

THE ART OF GIVING AND RECEIVING CONSTRUCTIVE FEEDBACK



COMPETENCY

CATEGORY: Life Survival Skills

COMPETENCY

NUMBER: G.49

COMPETENCY: Provide constructive feedback.

OBJECTIVE: Upon completion of this module, students will be able to provide constructive feedback.



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INTRODUCTION

- Share the module title and objective with students.

Note to Specialist: The following questions can be used theoretically or to open discussion. The purpose is NOT to come up with correct answers, just to stimulate discussion and introduce the lesson.

- What is feedback?
- Is feedback good?
- Is feedback bad?
- What makes feedback constructive?
- Is feedback the same as criticism?
- What other terms have you heard for feedback?
- How does receiving feedback make you feel?
- Is there a difference between positive and negative feedback?
- What can make feedback destructive?

Administer Pre-Assessment

OUTLINE

COMPLETE LEARNING ACTIVITY G.49-1 “HANDLING FEEDBACK”

- A. “Feedback” starts with the word “feed.”
 1. To nurture

2. Feedback should be used in a positive way making sure not to harm others. (We will talk about destructive, negative feedback a little later.)
 3. Use feedback when the intent is to be helpful.
- B. What situations are you currently in that require the giving and receiving of feedback?
- C. Use feedback when the relationship depends on one another (interdependent).
 1. Use feedback with a classmate when you are working on a project.
 2. Use feedback with a coworker.
 3. Use feedback when you are a supervisor.
 4. Others...?
- D. What is negative feedback?
 1. Some people call it "constructive feedback."
 2. It focuses on what we should be doing differently.
 - a. Example: Imagine you are a cashier at the grocery store. Two days in a row, customers have complained that you were rude to them. Your manager gives you feedback concerning your rude behavior.
- E. Is negative or constructive feedback necessary?
 1. Yes, if it is used to bring about improvement.
 2. If feedback is used to “tear down” somebody, then it is destructive.

3. We will learn the steps to constructive feedback soon.

F. What is positive feedback?

1. Praise

2. Positive reinforcement

3. Feedback to tell you that you are doing well

a. Example: You are still a cashier at the grocery store. It is your third day on the job and you have done very well at memorizing the various produce codes. Your manager praises you for being a quick learner.

G. Too often, people focus on the negative behaviors and do not give enough positive feedback.

1. What happens when we receive more negative feedback than positive feedback?

a. Our morale goes down.

b. We become unmotivated.

c. We feel discouraged.

2. What happens when we receive more positive feedback than negative feedback?

a. We feel motivated.

b. We feel good about ourselves.

c. We want to do even better.

**COMPLETE LEARNING ACTIVITY G.49-2
“POSITIVE HOT SEAT”**

Note to Specialist: "H" through "L" below are five principles for giving constructive feedback. Write these on the writing board as you cover each one.

H. Principle One: Constructive feedback **describes** behavior rather than evaluates behavior.

1. Being descriptive will help the receiver of the criticism to not be defensive.
2. Do not label behavior as "good/bad" or "right/wrong."
 - a. Example: "Your head nodded a lot and I noticed you yawning six or seven times during the discussion." (Behavior)
 - b. "You looked bored and disinterested." (Evaluative)

I. Principle Two: Constructive feedback describes specific behaviors.

1. Avoid generalizations such as: "always", "never", or "every time."
 - a. Example: (Generalization) "You always come to work late."
 - b. Example: (Specific constructive feedback) "You came to work 20 minutes late on Monday and 15 minutes late today."
2. Give specific instances or examples of when the behavior occurred.
3. Give constructive feedback in a timely manner as close to the event as possible.
 - a. It is fresh in both people's minds.

- b. It will reduce the probability of the mistake being repeated.
 - c. Tension will not build.
- J. Principle Three: Constructive feedback shows **consideration** for the receiver.
- 1. The reason for giving constructive feedback is to be helpful.
 - 2. Ask yourself before giving feedback, "Do I really feel that what I am about to say is going to be helpful to this person?"
 - 3. Ask yourself what your motives or reasons are.
 - a. Do not do it to be spiteful or mean.
 - b. Do not do it to hurt someone.
 - c. Do not do it because you are on a mission to be honest with everyone.
- K. Principle Four: Constructive feedback focuses on **behavior** that the receiver can modify.

Example: "At our last JAG Career Association Meeting, one of the member's ideas did not ever get listened to. Why do you think everyone ignores this student's input? What can we do to change this?

Note to Specialist: As the various reasons are being brainstormed, evaluate each one. Can the specific behavior be modified, or is it a characteristic that can NOT be modified?

- 1. He speaks too softly (modifiable).
- 2. She does not want to participate (modifiable).

3. His voice is very high (not modifiable).
 4. She does not organize her thoughts before she speaks and everyone gets confused (modifiable).
- L. Principle Five: Effective constructive feedback includes **listening** to what the receiver has to say.
1. The other person may see the situation differently.
 2. You may not have all the facts.
 3. Ask questions to find out why a behavior may be occurring.
 - a. Example from the earlier work-based situation: The employee came in 20 minutes late on Monday and 15 minutes late today. The manager could begin the conversation this way. "I noticed you came in 20 minutes late on Monday and 15 minutes late today. This is not like you. Is there something going on that is causing you to be late?"

COMPLETE LEARNING ACTIVITY G.49-3
"PRACTICE THE FIVE PRINCIPLES OF CONSTRUCTIVE FEEDBACK"

- M. An effective tool when giving constructive feedback is the use of the word "I" (use an "I" statement).

Note to Specialist: Write the following steps on the writing board including the information in parenthesis. As you talk through each one, list different examples that could go in the blanks.

1. I feel _____ (feeling).
2. When _____ (specific behavior, specific recent example).

3. What I would like to happen is _____ (what is the behavior change or improvement wanted).

a. Example:

1. I feel (frustrated, concerned, angry, distracted, hurt....).
2. When you (come into work 15 minutes late for your shift like you did today, interrupted me during our meeting this afternoon, say you will contact our guest speaker and you don't do it....).
3. What do you think we should do about it?
4. What I would like to happen is.....

N. What are the benefits of using the "I" statement?

1. Keeps defenses down
2. Not pointing fingers and starting off with, "When YOU do..."
3. Personalizes the behavior by expressing to the receiver how the behavior affects you
4. Problem solving occurs instead of finger pointing and complaining.
5. The search for the solution (problem solving) can be more of a partnership when asked, "What do you think **we** could/should do?"
6. By asking the other party what he/she thinks should be done, ownership and accountability are created.

Note to Specialist: Choose a specific example from point "M" above and ask the following questions:

- O. Using one of the above examples from "M," were the Five Principles of Constructive Feedback being used?
1. Was the behavior described or judged?
 2. How was the feedback specific?
 3. How did the feedback show consideration for the receiver?
 - a. Concern could be shown by opening up with a question instead of starting off with the "I feel..."

Note to Specialist: Demonstrate concern through your tone of voice and facial expressions.

- b. Concern is also shown by our tone of voice and facial expressions.
4. The behavior that was focused on - could it be modified?
5. Was there a chance to hear what the other person had to say?
 - a. What could have been asked to hear what the other person had to say?
 - b. Using the "I" statement should create a give and take conversation with the other person.
 - c. The three steps may not always occur as in the example.

COMPLETE LEARNING ACTIVITY G.49-4 "I FEEL..."
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Note to Specialist: As you complete the remaining points, apply the information using the role plays just performed. Draw connections to the various behaviors demonstrated in the role plays.

- P. Knowing how to receive feedback is important, too.

- Q. Make a sincere effort not to be defensive.
1. Listen to what is being said with an open mind.
 2. Try to withhold your own judgments or reasons when feedback is being given.
 3. After listening, engage in a conversation about what has occurred. This may mean taking responsibility for your behavior or actions. Or it may mean clearing up a misunderstanding.
- R. Seek to understand.
1. If people are not being specific, ask for specific examples.
 2. If people say your speech was “good” or “okay,” ask for specific feedback: **“What** about my speech did you feel was good?”
- S. Take ownership of the constructive feedback and reflect on it. Think about what was said to you.
- T. Decide how you can grow from the feedback.
- U. Say “thank you” to the person giving you the feedback.

**COMPLETE LEARNING ACTIVITY G.49-5
“HANDLING FEEDBACK NON-DEFENSIVELY”**

**COMPLETE READING ACTIVITY G.49
“JUST GIVE ME GOOD OLD ROCK AND ROLL”**

**COMPLETE MATH ACTIVITY G.49
“MATH FEEDBACK”**

Administer Post-Assessment

LEARNING ACTIVITY G.49-1

“HANDLING FEEDBACK”

OBJECTIVE: To become familiar with how feedback is given and how we respond to feedback

RESOURCES: Work Sheet—Learning Activity G.49-1

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Distribute the work sheet and have someone read the instructions out loud.

Note to the Specialist: This activity is more of an introduction for students to begin thinking about feedback. In the middle of the module, in Learning Activity G.49-3, students will come back to this activity and process the first section of the activity differently. The purpose at that time is to apply the principles learned on how to give constructive feedback. At the end of the module, in Learning Activity G.49-5, students will process the second portion applying what they have learned on how to receive constructive feedback. You and the students do not have to go into great detail discussing this activity at this time.

DISCUSSION QUESTION:

1. Have students share their situations and the answers to the various questions.

LEARNING ACTIVITY G.49-1
“HANDLING FEEDBACK”
WORK SHEET

DIRECTIONS: The way you handle feedback is important. Sometimes it can be painful. Learning how to deal with feedback will help it not “sting” quite as much. The purpose of this activity is to help you become **familiar** with how feedback is given and how you can choose to respond to feedback.

Answer the following questions: (We may share some of the answers out loud.)

The Feedback

Write a brief summary of a recent situation in which you were given feedback.

Analyze the way the other person gave you feedback by answering the following questions. Briefly explain your answers.

1. Was the feedback given in a calm or angry voice?

2. Was the problem identified?

3. Did the discussion focus on the problem or on you?

4. Were hurtful remarks made?

5. Were suggestions for improvement given?

Handling the Feedback

Analyze the way you chose to handle the feedback. Answer each question in one or two sentences.

1. Did you blame other people or other things?

2. Did you admit to the problem but try to get the person to feel sorry for you?

3. Did you get mad at yourself and put yourself down?

4. Did you get angry about the feedback and stay upset for a long time?

5. If you could do it over again, how would you handle it differently?

LEARNING ACTIVITY G.49-2
“POSITIVE HOT SEAT”

OBJECTIVE: To demonstrate how to praise others

RESOURCES: Chair in the front of the room

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Share the objective of the activity with your students.
2. Each student will take a turn sitting in the “Positive Hot Seat.”
3. Every student (and Specialist) must say or write a positive thing about the person in the “hot seat.”
4. The positive statement can be any type of compliment.
5. Encourage original compliments so the same ones are not repeated over and over again to the same person.

DISCUSSION QUESTIONS:

1. How did it feel to be in the “Positive Hot Seat?”

2. How did it feel to say or write so many nice things about people?

3. What is the “power” or the benefit of praising other people?

4. Did you hear or read a compliment about yourself you had never heard or seen before?

5. How can you apply this at home tonight?

6. How can we begin “saying positive things” in our classroom more often?

ALTERNATIVE ACTIVITY:

Have each student write his/her name on a piece of flipchart paper. Place flipchart pages around the room. Give each student a marker or pen. Have students start at a flipchart **other than their own**. They have 2 minutes to write a positive comment about that person. Call time at the end of 2 minutes and direct them to move to the next flipchart page and write a positive comment about that person. Cycle students all the way around the room. Each student then claims his/her completed page of positive feedback comments.

FOLLOW-UP ACTIVITY:

1. Encourage students to use positive praise with other people today (at home, in another class or at the work place). The next day, use some of the previous discussion questions to process the results of the praising.

LEARNING ACTIVITY G.49-3
“PRACTICE THE FIVE PRINCIPLES OF CONSTRUCTIVE FEEDBACK”

OBJECTIVE: To demonstrate the five principles of giving constructive feedback

RESOURCES:

- Work Sheet—Learning Activity G.49-3
- Work Sheet—Learning Activity G.49-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pair students and have them sit with their partner.
2. The student whose birthday is closest to today is the first interviewer.
3. Distribute the work sheet (Learning Activity G.49-3) and have someone read the instructions out loud.
4. Monitor the process to make sure the principles are being applied.
5. Process the activity as a large group when ready.

DISCUSSION QUESTIONS:

1. How did this activity help you understand how to give constructive feedback?

2. Is it easy or difficult to follow the principles? What makes it easy? What makes it difficult?

Note to Specialist: If students practice using the principles, they become habit, and they will not have to consciously think about the constructive feedback process.

3. When you have an opportunity to give constructive feedback, what will you do differently now?

FOLLOW-UP ACTIVITIES:

1. Keep the “Five Principles” posted in the room so you and the students can reference them when constructive feedback needs to be given. Challenge the students to use the principles when they are working on a group project.

LEARNING ACTIVITY G.49-3
“PRACTICE THE FIVE PRINCIPLES OF CONSTRUCTIVE FEEDBACK”
WORK SHEET

DIRECTIONS:

1. In pairs, you are to apply the “Five Principles for Giving Constructive Feedback” to the situation summarized in Learning Activity G.49-1: “Handling Feedback.”
2. Use your class notes and the five principles listed below as your guide.
3. The person whose birthday is closest to today is the first interviewer.
4. Interviewer: Ask the questions below to your partner. Take notes as he/she gives you responses.
5. Once you get through all of the questions, the other person gets to be the interviewer. Repeat the process.

Principle One: Constructive Feedback describes behavior rather than evaluates behavior.

Principle Two: Constructive feedback describes specific behaviors. Generalizations should be avoided and specific, recent examples should be used.

Principle Three: Constructive feedback shows consideration for the receiver.

Principle Four: Constructive feedback focuses on behavior that can be modified.

Principle Five: Constructive feedback includes listening to what the receiver has to say.

Interviewer:

1. Briefly tell me about the situation in which you were given feedback.

2. Did the person describe your behavior? If yes, what behavior was described?

If no, what behavior could have been described?

3. Was the behavior specific?

If not, how could the behavior have been described more specifically?

4. Was the feedback given in a considerate way showing concern for you? If so, how did the person do this?

If not, what could the person have done or said to show concern?

5. Did the feedback focus on a behavior that could be modified? How can you modify this behavior?

6. Did the person who gave you the feedback listen to what you had to say?

LEARNING ACTIVITY G.49-4
"I FEEL..."

OBJECTIVE: To demonstrate using the "I" statement

RESOURCES: Work Sheet—Learning Activity G.49-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make sure the "Five Principles of Constructive Feedback" and the "I" statement steps are written on the writing board.
2. This will be an opportunity to role play (using the work sheet for Learning Activity G.49-4) and apply the steps that students have learned to this point.
3. This is also a chance for the audience to critique the constructive feedback techniques that are used in the role plays.
4. Suggest that role play participants write down the things they want to say in advance. This will help their confidence and make it flow smoother.
5. Encourage them to use the steps written on the board or their notes at any time during the role play.
6. Do as many of the role plays as possible in the time available.

DISCUSSION QUESTIONS (AFTER EACH ROLE PLAY):

1. To role play participant giving the constructive feedback:

a. What do you think went well?

b. What would you do differently?

c. How did it feel?

2. To the role play participant receiving the constructive feedback:

a. How did he/she make you feel?

b. What were the good things he/she did?

c. Is there anything you would suggest be done differently?

3. To the audience:

a. Anything you observed that has not been shared?

LEARNING ACTIVITY G.49-4
"I FEEL..."
WORK SHEET

Scenario One:

Three times in the past two weeks, Romando has been late in picking you up for school. You feel _____ and need to talk to him about it. Add any specifics to the situation, that you feel necessary.

Scenario Two:

It seems like every time you and Jacqueline go to Burger King, she never has money. She orders her food then says, "Do you mind if I borrow some money? I don't seem to have any with me."

Scenario Three:

John committed to making the flyers for the fund raiser you have coming up. The fund raiser is three days away and the flyers were supposed to already be posted around the school. They aren't.

Scenario Four:

Sharon is a very helpful person. You enjoy working with her, but she has a tendency to interrupt and help the customers when you are helping them. Someone just came into the office and asked you how to open an account with your company. You are accurately telling the customer the steps and Sharon interrupts to add a detail. You feel _____.

LEARNING ACTIVITY G.49-5
“HANDLING FEEDBACK NON-DEFENSIVELY”

OBJECTIVE: To demonstrate how to handle feedback in an appropriate, open-minded way.

RESOURCES:

- Work Sheet—Learning Activity G.49-5
- Work Sheet—Learning Activity G.49-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pair students and have them sit with their partner.
2. The student who has the smallest feet is the first interviewer.
3. Distribute the work sheet for Learning Activity G.49-5 and have someone read the instructions out loud.
4. Monitor the process to make sure the principles are being applied. Have students use the work sheet from Learning Activity G.49-1 if necessary.
5. Process the activity as a large group when ready.

DISCUSSION QUESTIONS:

1. How did this activity help you understand how to receive constructive feedback?

2. Is it easy or difficult to follow the principles? What makes it easy? What makes it difficult?

3. When you have an opportunity to receive constructive feedback, what will you do differently now?

FOLLOW-UP ACTIVITY:

1. Post the steps in receiving feedback in the room so you and the students can reference them when constructive feedback is being given. Challenge the students to use the principles when they are working on a group project.

LEARNING ACTIVITY G.49-5
“HANDLING FEEDBACK NON-DEFENSIVELY”
WORK SHEET

DIRECTIONS:

1. In pairs, you will apply the steps for receiving constructive feedback to the situation summarized in Learning Activity G.49-1: “Handling Feedback.”
2. Use your class notes and the steps listed below as your guide.
3. The person who has the smallest feet is the interviewer first.
4. Interviewer: Ask the questions below to your partner. Take notes as he/she gives you responses.
5. Once you get through all of the questions, the other person gets to be the interviewer. Repeat the process.

Steps in Receiving Feedback:

1. Listen with an open mind.
2. Do not judge or give reasons while feedback is being given.
3. After listening, engage in conversation concerning the feedback
4. Seek to understand, ask for specific examples.
5. Take ownership and think about what was said.
6. How can you grow from it?
7. Say “thank you.”

Interviewer:

1. Briefly tell me about the situation in which you were given feedback.

2. How could you have done a better job of listening to what was being said with an open mind?

3. Did you ask questions to understand specifically what the person was referring to? If yes, what questions did you ask?

If no, what questions could you have asked?

4. After thinking about the feedback that was given, how can you grow from it?

5. Did you say “thank you” to the person who gave you the feedback?

Would you say “thank you” if you could do it over again? Why or why not?

READING ACTIVITY G.49
“JUST GIVE ME GOOD OLD ROCK AND ROLL”

OBJECTIVE: To read with comprehension and determine cause and effect

RESOURCES: Reading Activity G.49

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of “Just Give Me Good Old Rock and Roll” and pass out one copy to each student.
2. Direct the students to read the story.
3. Ask the students if they have ever been in a situation similar to Cassidy's at their work. Ask if they feel sometimes that they have ideas on how to do things that they feel are better than the current way of doing things.
4. Have the students put the story away and pass out a copy of “Flashback Review” upside down. Have the students turn their papers over and complete the questions quickly when you say “Go.”
5. Have students check their own papers as you review the answers to the questions. Ask to see how many got all the questions correct. Who got the most correct? ...etc.
6. Pass out a copy of “For Every Action, There is an Equal and Opposite Reaction” and have the students complete the exercise.
7. Review the answers given and read aloud at least some of the letters to the station manager.

“JUST GIVE ME GOOD OLD ROCK AND ROLL”

Every summer since I can remember, I have been given a summer job helping Uncle Roy on his ranch in Utah. My main job has always been to clean out the barns. It's not that I'm not grateful; but, I figure there's got to be more to my life than cleaning out barns. That's why I was so excited when Bob Allen from KCRK radio station called and said they were offering me a part-time job as a night time disk-jockey, from 6:00 p.m. to midnight and it would start this summer. KCRK was the “classic rock station” in town and played a lot of oldies from the '70's and '80's. It was a popular station that was always in the top three or four in the market and Bob Allen was the voice of “Bobbin' Bob.” Now he was the station manager for whom I would work. I had grown up listening to that guy ever since I owned a radio. “Boy, this is great!” I celebrated, “And, it sure beats cleaning out barns!”

I have always been a music fan. I love rock and roll and can tell you most every hit from every popular rock artist. I can also tell you a lot about the stars themselves. I guess that helped me get this job. A lot of my friends have also suggested that I look for a career connected to music where I can be creative. This job is just perfect for me. “Gary Owens and Wolfman Jack, look out because Cassidy Childers is about to make his debut!” I bragged.

I found out there's a lot more to radio than many people may think. There are written records to keep, commercials to write, read, and play by schedule; and music that has to be mixed just right for a certain “sound” the station wants to have. I guess the music mix is the area I learned the most about this summer.

I was really nervous the first evening on the air. Jack Johnson stayed with me to show me the “ropes.” He was on the air from 2:00 to 6:00 p.m. and really knew his stuff. He took the liberty of introducing me as the Cassidy Kid and I guess that name has stuck ever since. I know I made more mistakes than I wanted to admit, but everyone encouraged me by telling me I did great!

The next couple of months I learned a lot and really had the “feel” of the job down. I started telling jokes, talking more with callers and having a good time on the air. But, I did start to notice that I was getting tired of a lot of the “oldies” I had to play. I mean, we’re starting a new millennium... music should be new. I decided that I needed to make a statement with the music I played on my show. I owned all the new music from Death Star and Poison Rats, not to mention most of the hit’s from the new “metal” and “industrial” groups. “Yep,” I told myself, “The Cassidy Kid is gonna show ‘em how to rock!”

So, two weeks ago Saturday, I gathered together my best collection. I brought them into the station in a brown grocery bag so no one would know I had them. About 9:30 p.m. I decided to put on a hard-hitting rock and roll presentation that would be the best ever heard! I started with “Arsenic Rules” and it just got better after that. Looking back, I’ve gotta say, it was probably my best work ever. The music fades were great. My rap was just right, and I was having a good time. I did notice that not too many phone calls from listeners came in, but I figured they were just enjoying the music.

I was off Sunday, but when I came into work Monday afternoon, Mr. Allen said he needed to talk to me. I figured, maybe he had heard my show Saturday and was going to congratulate me. I was wrong. Bob started, “None of the music you played after 9:30 was approved and it doesn’t fit the format of this station. You used poor judgment by not getting an OK on the music first. That kind of thing can hurt our station. Make sure it doesn’t happen again.”

I was outraged! “What?” I shouted, “That was the best show on the air! You people are living in the past with all this ‘oldie’ stuff. You’re just jealous and afraid that some ‘new blood’ is going to do a better job than you ever did. Well, if you can’t accept my music, then I quit!” And with that I walked out of the station. As I was pulling out of the parking lot, I could see Jack Johnson looking out of the window. He had that “I guess I’m going to have to work late” look on his face.

I went to the local burger joint and ordered a soft drink. Old "Bobbin' Bob" had really hurt my feelings about my show. I was feeling pretty sorry for myself. Then, the thought hit me, "I just quit the best job I ever had in my life and I might have to go back to cleaning out barns. Maybe, just maybe, I let my pride get in the way of a good thing. What a fool I was to quit!" Then, I thought, "Maybe it's not too late. I'll go back to the station, apologize, and see if Mr. Allen will forgive me." I ran out of the restaurant, got into my car and screeched into the parking lot of the station. I could see Jack Johnson looking out of the window. He had that "Maybe I won't have to work late" look on his face.

I went into the station and right into Mr. Allen's office. "Bob...uh, Mr. Allen," I started, "I was wrong to react to you the way I did. I just let my feelings get hurt. KCRK has treated me really well and I don't want to quit."

"Oh, I didn't think you really wanted to quit," said Bob, "I'm sorry I have to hold the line on the kind of music we play, but the fact is that most of our listeners tune into us because we play a lot of 'oldies.' I guess, in that sense, we do live in the past. We have to give our customers what they want. But, it has nothing to do with our personal taste in music. I personally like all music but enjoy opera the best." "Listen," Mr. Allen continued, "Why don't we forget about all of this and concentrate on making KCRK the best classic rock station in the nation. Now, Jack Johnson is still on the air covering your shift. Why don't you take over and let him go home."

"Yes, sir!" I said, glad to know I still had my job and hurried to the studio.

"So 'Kid,'" Jack cautiously asked, "Bobbin' Bob didn't like your heavy metal?"

"Oh, I don't know," I replied, "I think he's more interested in helping me to be a better broadcaster. By the way, Jack, what's your favorite music?"

"Well, classic rock, of course. Whatayathink?" Jack responded, sounding a little surprised.

"Not opera?" I asked?

"Are you crazy?" Jack replied, "Opera?.. gheez!"

As I watched the last of the staff leave the station, the record began to fade and I started my show with, "This is Kassidy Kid just pullin' some old records off the shelf."

FLASHBACK REVIEW

DIRECTIONS: Without the use of the story, quickly answer the following questions to see how much of the story you retained and understood. Wait for your Specialist to say “Go.”

1. What is the name of Cassidy's uncle who owned a ranch?

2. In what state is Cassidy's uncle's ranch located?

3. What are the call letters of the station for which Cassidy went to work?

4. What was Bob Allen known as when he was on the air?

5. Give one reason why the job at the radio station was a good “match” for Cassidy.

6. Who came up with the “air name” of Kassidy Kid?

7. Give one of the reasons Kassidy gave for wanting to play more current music.

8. Name one of Kassidy’s favorite music groups.

9. In what did Kassidy sneak his best record collection into the studio?

10. At what time of the night did Kassidy begin to play *his* music?

11. What artist did Kassidy start off with when he started playing from his special collection?

12. What was the one clue that *just perhaps*, the listeners weren't enjoying Kassidy's music selection?

13. When Mr. Allen told Kassidy that he needed to talk to him, what did Kassidy *think* was going to happen?

14. When Mr. Allen criticized what Kassidy had done, what was Kassidy's first response?

15. When Kassidy left the station, what seemed to be Jack's main concern?

16. What reason did Bob Allen give for having to "hold the line" on the kind of music that was played on the station?

17. What is Mr. Allen's favorite kind of music?

18. What is Jack's favorite kind of music?

19. What is Cassidy's favorite kind of music?

20. What did the rest of the staff do when Cassidy started his shift?
Why?

For Every Action, There is an Equal and Opposite Reaction

1. What had happened in the past that caused Cassidy to be so excited about his new job at the radio station? (There is more than one answer.)

2. What happened that caused Kassidy to want to play more current music on his shift?

3. What is most likely to happen if Kassidy tries to play more current music again?

4. Bob Allen said, "We have to give our customers what they want." Suppose you were a listener to Kassidy's show the night he played current music and you really enjoyed it. It might be possible that if enough listeners wrote the manager in support of such music -- perhaps at night, that Mr. Allen might consider letting Kassidy play his music during his shift.

Write at least a three paragraph letter to Mr. Allen giving reasons why Kassidy should be allowed to play his music on his shift and ask the station to give more freedom to Kassidy in selecting the music for his show.

MATH ACTIVITY G.49
“MATH FEEDBACK”

OBJECTIVE: To identify properties and operations of decimals

RESOURCES:

- Work Sheet—Math Activity G.49
- 5" X 8" unlined index cards and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the “Math Feedback” work sheet and distribute them to the students. Have them complete the work sheet.
2. Check the answers from the “Math Feedback” work sheet.
3. Pass out copies of the “Decimals in a Flash” work sheet along with index cards and markers.
4. Have the students create flashcards.
5. As a warm-up, have the students drill each other in small groups with the cards they have made. Have the groups exchange flash cards and continue to drill.
6. Divide the class into two teams. Play the “Decimals in a Flash” game.

MATH ACTIVITY G.49
“MATH FEEDBACK”
WORK SHEET

1. Your employer has told you that you need to reduce the amount of time you spend on breaks by .5. You currently spend 20 minutes. How long does your employer want you to spend on breaks?

2. The office supervisor has announced that the number of pages typed per day is at .85 of what it needs to be. Currently, you are able to type 48 pages per day. Where does it need to be?

3. You got a great job review and your boss has told you to expect a .14 increase in salary: You currently make \$7.00/hr. What will your new wage be?

4. The loading dock manager has announced that trucks are being loaded to 1.25 of their weight capacity. By what fraction does the weight of each truck need to be reduced?

5. There has been a .4 increase in the amount of products returned to the assembly line by quality control as compared with last month. Last month 25 units were returned. How many were returned this month?

6. .125 of every employee of Company A has been late to work at least once this week. That amounts to one out of every _____ employees.

7. One manufacturing plant found that by dimming the lights by .15, that not only did they experience a .1 increase in productivity of their employees, but their electric bill was reduced by .05. If the company is normally able to make \$100,000 per month profit and if their monthly electric bill is \$5000; how much does the company increase their profit by dimming the lights?

8. Sam usually spends 1 hour each day calling potential customers and setting appointments. Sam's boss says that this time must increase by .5. How long does Sam's boss want him calling potential customers each day?

9. A local grocery store estimated that it takes 1 minute 20 seconds to check out the average customer. Management says the time must be reduced by .25. How long *should* it take to check out the average customer?

10. A large insurance company noted that all of their 200 secretaries stopped work at their desk at 4:45 instead of 5:00 p.m. Many of them went to the restroom areas near the front doors that led to the parking lot. Management calculates that the 15 minutes represents .03125 of their daily work time. If the average secretary makes \$7.00 per hour, works forty hours per week for 48 weeks out of the year, how much money does it cost the company in wages each year for all 200 secretaries to stop work 15 minutes early?

DECIMALS IN A FLASH

DIRECTIONS: Pass out index cards and markers to each student.

Make a copy of the decimal questions that follow. Cut the copy into strips with one question per strip. Divide the questions up evenly throughout the class and have the students create flashcards out of the index cards.

Placing the card horizontally, have the students write the question on both sides of the card and the answer on the back (along with the question).

When all of the flash cards are created, have the students get into small groups to practice answering the questions on the cards. Rotate who is showing the cards and who is answering. After a short time, have the groups exchange cards and continue practicing. If someone is having a difficult time answering, have the student give them clues or hints to lead them to the answer.

When the groups have practiced sufficiently, collect all of the cards and divide the class into two groups. Line the class up in two rows next to each other. With you at the head of the lines and facing the students, play the flashcard game by quickly holding up the flashcard with the question only facing the students. The two students at the head of the line are in competition to see who can answer the question first. The student that answers the question correctly first wins the round. Place the card on a table or desk in a stack designated as the stack for either team A or team B. Those two students then go to the end of the line and the next two students prepare to answer the next card. If they do not get the answer, let them guess for about 20 seconds. Then, announce the answer and put the card in the middle of the stack of cards to be used again. Those two students will also go to the end of the line. After all cards have been answered, the team with the highest number of cards in their stack wins. Offer the teams a rematch if time allows.

Decimal Questions:

1. To add or subtract decimals, the decimal point must _____.
Answer: line up

2. To multiply or divide decimals, count the number of decimal places to the _____ of the decimals.
Answer: right

3. .02 is 2 _____.
Answer: hundredths

4. To divide a number by 1000, move the decimal _____ places to the left.
Answer: 3

5. To multiply a number by 100, move the decimal 2 places to the _____.
Answer: right

6. $.6 \times .2 =$
Answer: .12

7. $123 \times .1 =$
Answer: 12.3

8. $25 \times .4 =$
Answer: 10

9. The place to the right of the hundredths column is the _____
Answer: thousandths

10. $100 \text{ divided by } .2 =$
Answer: 500

11. $1/2 \text{ of } .1 =$
Answer: .05

12. A decimal is always placed on the right side of the _____ column.
Answer: one's

13. When dividing, the decimal point in the divisor needs to be at _____.
Answer: the end of the number

14. Multiplying by .5 is the same as dividing by _____.
Answer: 2

15. The ten-thousandths column is the _____ column to the right of the decimal.
Answer: 4th

16. $.0234 \times .1 =$
Answer: .00234

17. $.4 \times .4 =$
Answer: .16

18. $.12345 \div 100 =$
Answer: 12.345

19. $.3^2 =$
Answer: .9

20. The first column to the right of the decimal is the _____ column.
Answer: tenth's

21. The first column to the left of the decimal is the _____ column.
Answer: one's

22. $.10 \times 10 =$
Answer: 1

23. $2/5$ in a decimal form is _____.
Answer: .4

24. $\frac{1}{3}$ in a decimal form is _____.

Answer: .3333

25. $\frac{3}{4}$ in a decimal form is _____.

Answer: .75

26. $55.55 \times .01 =$

Answer: .5555

27. $.8 \div .2 =$

Answer: 4

28. $6 \div .2 =$

Answer: 30

29. $.1 \div .1 =$

Answer: 1

30. $.02^2 =$

Answer: 0004

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Circle T for true or F for false.

1. T or F Feedback is always negative.
2. T or F Constructive feedback can be used to help us grow and improve.
3. T or F Constructive feedback can be used when people are interdependent (depend on one another).
4. T or F Positive feedback is praising, telling people how well they are doing.
5. T or F Constructive feedback is used to evaluate and judge the other person.
6. T or F When using constructive feedback, focus on as many problems as you can about the other person.
7. T or F When using constructive feedback, take time to listen to what the other person has to say.
8. T or F Be kind and show concern when you give constructive feedback.
9. T or F When receiving constructive feedback, try to listen with an open mind and really hear what the other person is trying to say.
10. T or F Anytime someone gives you feedback, they must be right.

ANSWER KEY
 PRE-ASSESSMENT **POST-ASSESSMENT**

1. F

2. T

3. T

4. T

5. F

6. F

7. T

8. T

9. T

10. F

ANSWER KEY
READING ACTIVITY

1. Roy
2. Utah
3. KCRK
4. Bobbin' Bob
5. Always been a music fan, can tell you most every hit from every popular rock artist, creative
6. Jack Johnson
7. He got bored with the oldies, to make a statement, music should be new
8. Death Star, Poison Rats or Arsenic Rules
9. Brown grocery bag
10. 9:30 p.m.
11. Arsenic Rules
12. "Not too many phone calls from listeners came in"
13. He thought he was going to be congratulated
14. He was angry (Outraged)
15. He was going to have to work late
16. "We have to give our customers what they want."
17. Opera

18. Classic rock
19. Hard rock, heavy metal or industrial (all acceptable answers)
20. Left the station - Cassidy's shift started at 6:00 p.m. and he had started after that. Their work day was over.

"For Every Action, There is an Equal and Opposite Reaction"

1. Had to work at Uncle's ranch cleaning out the barns; music oriented, grown up listening to Bobbin Bob
2. He became bored (tired of) the "oldies"
3. Answers vary - reprimand to fired
3. Answers vary

ANSWER KEY
MATH ACTIVITY

1. 10 minutes
2. 57 pages
3. \$7.98/hr
4. one fifth
5. 35
6. 8
7. 1 increase in productivity = \$10,000 increase in profits. Savings on electric bill = \$250.00. Total profit increase = \$10,250.00
8. One and one half hours
9. One minute
10. $\$7.00(\text{wage}) \times 8 \text{ hrs/day} = \$56.00/\text{day}$
 $\$56.00/\text{day} \times .03125 \text{ (lost time)} = \$1.75/\text{day} \text{ (lost time wages)}$
 $\$1.75(\text{lost time wages}) \times 200 \text{ secretaries} \times 5 \text{ days/wk} \times 48 \text{ wks/yr} = \$84,000.00/\text{yr.}$