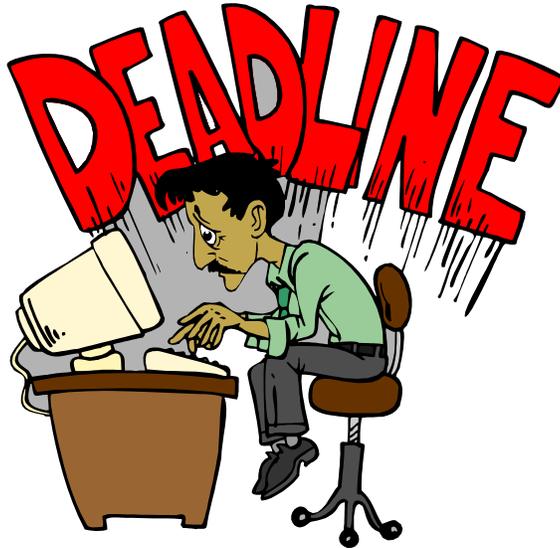


“THIS IS DUE WHEN?”



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.70

COMPETENCY: Demonstrate a commitment in completing work assignments accurately and in a timely fashion.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate a commitment in completing work assignments accurately and in a timely fashion.



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INTRODUCTION

- Ask the following questions:
 1. How can you be a dependable worker?
 2. How does stress affect your ability to be dependable?
 3. What can you do to stop procrastination?
 4. How can you effectively plan your time at work?
- We will address these questions and many others as we complete this module entitled “This Is Due When?”

Administer Pre-Assessment

OUTLINE

- A. Company productivity
1. All businesses are concerned with productivity.
 2. Productivity is the amount of work you produce within a certain time limit. Based on a time element of one hour, your supervisor can measure how much you are producing in a day, week, or month.
 3. Learning time management skills will help you improve your productivity at work. Time management means accomplishing the things you must get done within the time available.
 4. Along with productivity, businesses are concerned with providing higher quality goods or services. Products and services must continually be improved to meet the particular needs of customers. As a result, you will be expected to take responsibility for finding ways to improve the company’s product or service. Your increased work contribution will cause

your co-workers, supervisor, and employer to recognize you as a valuable employee.

5. Today more than ever, employees are expected to be responsible for finding ways to improve the quality of company goods or services. Customers are constantly looking for new or improved products or services that meet their needs. There is competition from all over the world to supply up-to-date products and services.
6. Your company must find ways to be competitive in the world market. Your ideas for making improvements will be welcomed by your supervisor.
7. Examine what you do to see if there is a better way to perform your tasks. Learn to use new technology. New procedures, tools, machines, computers, robots, programs, and production systems are part of a high performance workplace.
8. Can you learn a new skill or task to improve the process? Continue to acquire computer knowledge. You'll never know enough. Those who use computers at work earn 10-15 percent more than people who do not. Employers want workers who are comfortable with technology.
9. As an employee, you will be responsible for working efficiently for maximum productivity.
10. By completing your work on time, you show concern for company productivity. The company does not want you to waste time or materials. You also should not waste co-workers' work time. Do your own share of tasks necessary to complete a company team project on time.
11. Make saving time a habit. By working efficiently, you keep company costs down.
12. Keeping costs down allows a company to increase its profit. Profit is the money a company has left over after its costs are paid. Profit is what keeps a company in business!

COMPLETE LEARNING ACTIVITY H.70-1
“PRODUCTIVITY SELF-EVALUATION”

B. Evaluating your productivity

1. As an employee, you should make every effort to become more productive, which requires you to continually evaluate what you do and how well you do it.
2. Highly productive workers are committed to improving both the volume and the quality of their work. They continually look for new routines to improve work tasks. They improve their skills.
3. You can develop these habits. Make small changes, one step at a time. Small changes add up to big results.
4. Honesty and self-discipline are needed. By evaluating your own work, you can avoid costly mistakes for your company and pinpoint potential problem areas to improve.
5. Employees who identify and solve problems themselves are highly valued.

C. Proving your dependability

1. Being dependable means showing others that they can depend on you to fulfill your obligations, work cooperatively with others, and contribute to achieving collective goals.
2. Dependability implies being responsible – actively **responding** to people and situations that need attention. It implies keeping commitments, and not letting others down.
3. Proving to others that you are a responsible, dependable employee doesn't happen overnight. It requires consistent positive action.
4. One of the fastest, most effective ways to prove your dependability is to always do a little more than is expected of you. Give a little more, a little faster, a little better.

D. Be someone who can “take care of it”

1. The more tasks you can “take care of” in a job, the more valuable you become.
2. Look for opportunities to develop related skills that can be used in situations other than the ones that come up in your regular job.
 - a. For example, if your current job is to do billing, see what you can learn about other office procedures, such as ordering and scheduling.
 - b. If you drive a delivery truck, learn how the warehouse is organized.
 - c. If you work in retail sales, find out about inventory control and the responsibilities of your company’s buyers.
3. Be a team member who can play different positions in the game. Then, when someone is needed to fill in, let your supervisor know that you can “take care of it.”

COMPLETE LEARNING ACTIVITY H.70-2
“DEPENDABILITY”

COMPLETE LEARNING ACTIVITY H.70-3
“CASE STUDY—AMY”

COMPLETE LEARNING ACTIVITY H.70-4
“WORK-BASED SUGGESTIONS”

E. What is procrastination?

1. Procrastination seems to be to make our life more pleasant but instead it almost always adds stress, disorganization, and frequently, failure.
2. You want to achieve some outcome, usually something you and others value and respect—“I’ve got to start.”

3. You delay, briefly thinking of real and imagined advantages of starting to change later—"I'll do it tomorrow when I don't have so much to do."
4. You delay more, becoming self-critical—"I should have started sooner"—and/or self-excusing—"I really couldn't have left the party early last night. My best friends were there."
5. You delay still more, until finally the task has to be done, usually hastily—"Just get it done any old way"—or you just don't have time—"I can't do this!"
6. You berate yourself—"There is something wrong with me"—and swear never to procrastinate again and/or you discount the importance of the task—"It doesn't matter."
7. You repeat the process almost immediately on other important tasks.
8. The wisest course of action would be to simply do the unpleasant task as soon as possible while you have enough time to do the job right and get it over with.
9. But we put it off. Why? There are many possible reasons:
 - a. We feel good about setting goals and declaring that we are going to change or succeed "sometime,"
 - b. By procrastinating we shorten the time we actually have to work on the task, and
 - c. Much of the time we avoid the unpleasant task altogether.
10. Discipline is...do what has to be done; when it has to be done; as well as it can be done; and do it that way every time. (Bobby Knight)
11. Actually, procrastination is an attempt to cope with our emotional reactions.

12. What are these emotional reactions?
 - a. Fear of failure or success (this includes panic when we set impossible goals)
 - b. Anger (this includes rebellion against control)
 - c. Dislike of the work that needs to be done
 - d. Depression (and failing due to procrastination can depress us)

F. How to stop procrastinating

1. Reduce your fear of failing by:
 - a. Seeing that your worth is not totally determined by an assignment at work, at home or in school
 - b. Having alternate plans B and C for succeeding, in case plan A doesn't work, and
 - c. Using self-talk, such as "If I fail, it won't be awful; I can do this."
2. Keep a record of your avoidance of important tasks: What excuses were used? What thoughts and feelings did you have? What was done instead of work? What was the outcome?
3. Change procrastinating ways of thinking to productive ways:

Procrastinating	Productive
I must...(or) have to...(OR something awful will happen)	I'd like to...(or) choose to...
I've got to finish...	When can I get started on...
Oh, this job is enormous.	Where is the best place to start?
I must do well, fantastic, or perfect.	I'll do okay; I'll give it time.
I can't succeed.	I have a better chance of succeeding if I...

4. Turn worries and self-doubts into assets by asking:
 - a. What is the worst possible outcome?
 - b. What would I do if the worst happened?
 - c. What strengths and skills do I have that would help me cope? How will I forgive myself for messing up?
 - d. What alternative plans could I develop?
 - e. Can I do things now to help avoid this awful outcome I fear?
 - f. Having prepared for the worst, how can I use my worries to prepare to become stronger and more capable? This kind of planning helps us face the inevitable risks that lurk ahead for all of us.
5. Do unpleasant tasks first, or do them in small pieces, setting a deadline for each.
6. Break down difficult tasks into smaller parts. Keep breaking down the parts until you see the first step.
7. Get more information. A task may seem difficult simply because you don't know enough about it. The more you know, the more likely you are to become interested and involved.

G. How planning helps you to use your time effectively

1. Planning can be considered to be an investment in efficiency and success. Planning is the process by which you work out what you want to achieve, and then think through the who, what, when, where, why and how of achieving that goal in the most effective way possible.
2. By planning well you can ensure that you concentrate only on those tasks that will move you towards your goal in the most

effective way possible, without being distracted by unimportant but urgent tasks.

3. Planning breaks down into two main strands: **personal planning**, which is best done by setting goals, and **project planning**, which is best achieved by a formalized application of the planning process.

H. Planning your time at work

1. Do you ever wonder how some people are able to accomplish a great many tasks? You may have heard it said of someone, “How does she get so much done?” You probably have guessed that the answer is, “Her efficient use of time.”
2. One of the best ways you can make good use of your time is to plan your daily schedule.
3. Never tell yourself you are “too busy” to plan. Probably one of the reasons you think you are “too busy” is that you do not take time to plan.
4. Without planning, each day is a crisis, just trying to keep up with what has to be done for the moment. By thinking ahead you can prevent things from developing into crises.
5. You must learn to carefully plan your work time. Usually only five to ten minutes a day is necessary for good planning.
6. Here is a four-step approach that will allow you to organize your work time efficiently:
 - a. Arrive at work early so you can do your planning before it is time to start work. Complete a list of work activities you want to accomplish that day. Examples of some work activities are:
 - Filing purchase orders
 - Word processing business letters
 - Stocking and pricing

- Taking inventory
- Straightening up work area

- b. Number your work activities in the order of their priority. Number one should be the work activity you want to accomplish first. Number two should be the work activity you want to accomplish second, etc.
- c. If possible, work at each activity until it is completed or time runs out and you must do another task. Remember to be flexible. You may have to add new work activities to your list as they come up. For example, your supervisor may ask you to perform an assignment during the day that is not on your list.
- d. At the end of the day, write up a new daily work activity list. This list should include all work activities that were not finished, along with the new ones that need to be done.

I. Time management form

1. Time management forms are used to organize and manage time efficiently.
2. Each work activity is assigned a priority number. Number one should be completed first. Number two should be completed second, etc.
3. Place a check (√) after a work activity that has been completed.
4. This type of planning will result in you becoming a more efficient employee.

Time Management Form

Name _____ Date _____

Assigned Priority Number	Work Activity	Check (√) When Completed

COMPLETE LEARNING ACTIVITY H.70-5 “TIME MANAGEMENT”

- J. How to use your time management plan
1. Schedule a work activity that you can accomplish quickly and confidently early in the day. Sometimes this will set your mood and pace of the day.
 2. Reserve the time of day when you are the most alert for your most difficult work activities. For many workers, this will be early in the day.
 3. Break down a large job into smaller tasks. Complete several smaller tasks each day. Soon your large job will be completed.
 4. Be as flexible as you can. Take advantage of your moods and feelings. For example, you may not feel like filing papers today,

but maybe you could arrange them in alphabetical order for filing tomorrow.

K. Use a daily planner

1. Planners come in hundreds of different sizes and designs.
2. All planners contain a calendar and most have sections for recording notes, goals, daily tasks, and phone numbers.
3. The purpose of a planner is to help you organize your activities, which in turn enables you to control your time.
4. Consistent use of a planning system can give a huge boost to your productivity.
5. In addition to a calendar, make sure your daily planner includes places for:
 - a. Listing each day's tasks
 - b. Recording notes
 - c. Writing goals
 - d. Recording addresses, phone numbers, and other frequently used information

L. Control time-wasters

1. It has been said that, "You waste your time whenever you spend it doing something **less** important when you could be doing something **more** important."
2. To find out whether or not an activity is a time-waster for you, measure it against your goals. Is the activity helping you reach your goals? If not, how can you reduce or eliminate the time you devote to it?
3. Clear cluttered work area.
 - a. Get as much clutter off your work surface as you possibly can.

- b. Throw worthless scraps into the trash basket.
 - c. Quickly move along items that have to go to someone else.
 - d. Don't let paper and "stuff" pile up.
 - e. Spending a few minutes each week (or at the end of each day) cleaning up clutter can make you more productive for days.
 - f. Use some sort of filing system to keep the important things organized.
4. Lack of necessary materials or equipment
- a. How much time do you waste looking for things you need, but either don't have or can't find?
 - b. If you share equipment with other workers, agree to return items to a central location when not in use.
 - c. Better yet, make a list and ask your supervisor to help you procure your own collection of necessary materials and equipment.
5. Interruptions
- a. Two main sources of interruptions are the phone and visitors.
 - b. Try to limit your receipt of calls to certain periods of time.
 - c. Keep phone conversations short. When possible, send an e-mail instead of phoning.
 - d. To control visitors, use some sort of signal to let people know that you don't want to be interrupted.

- e. Hang a sign on the entrance to your work area or close your door.
- f. Some people find it helps to stand while talking with visitors – they don't stay as long that way.

6. Socializing

- a. It's important to be friendly when you are at work, and you may even make friends with some of the people you work with. But you're getting paid to work, not socialize.
- b. Plan to get together with the people you enjoy after work or on the weekends.

7. Uncertainty – not knowing what to do

- a. Good planning helps you know exactly what to do and when to do it. Planning also helps you decide what to do next when you've finished one task and no one is around to direct you to a new one.
- b. Meet regularly with your mentor or supervisor to go over responsibilities, specific assignments, and daily or weekly plans.

8. Daydreaming

- a. First figure out why you daydream. Is it because you don't have enough to do? If so, concentrate on improving your planning. Is it because you're bored? Then take responsibility for finding ways to make your work more interesting.
- b. Challenge yourself to do your job *better*, or *faster* or simply do *more*. Ask your supervisor for additional responsibilities.
- c. If your daydreaming is caused by lack of discipline, you have two choices: Either become your own "watchdog"

(which itself takes discipline) or ask someone for help. For example, your supervisor could set shorter deadlines, or review your work more often. A coworker could signal you when you appear to be off in the ozone.

Source: Schilling, D., Schwallie-Giddis, P., & Giddis, W. *Preparing Teens for the World of Work*

COMPLETE LEARNING ACTIVITY H.70-6
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.70-7
“SERVICE LEARNING”

COMPLETE READING ACTIVITY H.70
“I CAN’T TAKE IT ANYMORE!”

COMPLETE MATH ACTIVITY H.70
"THE CLOCK IS TICKING"

Administer Post-Assessment

LEARNING ACTIVITY H.70-1
“PRODUCTIVITY SELF-EVALUATION”

OBJECTIVE: To provide feedback about an individual’s productivity

RESOURCES: Work Sheet–Learning Activity H.70-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.70-1.
2. Provide sufficient time for students to complete their self-evaluation and record their plans for improvement.

LEARNING ACTIVITY H.70-1
“PRODUCTIVITY SELF-EVALUATION”
WORK SHEET

DIRECTIONS: Rate yourself on the following productivity qualities. Check (√) the box that best describes your productivity at work. The box under “Seldom” indicates you seldom have this quality. The box under “Sometimes” indicates you sometimes have this quality. The box under “Often” indicates you often have this quality. Any “Seldom” or “Sometimes” responses indicate your weak areas. Write how you plan to improve any weak areas in the “How I Plan to Improve” box. Commit yourself to changing these weak areas, and watch your productivity increase.

Productivity Self-Evaluation				
Productivity Quality	Seldom	Sometimes	Often	How I Plan to Improve
1. Do you pre-plan your work activities before you start your workday?				
2. Is your work area neat and well managed?				
3. Do you begin your work without delay?				
4. Are you fully committed to accomplishing your assigned duties on time?				
5. Do you concentrate on your work without being distracted?				
6. Do you look for ways to improve your specific job skills?				
7. Do you check your work for errors?				
8. Do you look for new ways to improve your work routine?				
9. Do you identify and attempt to solve most work problems yourself?				
10. Are you aware of how your job fits into your company and its goals?				
11. Do you maintain a satisfactory exercise and nutritional program?				
12. Do you get enough sleep at night?				
13. Do you avoid wasting your time?				
14. Do you avoid wasting other people's time?				
15. Do you learn new computer skills?				

Source: Schull, W., & Zedlitz, R. *The School-to-Work Planner*.

LEARNING ACTIVITY H.70-2
“DEPENDABILITY”

OBJECTIVE: To provide information about how a person can be dependable

RESOURCES: Work Sheet–Learning Activity H.70-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.70-2.
2. Provide sufficient time for students to complete the work sheet.
3. Conduct a class discussion.

LEARNING ACTIVITY H.70-2
“DEPENDABILITY”
WORK SHEET

DIRECTIONS: Respond to the following questions and be prepared to share your responses.

1. Think of someone you depend on. How does that person show you that he or she is dependable?

2. Have you ever known a person who was unreliable? What made you decide that you couldn't rely on that person?

3. How do you feel when someone you depend on lets you down?

4. Think of a time when someone failed to keep an agreement with you. How did you feel about that person?

5. Put yourself in an employer's position. Would you feel you could depend on

a person who:

- missed a lot of work.....
- often arrived late.....
- failed to complete assignments.....
- frequently misunderstood instructions.....
- seemed to get confused.....
- acted uninterested in his or her work.....
- talked behind your back.....
- complained all the time.....
- gossiped about coworkers.....
- blamed someone or something else.....
- always had an excuse.....

or a person who:

- was always there
- arrived on time or a few minutes early
- turned in finished work – on time
- listened and followed instructions correctly
- always seemed to grasp what was going on
- showed enthusiasm for his or her work
- demonstrated respect for you
- had a positive attitude
- appreciated and respected coworkers
- admitted his or her mistakes and learned every time things went wrong.....
- accepted responsibility

Schilling, D., Schwallie-Giddis, P., & Giddis, W. Preparing Teens for the World of Work.

LEARNING ACTIVITY H.70-3
“CASE STUDY—AMY”

OBJECTIVE: To provide responses to a situation involving team productivity

RESOURCES: Work Sheet—Learning Activity H.70-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.70-3.
2. Have students respond to the questions individually or in teams of 2-3 students.
3. Conduct a class discussion.

LEARNING ACTIVITY H.70-3
“CASE STUDY - AMY”
WORK SHEET

DIRECTIONS: Read the following case study and respond to the questions.

Amy had been with American Corporation for more than a year. From the first day she showed the ability to quickly master job duties. She was a fast learner. Within the year she was the top producer in the department. Many co-workers recognized Amy as a very productive worker, but they felt threatened by her because she made them look lazy. Amy offered to help them but she criticized them so much they resisted her suggestions. It seemed to Amy that her co-workers didn't realize the department was supposed to work as a team. Morale suffered and the total department productivity declined.

1. Do you think Amy should expect everyone else in her department to equal her productivity?

2. Should Amy's co-workers resent her trying to help them?

3. How could Amy show her co-workers she valued their contribution, and make them feel they are important to the team effort?

4. Why is teamwork important to company productivity?

5. If you were the department supervisor, what would you say to Amy?

6. If you were the department supervisor, what would you say to Amy's co-workers?

LEARNING ACTIVITY H.70-4
“WORK-BASED SUGGESTIONS”

OBJECTIVE: To provide work-based feedback regarding productivity

RESOURCES: Work Sheet–Learning Activity H.70-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.70-4.
2. Assign a date when students are to have this assignment completed.

LEARNING ACTIVITY H.70-5
“TIME MANAGEMENT”

OBJECTIVE: To provide an opportunity to use an effective time management tool

RESOURCES: Work Sheet–Learning Activity H.70-5

SUGGESTED TIME: 2-3 hours

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.70-5.
2. Assign a number of days during which students are to use the time management form to record how their time was used. Make sure that students have a sufficient number of time management forms for this assignment.
3. Conduct a class discussion on the day the assignment is due to talk about what students have learned.

LEARNING ACTIVITY H.70-5
“TIME MANAGEMENT”
WORK SHEET

DIRECTIONS: For the next five workdays, you are to plan and manage all your work activities. Before each workday, select the work activities you want to complete. Keep your daily time management form with you at work. Review it when necessary and check off (✓) all completed job duties. Now that you know how to manage work time efficiently, you may find time left over.

Sample Time Management Form

Name Monica Smith **Date** June 1,

Assigned Priority Number	Work Activity	Check (✓) When Completed
4	<i>File all purchase order receipts</i>	✓
1	<i>Type all purchase orders</i>	✓
2	<i>Type and proofread business reports</i>	✓
3	<i>Make 10 copies of business reports</i>	✓
5	<i>Organize desk drawers</i>	✓

LEARNING ACTIVITY H.70-6
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.70-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.70-7
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.70-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.70
“I CAN’T TAKE IT ANYMORE!”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.70

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.70 and distribute to each student.
2. Have students read “I Can’t Take It Any More!”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

"I CAN'T TAKE IT ANY MORE!"

Mid-Morning

"Man I have had it with this place!" Cecci said to no one in particular. "Everyone just keeps giving me things to file, word process, write, and then there is more filing." I work later and later every week and I just can't take it any more."

Lunch Time

"Cecci, how about lunch? I'll buy," said Pam.

"Why not, I will never get caught up," stated Cecci as she grabbed her purse and headed out the door with Pam.

Over lunch Pam listened to Cecci as she vented her stress and frustrations.

"I'm a hard worker and they pay me very well but the stress of the work is piling up and deadlines that come and go are just getting to me," continued Cecci.

"Mrs. Chandler is a great lady to work for but I think I'm going to give her my two weeks notice."

Cecci went on and on over lunch until she finally had her say. Then Pam chimed in.

"Cecci, everybody knows you are a hard worker and I would hate to see you leave. You bring so much to the office. Great ideas, top quality work, to say nothing about those dynamite cookies you bring in on Fridays!" Pam continued.

"I have noticed that you are doing some things differently than you did in the past. For example, you used to have everybody give you a "requested by" date on their work. I noticed you stopped doing that. Secondly, you used to dig into the toughest jobs first – now I see you procrastinating and putting them off day after day."

Pam continued sharing her ideas and observations and Cecci agreed that she had changed how she organized her work.

“There are just two other suggestions I would like to offer,” Pam added. “Do you remember when we used to return non-urgent calls?”

“Yes, I do. We used to take care of them right around 4:00 each afternoon. And we found out that was the time of day most of our customers were available!” exclaimed Cecci. “When did I stop doing that? I don’t even remember! That’s a great idea. I’m going back to placing those calls at 4:00. That way I won’t have to leave so many voice messages and handle return calls.”

As Pam paid the check and both ladies headed to the door, Cecci stopped and said “Pam, you said there were two suggestions. What is the other one?”

Pam began to laugh. “Well, Cecci, it would probably improve our time management skills if we didn’t take these two-hour lunches!”

They both laughed out loud as they headed back to the office.

“Thanks Pam, for being a great friend and a good listener.”

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Pam asked Cecci to
 - a. ___ file some materials for her.
 - b. ___ lunch.
 - c. ___ word process some reports.

2. Over lunch, Pam
 - a. ___ listened to Cecci vent.
 - b. ___ complained to Cecci about her work.
 - c. ___ added to Cecci's stress level.

3. Cecci felt that she was
 - a. ___ not "pulling her weight" in the office.
 - b. ___ caught up on her work.
 - c. ___ a hard worker.

4. Mrs. Chandler was a
 - a. ___ great lady for whom to work.
 - b. ___ difficult lady for whom to work.
 - c. ___ co-worker of Cecci and Pam.

5. On Fridays, Cecci
 - a. ___ returned all unimportant calls.
 - b. ___ brought in cookies.
 - c. ___ did her important filing.

6. Cecci would
- a. ___ return unimportant phone calls on Fridays.
 - b. ___ file important files on Friday.
 - c. ___ put off the toughest jobs.
7. Pam suggested that Cecci return non-urgent calls
- a. ___ around 4:00 each afternoon.
 - b. ___ during the non-peak times of the day.
 - c. ___ first thing in the morning.

PART II

Can you think of any other suggestions you would make to Cecci to help her complete her work in a timely fashion? List them below.

1.

2.

3.

4.

5.

MATH ACTIVITY H.70
“THE CLOCK IS TICKING”

OBJECTIVE: To demonstrate the ability to calculate units of time, percentages and averages

RESOURCES: Work Sheets—Math Activity H.70

SUGGESTED TIME: 1 hour

DIRECTIONS:

Several days before the class activity:

1. Make copies of the work sheet – “What Are Your Plans?” and distribute to each student several days **before** the math activity is completed in class.
2. Review the directions with your students and emphasize the due date of the survey.
3. Make copies of the work sheet – “What Are Your Plans?” and have them available for the class activity.

Class activity:

4. Distribute copies of the work sheet to each student.
5. Have the students complete questions 1 through 4 of the work sheet and check their answers for accuracy.
6. Guide the students in calculating the average response to each of the survey questions. (Hint: Utilize a grid on the board and have the students organizing, collecting and documenting the results from each survey form.) One way is to have students **total** the responses for each question on their sheets and then enter the data on a grid similar to:

	Number of Students Interviewed	Q #1	Q #2		Q #3		Q #4	
		# of Hours	Yes	No	Yes	No	Yes	No
Student A								
Student B								
Student C								
Etc...								

Total _____

Dividing the totals of each of the questions by the total of “Number of Students Interviewed” will give the average response collected by the class for each of the questions.

7. Discuss the activity with your students.
8. Distribute copies of the work sheet – “The Clock Is Ticking” to your students.
9. Have students complete the work sheet.
10. Check the work sheet for the correct responses.

MATH ACTIVITY H.70
“WHAT ARE YOUR PLANS?”
WORK SHEET

DIRECTIONS: Interview 10 students getting responses to the following four questions. Do not interview someone that has already been interviewed. Enter their responses in the table for each question.

1. How many hours do you spend on homework each week?
2. Do you use a daily, weekly or monthly planner to keep your important dates?
3. Do you keep a daily, weekly or monthly calendar for your work schedule?
4. Do you have a general idea what you will be doing in 5 years?

Interviewee#	Q #1	Q #2		Q #3		Q #4	
	# of hours	Yes	No	Yes	No	Yes	No
Sample	4	✓		✓		✓	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

MATH ACTIVITY H.70
“THE CLOCK IS TICKING”
WORK SHEET

DIRECTIONS: Below is a series of questions that require the ability to calculate units of time, percentages and averages. Solve the questions to the best of your ability. Be certain to show your work and be able to explain your answers. Question 5 requires the use of the completed survey form “What Are Your Plans?” and it should be solved as a class. Wait for your Specialist’s direction to complete this question.

1. A family is preparing a large turkey dinner. While many of the items can be prepared in advance and kept in the refrigerator, the following items should be served as soon as they are prepared. If the dinner is to be served at 5:00 pm, calculate the start time for each of the following items. (Assume more than one person is in the kitchen to help.)

Start time:	Item:
_____	a. Turkey – takes 20 minutes prep time, 2½ hours to cook in the oven, 20 minutes to sit after baking and 5 minutes to carve
_____	b. Beans and yams – each in a separate stovetop sauce pan, 20 minutes to cook, 5 minutes to serve
_____	c. Hot bread – 2 minutes to prepare, 12 minutes to cook and brown, 2 minutes to serve
_____	d. Drinks – 5 minutes to prepare; can be placed in refrigerator for 8 minutes with no effect

2. Michael is trying to lose weight. He believes the safest way is to lose slowly to keep from gaining it back. The first pounds come off quicker for Michael. In fact, it takes twice as long to lose a pound of weight as it takes to lose the pound just before. If it takes Michael 2

days to lose the first pound and he wants to lose 8 pounds, how many days will it take?

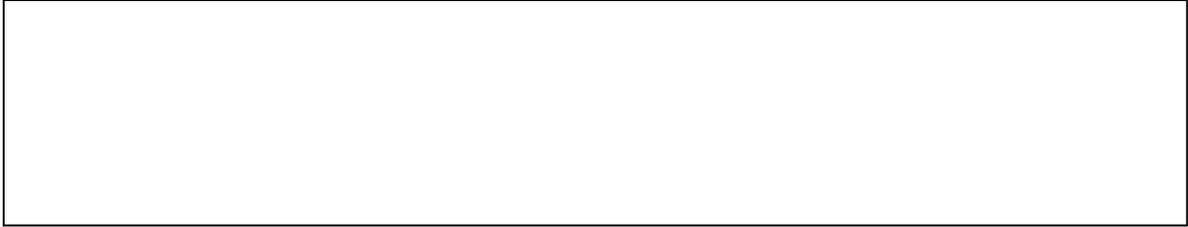
3. Heather and Rochelle decide to take a road trip. In order to leave time for other activities, they decide not to drive more than 8 hours each day. They know that from previous experience, small towns and detours will bring their average travel to 50 miles per hour, so they plan to cover 400 miles per day.

However, there is a wreck on I-31 that slows traffic to 10 miles per hour for 30 minutes. Rochelle got car sick and had to pull off the road and lost 30 minutes of drive time. And heavier than usual traffic cut their travel speed by 20% during the last two hours.

How many miles did Heather and Rochelle travel the first day?

4. Jared is saving money for a car stereo. He has already budgeted his salary and has no other savings, but his boss has allowed him to work overtime for as many hours as he wants during the next month. He can use all of his overtime hours for the stereo. The system he wants costs \$504 total (tax, etc.). Jared's regular salary is \$8.00 per hour, so overtime pays \$12.00 per hour. How many hours of overtime must Jared work next month to pay for his stereo?

5. Calculate the average response for the data your entire class collected using the “What Are Your Plans?” work sheet. Wait for the Specialist’s directions.



PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What does dependability mean?

2. What is the fastest, most effective way to prove your dependability?

3. What can you do to help stop procrastination?

4. How can you effectively plan your time at work?

5. What can a daily, weekly or monthly planner be used for?

6. Identify several common time wasters.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What does dependability mean?
 - Showing others that they can depend on you to fulfill your obligations, work cooperatively with others and contribute to achieving collective goals
2. What is the fastest, most effective way to prove your dependability?
 - Always do a little more than is expected of you
3. What can you do to help stop procrastination?
 - Do unpleasant tasks first
 - Break down difficult tasks into smaller parts
 - Get more information about a task
4. How can you effectively plan your time at work?
 - Do your planning before your work day begins
 - Number your work activities in the order of their priority
 - If possible, work at each activity until it is completed
 - At the end of the day, write up a new daily work activity list
5. What can a daily, weekly or monthly planner be used for?
 - Each day's tasks
 - Recording notes
 - Writing goals
 - Recording addresses, phone numbers and the frequently used numbers

6. Identify several common time wasters.

- Cluttered work areas
- Lack of necessary materials/equipment
- Interruptions
- Socializing
- Uncertainty – not knowing what to do
- Daydreaming

ANSWER KEY
READING ACTIVITY

PART I

1. Pam asked Cecci to
 - a. file some materials for her.
 - b. lunch.
 - c. word process some reports.

2. Over lunch, Pam
 - a. listened to Cecci vent.
 - b. complained to Cecci about her work.
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 - a. return unimportant phone calls on Fridays.
 - b. file important files on Friday.
 - c. put off the toughest jobs.

7. Pam suggested that Cecci return non-urgent calls

- a. around 4:00 each afternoon.
- b. during the non-peak times of the day.
- c. first thing in the morning.

ANSWER KEY
MATH ACTIVITY

1. a. 1:45 pm
 b. 4:35 pm
 c. 4:44 pm
 d. 4:47 – 4:55 pm (answers will vary)
2. 510
3. 340
4. 42 hrs. overtime
5. Answers will vary