

Desired Workplace Qualities		Core Competency: C15	Level 2, Intermediate
Understand what employers expect of employees			
Time to complete: 180 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of desired worker qualities.</li> <li>2. Name at least five qualities that employers expect from their employees.</li> <li>3. Demonstrate an understanding of desired worker qualities.</li> </ol>		
<b>Cross Competencies</b>	G41 Apply critical thinking skills G46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations. G49 Provide constructive feedback G50 Negotiate solutions to conflicts G51 Demonstrate politeness and civility G52 Demonstrate an ability to adapt to people and situations G53 Exhibit work ethics and behaviors essential to success G55 Apply the problem solving process to complex problems G58 Demonstrate integrity and honesty in dealing with internal and external customers.		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2 and 5 Workplace Competencies: Content Standard 1, 2 and 3		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>		<b>Other Supplies Required</b>	<b>Supplemental Resources</b>
<ul style="list-style-type: none"> <li>• C15L2HO1 Workplace Qualities</li> <li>• C15L2HO2 Workplace Ethics and Values</li> <li>• C15L2WS1 Job Readiness Self Assessment</li> <li>• C15PP1 Workplace Ethics and Values</li> <li>• C15L2ACT1 Ethics and Values Case Studies</li> <li>• C15L2ACT2 Create a Comic Strip</li> <li>• C15L2WQ1 Social Networking</li> </ul>		<ul style="list-style-type: none"> <li>• Power Point projection</li> <li>• Copies of Dilbert Comic Strips (pdf or examples included)</li> <li>• Tools for anticipatory set</li> </ul>	

MCA	Portfolio Project	Guest Speakers	Program of Work
		Invite an employer panel to discuss company policies including reasons why workers lose their jobs.	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	Employers, in the past, looked for employees who had specific job skills--pipe welding, bookkeeping, word processing, etc. These skills can still help a person get a job--but in order to keep that job he or she must understand what employers expect of employees. Today's employers increasingly want employees who have basic workplace qualities--interpersonal skills, teamwork skills, oral communication skills, flexibility, leadership skills, ability to follow directions and learn, analytical skills, positive work habits and attitudes, basic computer skills, etc. They also want employees with positive personal characteristics--honest, motivated, self-confident, flexible, strong work ethic, enthusiastic, cooperative, etc.	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• Set up for Power Point</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
<p><u>Anticipatory set</u></p> <ol style="list-style-type: none"> <li>1. On a table at the front of the room (or in pictures on the interactive board or projection screen), have 10 tools displayed for students. The tools should be 2 sets of 5 tools, i.e.: 2 hammers, 2 metal bowls, 2 blankets, 2 different work boots, 2 writing utensils. Each pair should have discernible differences: the two hammers could be a ball-peen and a sledge, or a fiberglass handled hammer and an old wood handled hammer.</li> <li>2. Working in small groups, have students come up with a list of necessary skills for the tool. i.e.: hammer—strong, head has to be hard, handle secure.</li> <li>3. Then ask students to select which tool they would prefer, and a reason why. i.e.: prefer the fiberglass handled hammer because it is newer and appears more safe. Students may be able to clarify the job need and then what tool is preferred. i.e.: If you are shaping a sheet of copper the ball-peen hammer is preferred, if you are pounding a stake the sledge hammer would be preferred.</li> <li>4. Discuss student responses. Allow students to question and defend the choices of each group. Guide students in their debate by coaching them to start their discussion by saying: “I agree with your choice because...” or “I disagree with your choice because...”</li> <li>5. Ask students whether their choices are based on fact or opinion.</li> </ol>		

6. Ask students how this exercise relates to the selection of employees. Possible threads:
  - The particular use of an employee may dictate which person would work best
  - Appearances can make a difference even if both tools (or employees) can perform the same function
  - Trying out a tool (or a trial period for an employee) may be the best way to determine if it fits the job
7. Distribute [C15L2HO1 Workplace Qualities](#). Review information with the students. Relate the qualities back to your discussion in the anticipatory set
8. Distribute [C15L2WS1 Job Readiness Self Assessment](#). Review directions with students. You may want students to complete pages 1 and 2 of the activity, and wait to complete activity 3 until after discussion.
9. Review student answers and ideas for improvement.
10. Ideas for discussion:
  - a. How do employers evaluate these qualities in the hiring process
  - b. What can you do to prove these qualities in a tangible way?
  - c. Once hired, how do you show these qualities?
  - d. Which of these qualities would be most important in your chosen career path? Why?
  - e. Does it matter if you exhibit/practice these qualities in everyday life? Is it OK to lack these qualities at home or school and only practice them at work?
11. Distribute [C15L2HO2 Workplace Ethics and Values](#) or use Power Point [C15L2PPT1 Workplace Ethics and Values](#). Review information.
12. Discuss scenarios.
13. Distribute [C15L2ACT1 Ethics and Values Case Studies](#). Break students into groups, and instruct groups to read and discuss the case scenarios.
14. Review group responses. What feeling or cue do students get when they have an ethical or value conflict in their own lives? (One professor suggested if you wonder if it's the right thing to do, that's your conscience yelling at you to stop and think) What should a student do if he/she has an ethical dilemma at work? Who are people the students can trust to guide them when these dilemmas arise?
15. Discuss the importance of these "intangible" qualities employers seek in employees, and how a prospective employee can help to convey these qualities in an interview.
16. Distribute [C15L2ACT2 Create a Comic Strip](#). Print out Dilbert Comics as examples for the class. Have students complete activity.

	<p>17. Distribute <u>C15L2WQ1 Social Networking</u>. Review directions and expectations.</p> <p>18. Allow students time to complete the activity.</p> <p>19. Discuss student responses to the WebQuest.</p>	
<b>Assessment</b>	Completion of Self Assessment, Case Studies and Comic Strip	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Invite an employer panel to come to classroom to discuss company policies and procedures, including reasons why workers lose their jobs.</li> <li>• Before beginning this unit, have each student list what he/she thinks are the five most important qualities or characteristics of a good worker. Refer back to this list after the assignments have been completed. Was the original list complete? Or did the students identify additional characteristics of a good worker?</li> <li>• Have students write their definitions of a couple of the words associated with “work values and ethics” and share them with the class.</li> <li>• Have the students relate an experience where their values conflicted with the values of another person and how they resolved the conflict. Or, they could relate the conflict of their values with something they have been asked to do.</li> </ul>	