and percentages
☐ Adds and subtracts whole numbers, fractions, decimals, and percentages
☐ Multiplies and divides whole numbers, fractions, decimals, and percentages
☐ Interprets and uses numbers involving dates, time, and temperature
☐ Recognizes, interprets, and uses numbers, decimals, and fractions for currency

Measures accurately
☐ Identifies, interprets, and uses problem solving tools for measurement (rulers, scales, gauges, dials, calculators, and computers)
☐ Recognizes, measures, and uses linear dimensions
☐ Recognizes, measures, and uses geometric shapes and sizes
☐ Recognizes, measures, and uses distance, weight, area, and volume
☐ Interprets use of numbers in documents and in various settings

Estimates
☐ Estimates results without a calculator prior to making calculations
☐ Uses estimation to check the reasonableness of an answer

Uses math documents
☐ Interprets charts, graphs, schedules, tables, diagrams, blueprint
☐ Constructs charts, graphs, schedules, tables, and diagrams

Applies math concepts to understand and solve problems
☐ Identifies key words to determine problem-solving operations
☐ Identifies and interprets basic algebraic functions, patterns, and formulas
☐ Identifies and interprets basic geometric functions, patterns, and formulas
☐ Interprets basic statistical data (e.g., mean, median, mode, percentile)
☐ Generalizes and applies results and methods in a variety of math contexts

Math – Guess and Check

What you get by reaching your destination is not as important as what you __become__ by reaching your destination.

~Dr. Robert Anthony

Good math problem solvers ask, "Does my answer make sense?" Estimation is a method you can use to predict what your answer will be. When you estimate, you round numbers to make them easier to work with. For example, $9.98 can be rounded to $10. You use the rounded numbers to quickly get an approximate answer, an answer that is close to the actual answer. If your solution isn't close to your prediction, you have a pretty good clue that you have done something wrong. But if it is close, it is probably correct.

Guess
Try this example:

A customer pays for 3 bags of pretzels with a $10 bill. Each bag costs $0.89. How much change should the customer receive?

a. $12.67
b. $ 7.33
c. $ 9.11
d. $ 2.67

First, you would estimate that each bag of pretzels costs *about* $1, so together they would cost *about* $3. Subtract $10 - $3 = $7.

You have figured that the customer should get *about* $7. Which answer is closest to $7? The answer choice closest to that is choice b. $7.33.

Check
Now solve the actual problem.

Step 1: $0.89
x   3
$2.67

Step 2: $10.00
- 2.67
$ 7.33

Remember
Estimation is a good strategy to quickly arrive at an answer that should be close to the actual answer. It is a good strategy to check your answer to see if it is close to your estimate. It is not a good strategy to use when you have to give someone an exact answer right away.

☑ Observes Critically

Notices, analyzes, and responds to visual information,
especially in irregular or unusual situations

Sets purpose and strategies for observing

- ☐ Identifies what is to be observed
- ☐ Establishes purpose and goal for observation
- ☐ Selects appropriate strategies, methods, materials needed for observation
- ☐ Determines the best time to observe, if applicable
- ☐ Determines the amount of time needed to get an accurate observation
- ☐ Predicts what information will be obtained through observation

Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental)

- ☐ Sustains focused attention
- ☐ Attends to available cues to aid comprehension
- ☐ Selects and attends to important information and details
- ☐ Discriminates important from irrelevant or distracting information or details
- ☐ Discriminates flaws, problems, or defects and unusual or abnormal occurrences
- ☐ Integrates information with prior knowledge
- ☐ Monitors observation and adjusts strategies, as needed

Interprets information obtained through observation

- ☐ Analyzes accuracy, bias, and usefulness of observations
- ☐ Identifies if-then or cause-effect relationships
- ☐ Visualizes and explains how detail/s fit into big picture

Verifies and documents observation

- ☐ Asks questions or uses resources to clarify information, when appropriate
- ☐ Communicates observations to others, when appropriate

Eyes on the World
Accept nothing without examination. Reject nothing without consideration.
~Dr. Robert Anthony

Almost all jobs require workers to observe what goes on in the workplace, especially when something unusual happens. For example, workers have to describe important or critical incidents, notice flaws in products, or detect slight clues when a customer has a problem.

But, if you have ever watched Court TV or crime shows, you probably know that five eyewitnesses can describe the same event in five different ways. Many things affect the way we observe what goes on around us.   This tip sheet will help you begin to explore why this is so. It will also help you improve your skills for observing critically in the workplace environment.

Let's begin with a rule of thumb: **Observations are different from interpretations**. An observation is what you have seen or heard. An interpretation is what you think or feel about it.

Observations
1. When we observe, we first **perceive** what is experienced by our senses, especially by sight and sound. We can't be aware of everything in our environment, so we choose or select what we perceive. In the workplace, this means we need to know what we should pay close attention to and that varies from job to job. For example, retail store clerks are trained to pay attention to a suspicious person's physical appearance. They may need to describe him later. Human service workers may have to watch for specific behavior changes in clients.
2. We also **organize** what we perceive. We look for patterns—what is unique or new, the same or different, and what just doesn't look right.
3. It is sometimes helpful to **verify** what we have observed. That means we tell another person what we observed and see if his or her observation is similar.
4. Use **memory** strategies to help remember what you observe. For example, try to make a mental picture or "snapshot" of what you observed. Pay attention to details and write them down as soon as possible. Memory can be affected by stress so try to stay calm.

Interpretations
Some jobs require that you interpret what you have observed. That means you go beyond **what** you saw or heard and think about **why** and **how** it may have happened. You analyze the situation and describe what you think or feel about it. For example, compare the following. *"The man was wearing a blue ski mask and was about six feet tall."* This sentence is an observation. *"The man seemed suspicious when he walked in; he was nervous and I knew he was up to no-good."* This sentence is an interpretation.

People interpret what they observe in different ways. We view the world differently, so it is important to know how observation skills are important in your workplace and practice them often.

☑ **Uses Technology**
Selects and effectively uses basic technology to perform work-related tasks

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Uses common workplace technologies
- ☐ Demonstrates correct use of telephone and voice mail features
- ☐ Demonstrates correct use of telecommunications technologies (fax machine)
- ☐ Demonstrates correct use of calculator, photocopy machine, cash register

Demonstrates basic computer operating skills
- ☐ Identifies and explains functions of computer and peripherals (printers, speakers)
- ☐ Demonstrates how to use on/off buttons; checks connections, if necessary
- ☐ Makes adjustments as necessary (screen, keyboard or mouse placements)
- ☐ Inserts disks (floppy, CD, zip) correctly
- ☐ Maneuvers the mouse and performs basic functions (click and drag)
- ☐ Demonstrates keyboarding and typing skills
- ☐ Performs basic maintenance (saving to disk or deleting old files)

### Uses basic software applications and programs
- ☐ Creates and saves documents/ files
- ☐ Retrieves, edits and resaves documents/files
- ☐ Navigates through programs, screens, or data fields
- ☐ Enters data in appropriate fields
- ☐ Uses special features (font, spell-check, copy/paste)
- ☐ Prints a document/file
- ☐ Finds and applies information in help menu or manual

Uses email software
- ☐ Creates, sends, opens, and saves new messages
- ☐ Replies to and forwards messages
- ☐ Attaches documents
- ☐ Creates folders or mailboxes to save messages
- ☐ Explains and uses email etiquette
- ☐ Joins and participates in electronic discussion groups (listservs)

Uses Internet browser
- ☐ Selects and opens an Internet browser
- ☐ Opens a location using a URL or web address
- ☐ Navigates through sites using links and back/forward buttons
- ☐ Sets and uses bookmarks
- ☐ Chooses and uses a search engine
- ☐ Evaluates search results for quality, reliability, bias, and accuracy

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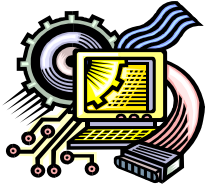
Technology…It's a Whole New World
The trouble with the future is it usually arrives before we're ready for it!
~Arnold Glasow

Technology is available to more of us and more quickly than ever before. In the past it took more than 20 years for most Americans to own new technologies, like the telephone or television. More recently, it only took five years for 98 percent of the population to have VCRs in their homes! Technology has also changed the pace of our lives. We can buy things online and have them delivered without ever leaving home. We can communicate with others around the world and find huge amounts of information in an instant. This amount of information is doubling every year!

Look up the word "technology" in a thesaurus. You will find the following words: machines, tools, computers, equipment, knowledge, and expertise. In short, technology is more than computers. It's also *knowing about* and *using* computer-controlled equipment, machines and tools. The fastest growing occupation is computer specialist. And, there are not enough trained people to fill those jobs. You can greatly increase your ability to get better jobs if you increase your technology skills.

Learn More

How do you know what technology you will need to use? What skills are needed? To determine this, you need to find out which technologies are necessary for certain jobs. Most workplaces use telephones (may include voice mail or answering machines), photocopiers, fax machines, calculators, and computers – especially to enter and compile information or data.
Retail stores have computer-controlled cash registers with touch screens and scanners. Many have anti-theft devices and security cameras. Manufacturing companies produce goods with computer-guided and computer-controlled systems. The computer-controlled equipment manufactures the product. The workers monitor the information on the computer screen and make adjustments as necessary.

Many job openings require workers who can set up and safely operate machines and technical systems. Go to the O*NET website at online.onetcenter.org.
1. Click on Skills Search and scroll down to #4: Technical Skills. Notice that many of the skills are related to repairing, fixing, or maintaining computers, equipment, and machine errors.
2. Now, go back one screen and click on Occupations Search.
3. Select the "Computers" job family to see various job titles in the computer industry.
4. Click on Summary for Computer Support Specialists and you will see examples of job tasks, skills, knowledge, and values for this specific job.

Build Your Skills

After you read this tip sheet, work with your instructor to set two goals. First, learn one new thing about computers. Look at the competency list on the previous page. Which competency can you improve or learn? Second, set a long-term goal to take at least one course in the next few months that will teach you a new computer application or skill. Work with your instructor to learn where, when and how you can take a course or class.

☑ Locates and Uses Resources

Identifies, selects, and allocates resources, such as information, time, people, money, references, equipment, tools, and materials

Identifies resources

- ☐ Identifies one's purpose and need for resources
- ☐ Determines potential sources for gathering resources
- ☐ Establishes an efficient system for accessing resources

Gathers and organizes resources

- ☐ Estimates amount and variety of resources needed
- ☐ Chooses resources consistent with a specific task or purpose
- ☐ Prioritizes resources based on task, purpose, complexity and time factors

Evaluates resources

- ☐ Determines if amount and variety of resources are appropriate
- ☐ Compares effectiveness/reliability of resources
- ☐ Seeks feedback from others to determine reliability of resources
- ☐ Determines possible outcomes using selected resources

Uses resources

- ☐ Establishes efficient system for monitoring effective use of resources
- ☐ Allocates resources based on analysis
- ☐ Integrates resources to complete job tasks
- ☐ Monitors use of resources
- ☐ Revises resource allocation plan based on feedback and monitoring

Are You Resourceful?

We have become so enamored of our tools that we are tempted to use them simply because we can.   ~C.L. Uline

The things we use to do our jobs are called RESOURCES. Get to know your resources on the job. Know what and where they are. Resources at work can include:

- **Time.** Workers have to plan their workday. They may also make work schedules for other staff. They may have to predict when to order new materials or inventory. Using time wisely helps workers stay organized, meet deadlines and not waste time on the job.
- **Money.** Most workers have to stay within budgets. For example, they plan and use a certain amount of money within a certain time period. They predict future amounts of money they will need for jobs or tasks.
- **Information**. Many jobs require workers to know how and where to get information to complete work tasks. Information resources include reference books, manuals, company reports, videos, or the Internet.
- **Materials.** Material resources include raw materials. For example, ordering and stocking the right lumber is important in construction. In restaurants, raw materials may include sugar or cooking oil needed to make the dishes on the menu. Material resources may also include supplies like pens, pencils, paper, etc.
- **Equipment, facilities, and tools.** Workers often have to identify the specific equipment or tools they will need for a certain job. They may have to plan when they will need these resources and reserve them. Some workers select resources then take them to use on the job.
- **People.** People are often the most important resource workers have. They may be people within or outside of the company. Some companies have human resource departments. They help workers do the best job they can for the company. They also make sure the employer provides the things workers need to do a good job.

Know What You Need

When using resources on the job, *know what you need*!! This may sound simple, but it's important. It may take awhile at first. Part of your work process may be to figure out what resources you need. But, if you know your purpose, you can choose the right and best resource for the job. That means you have to make judgments about the quality, accuracy, and reliability of your resources.

Manage Wisely

Look at the quotation at the top of the page. How do you think it relates to resource management? Workers can waste resources if they use them simply because they are there or they want to try them out. Remember to use your resources wisely now. Plan ahead so you have what you need for the future.

☑ Lifelong Learning Skills

Core foundation skills that enable one to reach realistic learning and employment goals through lifelong learning opportunities

Knows how to learn

- ☐ Sets clear and realistic learning goals
- ☐ Seeks opportunities to update skills
- ☐ Demonstrates persistence when learning is difficult
- ☐ Identifies learning strengths and weaknesses
- ☐ Identifies learning styles and preferences
- ☐ Identifies and uses study strategies
- ☐ Identifies and works to remove personal barriers to learning
- ☐ Uses memory aids (notes, tape recorder)
- ☐ Explains connection between education and employment
- ☐ Explains importance of lifelong learning
- ☐ Reflects on what was learned

Applies skills in new contexts

- ☐ Shows willingness to apply new skills and knowledge
- ☐ Explains the process of applying new skills in different contexts
- ☐ Works with co-workers to apply new skills and knowledge on the job
- ☐ Reflects on one's abilities to transfer new skills and knowledge

Manages change

- ☐ Displays flexibility
- ☐ Accepts new or changed responsibilities
- ☐ Accurately describes how change at work affects stress levels
- ☐ Accurately describes recent changes in the workplace
- ☐ Accurately describes anticipated/possible future changes
- ☐ Reflects on how change may affect one's job
- ☐ Develops plan or career path to adapt to change
- ☐ Makes wise self-directed learning choices

Never Stop Learning

Ever since I turned a hundred, life has been busy.
~George Dawson

Change is something we experience throughout our entire lifetime. It is a constant, both within and outside of ourselves. Periods of change can be stressful, but they can also present new opportunities. People who plan for change are more likely to adapt and make change work in their favor.

Some people predict that the current workforce can expect to change jobs or careers more than ten times during their working years. Also, the world of work and the kind of work we do is changing at a rapid pace. It is more important than ever to visualize a career over a long period of time, rather than current job placement. Focusing on a career means looking for opportunities and planning for the future. As the old saying goes: *You can do nothing and let change happen to you. Or, you can look for opportunities and make change work for you.*

Opportunities to Learn

Most communities offer an array of training and education opportunities. Talk with the staff at you education program. Visit your local one-stop center (CareerLinks in PA) to learn more about education and job training programs and the various ways to learn more about the world of work.

- **Career Awareness**: Employers and employees come to a program and explain work in their industry. Or you can attend career fairs or career days where you can talk with people about education and work opportunities. Tour worksites.
- **Career Exploration**: Follow an employee on the job (job shadowing); or, follow different employees throughout the day to get the big picture of the different types of jobs and responsibilities in various positions and industries.
- **Career Preparation**: Internships.
- **On-the-Job Training.**
- **Career Ladders or Career Paths** – long-range planning for career growth to better jobs and higher pay (see an example on the next page).
- **Apprenticeship** programs provide training and skill-building with an experienced employee and are usually offered through technical training institutes. You may be paid while you apprentice. **Mentoring** is a more informal way to learn from experienced employees.
- **Higher education** includes community colleges, colleges, and universities.

Certifications and Degrees

Research tells us that adults with certifications or degrees earn more than adults who do not. Clearly, it is a benefit to consider lifelong learning opportunities that lead to credits, certifications or degrees. Courses or classes that give credit (and may apply to certification or degrees) are a great way to explore different career areas without a firm commitment. If you do have a firm commitment and career plan, certification programs and associate degrees teach what is necessary to enter a specific occupation or job, such as Retail Sales Certification or Automotive Mechanics Certification. For higher education, financial aid is available based on need, income, or merit and academics. It includes loans, scholarships (have to be repaid), grants (don't have to be repaid), and work-study jobs (earn money on or off campus while you go to school).

Healthcare Worker Career Ladder

Nursing Supervisor

Floor Head Nurse

Registered Nurse (RN)

Licensed Practical Nurse (LPN)

Certified Nurse's Aide (CNA)

Hospital Volunteer