

# NEW EMPLOYEE CHALLENGES



**COMPETENCY**

**CATEGORY:** Job Survival

**CATEGORY**

**NUMBER:** C.16

**COMPETENCY:** Identify problems of new employees.

**OBJECTIVE:** Upon completion of this module, students will be able to identify problems of new employees.



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**JAG**



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## INTRODUCTION

- Ask your students to describe how it feels to be a new employee. Some of them may have experienced being a new employee and some may “guess” at how it feels. List these points on the writing board or flip chart.
- If any of your students are employed, ask them to describe their first day or two on the job. List the adjectives on the writing board.
- Examples may be: nervous, stupid, excited, anxious, scared, etc.
- Explain to them that all of these feelings are normal.
- State the module title and objective.

## Administer Pre-Assessment

**Note to Specialist: Refer to other modules in the JAG curriculum that are related to this module. For example, C.15- Understand What Employers Expect of Employees, C18- Follow Directions, C.19- Practice Effective Human Relations, E.30- Demonstrate Commitment to an Organization, F.35- Demonstrate Ability to Assume Responsibility for Actions and Decisions, as well as others.**

## OUTLINE

### COMPLETE LEARNING ACTIVITY C.16-1 “CORPORATE CULTURE IS...”

- A. New employee orientation
1. Sometimes, companies will have a new employee orientation within the first week to four weeks after people are hired.
  2. This is a formal training session with other new employees from other departments of the organization.
  3. New employee orientation may cover topics such as:

- a. Company products and services.
  - b. Organization structure (organizational chart) and culture of the organization.
  - c. Employee benefits.
  - d. Personal safety and security.
  - e. Performance reviews.
  - f. Policies and procedures.
  - g. How to fill out required paperwork.
  - h. Tour of the company.
- B. A “buddy,” a “coach” or a “mentor” may be assigned to you on your first day. This co-worker may do a variety of things with you that first day.
- 1. Give you a tour of the company, especially the department you will be working in. A tour may include:
    - a. Where to get your paycheck.
    - b. Break room and/or lunch room.
    - c. Key areas of the company.
  - 2. Introduce you to people you will be working with.
  - 3. Go through policies and procedures with you.
  - 4. Train you on certain aspects of your job.
  - 5. Give you informal advice on how work gets done or how problems are resolved within the organization.

- C. Sometimes, you are shown your desk or work area, given a few instructions, and then you are off on your own.

Example: Shameka arrived on her first day at the gift shop with a lot of enthusiasm. She reintroduced herself to the manager who responded in a straightforward manner, “We are glad to have you. You need to pack out a shipment of greeting cards and come to see me when you are done.” Then the manager walked away. Shameka wasn’t sure what “pack out” meant, but she did not ask the manager for an explanation. She lugged a heavy carton from the back room to the card display and began putting the cards in the rack. She worked on this for about two hours. The manager came to check on Shameka and became angry. Exasperated, the manager pulled open a drawer under the display rack and told Shameka that this was where the new cards were “packed out.” Shameka had to undo what she spent the last two hours doing.

1. What could Shameka have done to avoid doing double work?
  - a. Ask what “pack out” was
  - b. If necessary, have the manager show her how
2. If you were Shameka, how would you be feeling?
3. What could you begin doing differently to “fit in” with the new job?

- D. Whether you have a formal employee orientation, a co-worker showing you around, or are left to fend for yourself, YOU are ultimately responsible for adapting to and learning about the organization and your job.

1. You have control and choices on adapting to the new job, the organization and the culture.

**COMPLETE LEARNING ACTIVITY C.16-2**  
**“NEW STUDENT ORIENTATION”**

E. Common problems of new employees are:

1. Learning the culture and how to fit in.
2. Lack of knowledge or experience.
  - a. Don't know exactly how to do the job
  - b. Unsure of what is expected of you
  - c. The company isn't providing training
  - d. Lack of support
3. Lack of camaraderie with the team.
4. Not knowing policies and procedures.
5. Supervisors making assumptions on what you can and cannot do.
6. Haven't earned the respect of your peers.
7. Not given the tools needed to do your job.
8. Lack of a job description.

**COMPLETE LEARNING ACTIVITY C.16-3**  
**“PERSONAL AD”**

F. How to avoid and resolve these common problems of being a new employee

1. Read.
  - a. Learn about the company and your job by reading on your own.

- b. It is like “homework.” You can’t learn everything you need to know within your eight-hour day.

**Note to Specialist: Relate a story to students on what you took home to read at night to help you be successful as a Specialist.**

- c. Get the company handbook and learn about policies, procedures, rules, benefits, etc. (Some companies do not have one.)
- d. Get your job description.
  - 1. Some positions do not have a formal written job description. If this is the case, have your supervisor spend time with you to tell you what the expectations are for your position. (The supervisor should do this with you anyway).
  - 2. Your responsibilities are not limited to the job description.
- e. Read reference manuals that pertain to equipment you will be operating.
- f. By reading on your own, what does this display to your supervisor?
  - 1. A willingness to learn
  - 2. You are a self-starter.
- 2. Ask questions to learn about the organization and about your job.
  - a. Be resourceful and try to find the answers by looking them up first.
  - b. It is common for employees to feel uncomfortable when asking questions. Why?



1. Do not want to look incompetent
2. Afraid of looking stupid or not knowledgeable
- c. It is better to ask questions and get the instructions correct the first time. (Remember Shameka?)
- d. If you are unsure of the jargon or lingo, ask for an explanation.
- e. If some questions you have do not require an immediate answer in order to do your job, save them up and ask them all at once.

Example: Where to pick up your paycheck, where the home office of the company is, how often performance evaluations are, etc.

- f. Avoid asking personal questions at first.
  1. Some people take a while to feel comfortable and to begin sharing information about themselves.
  2. Some people don't like to talk about their personal lives at the job.
  3. You are there to do a job, so personal "chit-chat" may be unacceptable.
  4. Be patient and allow other co-workers and supervisors to warm up to you. They may be the ones that initiate getting to know you as a person and not just as an employee.
3. Write instructions down and make note sheets or job aids to assist you in learning your job.
  - a. Note sheets are short-cut versions for you to remember how to do something or operate something.

- b. Job aids are similar.
  - 1. Key words, pictures or diagrams, and steps can all be included in a job aid.

Example: Voice mail job aid.

Retrieve = 1

Save = 2

Send = 3

Forward = 4

Post this on the phone or next to it to aid you in remembering the system.

- c. Why make note sheets or job aids?

- 1. Saves time
- 2. Saves money
- 3. Don't have to ask someone a second time
- 4. Don't have to look it up again
- 5. Builds your confidence
- 6. Shows that you're efficient

- 4. Observing others' work performance helps you in learning about the organization and your job.

- a. Can learn who the informal leaders are (Not necessarily the ones with the titles.)
- b. Can learn who is most knowledgeable and experienced in various components of the job
- c. Can learn about the "unwritten" rules, what is acceptable and what is not

5. Listening will help you learn about the organization and your job.
  - a. Learn company jargon and lingo.
  - b. Listen to how communication occurs between employees and supervisors, employees and customers, and employees and other employees.
  
6. If you make a mistake, what should you do? Admit it!
  - a. What are the benefits of being honest and admitting your mistake?
    1. Gain respect for your honesty
    2. Shows that you are confident and able to admit your mistakes
    3. Others will trust you.
    4. Shows you are a team player
  - b. Mistakes are common. Bottom line, do your best!

**COMPLETE LEARNING ACTIVITY C.16-4**  
**“SURE, I’M OPEN TO CHANGE!”**

7. Remain open to feedback and criticism.
  - a. You are not perfect.
  - b. Accept that you will make mistakes.
  - c. It is in the company’s best interest to give you feedback and correct your actions.
  - d. Your supervisors or co-workers may be constructive when giving feedback, or they may be very direct.

1. If they are direct, this may seem like they are mad at you.
  2. Listen and focus on the behaviors or actions they are giving you criticism about.
  3. Try to let the emotional part of the message “roll” off of you.
8. Be a team player.
- a. Reading, asking questions, writing down instructions, observing, listening, admitting mistakes, and being open to criticism are all behaviors that will assist you in being a team player.
9. Practice good work habits from the very first day.
- a. Be punctual.
  - b. Be reliable.
  - c. Be helpful.
  - d. Be courteous.
  - e. Dress appropriately.
  - f. Be neat in your work area.
  - g. Follow directions.
  - h. Take criticism without arguing.

**COMPLETE LEARNING ACTIVITY C.16-5**  
**“NEW EMPLOYEE SURVEY”**  
**COMPLETE LEARNING ACTIVITY C.16-6**  
**“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY C.16-7**  
**“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY C.16**  
**“LEARNING TO TAKE IT”**

**COMPLETE MATH ACTIVITY C.16**  
**“MEASURING UP”**

**Administer Post-Assessment**

**LEARNING ACTIVITY C.16-1**  
**“CORPORATE CULTURE IS...”**

**OBJECTIVE:** To define the term “corporate culture”

**RESOURCES:**

- Microcomputer with Internet access for teams of two or journals in the library
- Writing board

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Divide the class into teams of two.
2. Explain to the teams that they are to search the Internet to define the term “corporate culture.”
3. After teams have conducted their search, have the teams report their results to the class.
4. List on the writing board the various elements they report on.
5. Choose various businesses in your community and lead a discussion having them compare and contrast the business’ cultures.

**DISCUSSION QUESTIONS:**

1. Which business’ corporate cultures seem to be similar?

2. What are the characteristics that make them similar?

3. Which business' corporate cultures are extremely different from one another? Why?

4. What type of corporate culture do you think you would like to work in? Why?

**LEARNING ACTIVITY C.16-2**  
**“NEW STUDENT ORIENTATION”**

**OBJECTIVE:** To develop an orientation for new students

**RESOURCES:**

- Microcomputer access
- Access to a copy machine

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Divide the students into teams.
2. Using the module notes on new employee orientation (A.3a-h), assign new employee orientation topics to the teams.
3. Instruct them to develop a handout that you could use at the beginning of the year when you are orienting new students to the JAG program.

**Example:**

- a. Company’s products and services could be the services your program delivers.
  - b. Organization’s structure could be the organizational chart for your Career Association or the hierarchy (with names) of the administration in your school.
4. Encourage creativity!
  5. A Human Resource Department is usually responsible for a formalized new employee orientation within a large organization. Ask a human resource representative to evaluate what the students develop and give them feedback.



**LEARNING ACTIVITY C.16-3:  
“PERSONAL AD”**

**OBJECTIVE:** To produce a personal ad to help students focus on what they are looking for in a company and what they, as an employee, have to offer

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. In 50 words or less, the students will develop a personal ad.
2. Included in this ad should be: qualities they are looking for in a company and their best personal qualities.
3. Have the students share their personal ads out loud.

**DISCUSSION QUESTIONS:**

1. Do you know of any businesses that have the qualities you described? If so, which ones?

2. How does “the qualities you are looking for in a business” relate to corporate culture?

3. Would any of the qualities you listed about yourself be inappropriate to talk about during an interview? (For example, physical attractiveness or age.) If so, which ones and why?

**LEARNING ACTIVITY C.16-4**  
**“SURE, I’M OPEN TO CHANGE!”**

**OBJECTIVE:** To demonstrate that there are equally effective alternative ways to accomplish objectives and the importance of staying open-minded

**RESOURCES:**

- 2-3 coats, jackets or sweaters
- Flip chart paper or writing board and markers for follow-up activity
- Prizes (optional)

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS (PART I):**

1. Distribute the coats, jackets or sweaters you brought to various students.
2. Ask those students (plus any others who have coats, jackets or sweaters) to stand and put them on, making sure to pay attention to which arm they put in first.
3. Ask them to take off their coats and put them on this time by putting in the other arm first.

**DISCUSSION QUESTIONS:**

1. How did it feel to reverse your normal pattern of putting on your coat (jacket, sweater)?

2. How did it look to those of you observing?

3. Why was this awkward to do?

4. What prevents us from being open-minded and adopting new ways of doing things?

5. Why is it important to remain open-minded when receiving criticism on the job?

**DIRECTIONS (PART II):**

1. In teams, have them brainstorm all of the creative ways to use dried up markers. The ideas do not have to be practical.
2. Encourage the teams to be as creative as they can and list them on the flip chart paper you've provided.
3. Tell your students they have four minutes and call "begin."
4. After four minutes, have each team present their ideas.
5. Keep track of how many ideas each team came up with.
6. Award a prize (optional).

**DISCUSSION QUESTIONS:**

1. How difficult was this?

2. What helped you and your team to come up with a lot of different ideas?

3. Did it help you to be open-minded when you knew the ideas didn't have to be "practical?"

4. Why is it important to remain open-minded when receiving criticism on the job?

**LEARNING ACTIVITY C.16-5**  
**“NEW EMPLOYEE SURVEY”**

**OBJECTIVE:** To synthesize the information on problems of new employees and to identify solutions to overcoming these problems

**RESOURCES:** None

**SUGGESTED TIME:** 1 1/2 hours

**DIRECTIONS:**

1. Students can work independently on this learning activity or can be paired in teams of two.
2. Based on everything in this module, each student will develop a survey of 5-8 questions (give examples).
3. The questions can be what they are most interested in still learning about problems of new employees and how to overcome them.
4. The students can give the survey to people within the school (custodial staff, administration, peer teachers, cafeteria staff, etc.), people within the community or people within their own homes.
5. Each student will then present three key points that they learned from the persons they gave the survey to.

**LEARNING ACTIVITY C.16-6**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Students will demonstrate their 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 this 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 C.16-6**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY C.16-7**  
**“SERVICE LEARNING”**

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

**RESOURCES:** Learning Activity C.16-7

**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**

<b>ACTIVITY/IDEA FOR IMPLEMENTATION</b>	
<b>STEPS FOR IMPLEMENTATION</b>	<b>RESOURCES NEEDED</b>

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

**READING ACTIVITY C.16**  
**“LEARNING TO TAKE IT”**

**OBJECTIVE:** To read for comprehension and recall

**RESOURCES:** Reading Activity C.16

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of Reading Activity C.16.
2. Have students read the story and answer the recall questions related to the story.
3. Have students complete the paragraph in Part II.
4. Review the definitions of selected words related to this reading activity.

## “LEARNING TO TAKE IT”

When I got the job at Wagman’s, I could tell Mrs. Van Allen wouldn’t be easy to work for. But the job was just what I wanted.

I never did very well in school except in one thing - art. I almost flunked algebra. And I steered clear of as many science courses as I could. But I loved art. Ever since I could remember people had been making a fuss over the things I drew or made. When I was little I mostly drew pictures and painted. But when I got older, I got interested in designing things, like clothes or the insides of houses. I’ve won many awards for the things I’ve designed.

My guidance counselor suggested that I try to get a job that would use my talents. She thought that if I could prove my abilities on the job and take some night classes, maybe I could get into a school of design.

That’s why the job at Wagman’s was so perfect. I was hired as a window dresser. That means I decide how to set up the displays that go in the store’s windows. Wagman’s is the biggest department store in the city. It has a whole block of windows to be dressed.

Some people think that window dressing just means dressing up dummies and sticking them in windows. But there’s a lot more to it than that. Everything has to be just right. Mrs. Van Allen is very fussy. But she really seemed to like the work I did.

That’s why I was so excited last Friday. Mrs. Van Allen asked me if I would like to design one of the spring display windows. She would give me the basic plan, but I could design the whole window by myself.

It was so exciting! All week long I worked nights at home. I drew all sorts of different displays. I wanted mine to be really different.

Finally, yesterday, I put up my display. It was a dance scene. I used silver mannequins and lots of bright colors. It was very flashy. Mrs. Van Allen came by, and she stopped and stared. She looked at everything very carefully, and she didn’t say anything for a long time. Then she looked at



me and said, “Anna, I thought your window was to display the spring fashions from the ladies’ department.”

“Well,” I said, “They didn’t quite fit my design, so I chose these from the junior department instead.”

“But, my dear!” she cried. “You don’t pick the clothes to fit the design. You make a design that will display the clothes in the best way! The clothes you were to use were spring dresses for older women. A dance scene is not quite what I had planned on. It’s a very attractive display that you’ve made, but you’re going to have to change it.”

I stared at her for a minute. Then my artistic temper got the better of me. “If you want it changed, you change it! I quit!” And I ran out of the display window and out of the store.

It wasn’t until I got home that I thought about what I’d done. Wagman’s was the best place in the city to work. There wouldn’t be another job like it. Without that experience I wouldn’t get into design school. What a fool I’d been! But Mrs. Van Allen had hurt my feelings. I wasn’t used to people criticizing my artwork.

The next day I was really nervous. But I went into Wagman’s early and went straight to Mrs. Van Allen’s office. She seemed surprised to see me. “Anna, come in. Have a seat.”

It was quiet for minute. Then I said, “I’m sorry I lost my temper last night. I don’t really want to quit.”

“Yes, that’s what I thought. I’m sorry I had to tell you to change your display, but it really isn’t the right kind of display. I’m having two of the others change it right now.”

I didn’t say anything. Then she said, “If you’re going to stay on here working for me, there’s one thing you must understand. I’m going to help you become a better designer. I’ve been working on displays for many years, and I know more about it than you do. If I never told you when I thought you were wrong, you’d never learn anything. You must try not to let your feelings get hurt so easily.”

I nodded my head. “Very well, then,” she said. “Why don’t you go help the others change that window, and I’ll see you later.”

What a relief that was. I still had my job. And I knew Mrs. Van Allen hadn’t been trying to hurt my feelings. She was just trying to make me a better designer.

## RECALL QUESTIONS

### PART I

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

1. Anna was glad to get the job at Wagman's because she
  - a. \_\_\_\_\_ would make a lot of money.
  - b. \_\_\_\_\_ would be learning about design.
  - c. \_\_\_\_\_ wanted to work near her home.
  
2. For her job as a window dresser, Anna had to
  - a. \_\_\_\_\_ dress up dummies.
  - b. \_\_\_\_\_ set up displays in windows.
  - c. \_\_\_\_\_ clean windows.

### PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

Anna never did very well in school. The only \_\_\_\_\_ she was good at \_\_\_\_\_ art. She had won \_\_\_\_\_ awards for the \_\_\_\_\_ she had designed.

Instead, she got a \_\_\_\_\_ at Wagman's, the biggest \_\_\_\_\_ in the city. She \_\_\_\_\_ a job as a \_\_\_\_\_ dresser. She worked setting \_\_\_\_\_ the displays in the store's \_\_\_\_\_.

Anna's boss was Mrs. \_\_\_\_\_. She was in charge \_\_\_\_\_ designing the displays for \_\_\_\_\_ the windows. Finally, she \_\_\_\_\_ Anna to design a \_\_\_\_\_ display window. Anna was \_\_\_\_\_ excited. She worked all \_\_\_\_\_ drawing pictures of how \_\_\_\_\_ display would look. It \_\_\_\_\_ going to be a \_\_\_\_\_ scene.

When Mrs. Van Allen \_\_\_\_\_ Anna's window she was  
\_\_\_\_\_ surprised. She told Anna \_\_\_\_\_ would have to  
change \_\_\_\_\_ display. Anna lost her  
\_\_\_\_\_ and ran out of \_\_\_\_\_ store.

When she got \_\_\_\_\_ she thought about what  
\_\_\_\_\_ had done. She didn't \_\_\_\_\_ to quit her job.  
\_\_\_\_\_ next day she went \_\_\_\_\_ to see Mrs. Van  
Allen \_\_\_\_\_ said she was sorry. Mrs. Van Allen told her she must  
not let her feelings get hurt so easily.

**MATH ACTIVITY C.16**  
**“MEASURING UP”**

**OBJECTIVE:** To practice reading a ruler and adding and subtracting fractions

**RESOURCES:** Work Sheet—Math Activity C.16

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute copies of the work sheet for Math Activity C.16.
2. Review the directions and work out an example for your students.
3. Review the answers with your class.

**MATH ACTIVITY C.16**  
**“MEASURING UP”**  
**WORK SHEET**

**DIRECTIONS:** Anna’s boss said she needed to learn to measure more accurately if she was going to make better window displays. She gave Anna pictures of rulers to practice on.

1. Study the ruler shown below. Use the fractions shown on the left to help you fill in 1 through 6 on the right.

2. Look at the ruler shown below. The smallest fraction shown on this ruler is  $\frac{1}{8}$ ". Fill in each box on the ruler with the correct number.

3. Anna had to measure hem length on 2 dresses. One was  $3 \frac{1}{2}$  inches long. The other was  $2 \frac{1}{8}$  inches long. How long were the two hems altogether?

The word *altogether* is telling you to add.

Step 1. Set up the problem

$$\begin{array}{r} 3 \frac{1}{2} \\ + 2 \frac{1}{8} \\ \hline \end{array}$$

Step 2. Find a common denominator

$$\begin{array}{r} 3 \frac{1}{2} = \\ + 2 \frac{1}{8} = \\ \hline \end{array}$$

Step 3. Add

Step 4. Reduce if necessary

Step 5. Label your answer

4. Ron needed 2 pieces of metal piping for a project. He needed 1 piece  $4 \frac{1}{8}$  inches long and another piece  $6 \frac{1}{4}$  inches long. How long a piece does he need altogether? Use the steps shown above.

5. Anna was using gold ribbon to decorate the window display. She cut pieces  $10 \frac{3}{4}$  inches long,  $12 \frac{1}{8}$  inches long, and  $7 \frac{1}{8}$  inches long. How much ribbon did she cut?

6. Harold's hair hung  $2 \frac{7}{8}$  inches below his collar. For safety reasons his boss told him to have it cut  $\frac{1}{2}$  inch. How far below his collar did it hang after it was cut?



**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**    Answer the following questions to the best of your ability.  
Some questions will have more than one answer.

1.    In a new employee orientation, what are three things that the person conducting the orientation may cover?

2.    Ultimately, who is responsible for you (as a new employee) to learn your job?

3.    What are four ways a new employee can overcome the common problems of most new employees?

4. What is a job aid and why is it helpful to create and use?

5. What are four good work habits you should practice from the very first day on the job?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. In a new employee orientation, what are three things that the person conducting the orientation may cover?
  - Company's products and services
  - Organization's structure (organizational chart) and culture
  - Employee benefits
  - Personal safety and security
  - Performance reviews
  - Policies and procedures
  - Fill out paperwork
  - Tour of the company
  
2. Ultimately, who is responsible for you (as a new employee) to learn your job?
  - You are!
  
3. What are four ways a new employee can overcome the common problems of most new employees?
  - Read - company handbook, job description and manuals
  - Ask questions
  - Write instructions down and make note sheets or job aids
  - Observe others
  - Listen to others
  - Admit to mistakes
  - Remain open to feedback and criticism
  - Be a team player
  - Practice good work habits from the very first day
  
4. What is a job aid and why is it helpful to create and use?
  - Job aids are a way to remember how to do something.

- It may show a diagram, key words, pictures, or steps to help you remember an important part of your job.
- It saves time and money because you don't have to continue to look up how to do something or ask somebody else.
- It builds your confidence because you are being resourceful and learning.
- Shows that you are efficient.

5. What are four good work habits you should practice from the very first day on the job?

- Punctual
- Reliable
- Helpful
- Courteous
- Appropriate appearance
- Neat in your work area
- Follow directions
- Take criticism without arguing
- Others acceptable to the Specialist

**ANSWER KEY**  
**READING ACTIVITY**

1. Anna was glad to get the job at Wagman's because she
  - a. \_\_\_\_\_ would make a lot of money.
  - b.   X   would be learning about design.
  - c. \_\_\_\_\_ wanted to work near her home.
  
2. For her job as a window dresser, Anna had to
  - a. \_\_\_\_\_ dress up dummies.
  - b.   X   set up displays in windows.
  - c. \_\_\_\_\_ clean windows.

**PART II**

Anna never did very well in school. The only thing she was good at was art. She had won many awards for the things she had designed.

Instead, she got a job at Wagman's, the biggest store in the city. She had a job as a window dresser. She worked setting up the displays in the store's windows.

Anna's boss was Mrs. Van Allen. She was in charge of designing the displays for all the windows. Finally, she asked Anna to design a Spring display window. Anna was very excited. She worked all night drawing pictures of how the display would look. It was going to be a dance scene.

When Mrs. Van Allen saw Anna's window she was very surprised. She told Anna she would have to change the display. Anna lost her temper and ran out of the store.

When she got home she thought about what she had done. She didn't want to quit her job. The next day she went back to see Mrs. Van Allen and said she was sorry. Mrs. Van Allen told her she must not let her feelings get hurt so easily.

**ANSWER KEY**

## MATH ACTIVITY

1. 1.  $15/16$
2.  $1 \frac{1}{16}$
3.  $1 \frac{1}{4}$
4.  $1 \frac{13}{32}$
5.  $1 \frac{1}{2}$
6.  $1 \frac{21}{32}$

2.

3.  $5 \frac{5}{8}$ "
4.  $10 \frac{3}{8}$ "
5. 30"
6.  $2 \frac{3}{8}$ "