

BE THE BEST YOU CAN BE!



COMPETENCY

CATEGORY: Work Place

COMPETENCY

NUMBER: H.74

COMPETENCY:

Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.

OBJECTIVE:

Upon completion of this module, students will be able to demonstrate an eagerness to learn new responsibilities or improve current responsibilities.



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INTRODUCTION

- State the module topic and review the module objective.
- Ask the following questions:
 1. What can you do to improve yourself once you have a job?
 2. Why is lifelong learning a reality in everyone's life?
 3. Why should everyone be open to change in the future?
- We will address these questions and many others as we complete this module entitled "Be the Best You Can Be!"

Administer Pre-Assessment

OUTLINE

- A. Know what "makes you tick."
1. The idea of perfect harmony in our work is simple, yet often overlooked.
 2. We all have skills that are outdated, values that have changed over the years and are motivated by various factors.
 3. Take time out to assess your personality traits, life and work values, key skills, and the work environment in which you feel most comfortable.
 4. When you live and work in harmony with your values, there are fewer roadblocks to a higher level of success in all you do.
- B. Become a valuable worker.
1. How to become a valuable worker:
 - a. Try to do your job better than any other worker.

- b. Learn all you can about other jobs in the company.
 - c. Volunteer to do additional tasks.
2. These actions help you become a valuable worker. You may be so valuable that the company will promote you to a more responsible job.

C. Valuable job skills and abilities

1. A recent survey of employers identified the most important skills and abilities that an employee can have.
- a. The following is the list of these job skills and abilities (in order of frequency of response):
 - 1. Writing
 - 2. Speaking
 - 3. Listening
 - 4. Problem solving
 - 5. Analyzing and evaluating ideas
 - 6. Conducting research
 - 7. Using library resources
 - 8. Using mathematics
 - 9. Creative thinking
 - 10. Critical thinking
 - 11. Making informed decisions
 - 12. Using computers at work
 - 13. Providing leadership
 - 14. Persuading others
 - 15. Coping with stress
 - 16. Dealing with the public
 - 17. Managing time
 - 18. Planning and organizing

19. Conflict resolution
20. Interacting with diverse groups of people
21. Self-evaluation
22. Self-reliance
23. Working cooperatively
24. Using new technology
25. Clarifying personal values
26. Alertness, further defined as “attention to detail, awareness of the environment, an ability to identify and resolve problems through observation”
27. Tolerance of ambiguity
28. Coping, “the ability to deal with several different issues at the same time in the work environment”
29. Commitment to task (“What’s more important, taking a break or following through?”)
30. Assertiveness
31. Versatility

D. A good work record

1. Employers look at how well you do your present job.
2. If you do it well, your employer will think you can learn a more responsible job.
3. Employers will also check your attendance record.
4. They look for workers who are always punctual.
5. They look for employees who are honest, loyal, and hard working.

E. Loyalty to the organization

1. Being loyal to an organization is one form of showing commitment.
2. Loyalty means faithfulness.
3. Being conscientious is one way to show loyalty or faithfulness.
 - a. Your conscience is that inner part of you that knows the difference between what is right and wrong.
 - b. Examples of doing what is right:
 1. Being honest
 2. Working hard
 3. Keeping busy
 4. Being punctual
 5. Being dependable
 6. Learning as much as you can to do a good job
4. Show loyalty by not criticizing the organization or the people who work there.
 - a. The organization's reputation could be damaged if you criticize it in front of your friends or relatives.
 - b. Speak highly of the organization
 1. If you can't say good things about the organization, don't say anything at all.
 2. If you can't say good things about the organization, you may need to consider working elsewhere.

F. Getting along with everyone

1. Getting along is always important.
2. It is important in keeping your job.
3. It is also important when you want a promotion.

4. On most jobs, you must get along with many people – your boss, your co-workers, and customers.

G. Be adaptable.

1. Being adaptable means being able and willing to change.
2. Often it means changing when you do not really want to change.
3. It may be a change in how you do your job. It may be a change in when you work. It may be a change in where you work.
4. Are you able and willing to make changes?
5. If so, your boss will see that you can change to a job involving more responsibility.

H. Coping with change at work

1. When we stop changing, we stop growing.
2. Many people look at change as an end, rather than a process.
3. The feeling of being out of control and unable to make choices that often accompanies change is an uncomfortable one.
4. The key is to remember that we always have choices and we are always in control.
5. Once you are fully conscious of the changes going on around you, decide what you are going to do about them.
6. Taking charge is the key to getting what you want...and deserve. By creating Plans A, B and C, you decide how you will react to situations and use them to reach your own goals.
7. Remember, that there are many means to an end. If your first plan doesn't fall into place, switch over to the second one. By using this strategy, you will never be a "victim" who whines

about the things that happen to them. You will be a person who makes intelligent choices about how you react to events around you.

I. Be aware of trends.

1. Being current with what is happening in your industry, and the world at large, is one of the best ways to manage change.
2. When you are aware of trends, and change with them, you will see the coming patterns and be “on top of the wave.”

J. Lifelong learning

1. Learning how to learn is the most important skill you need today to succeed at school and at work.
2. We’re experiencing increasingly rapid changes in many areas of our lives.
3. Just look at how much the world has changed in just the past five years. Imagine what will change during the next five years. Now think about the rest of your life!
4. Learning has always been intrinsic to the life of individuals, communities and cultures. It is part of what makes us human and contributes significantly to our quality of life.
5. Jobs are changing. Traditional jobs are disappearing or changing with the introduction of new technologies. An emphasis on teamwork and multiple skills requires the development of new skills and different knowledge.
6. Today’s and tomorrow’s work involves new and different literacy skills, greater emphasis on communication skills, learning new processes and new ways of working together – much more than in the past.
7. The electronic economy is expanding rapidly and no one knows what jobs will look like in the future.

8. Today's and tomorrow's workers must never stop learning: learning is lifelong. Only lifelong learning can guarantee that you will be prepared for change.

K. Prepare for more responsibility.

1. Show your boss that you can take on more responsibility.
2. Start by accepting more and more responsibility in your present job.
3. Do not be afraid to take on extra duties. This will be good practice for a better job.
4. Look at jobs to which you might be promoted. Watch what those workers do. Watch your boss. See how they handle the job. Then think about how you would do it.
5. Try to learn when a good job will be open. Then learn all you can about it. Offer to help the person who does that job. Take a class that will help you learn how to do it.

L. Competencies and skills to assist in learning new responsibilities.

1. There are a number of competencies and skills that are helpful in learning new responsibilities.
2. These competencies and skills create a "package" of what would assist most individuals in learning new responsibilities and achieving success.
 - a. These of competencies/skills are (no order of importance):
 1. Efficiency: Arranging your activities to save time or energy
 2. Dependability: Consistently performing the required tasks at the same level of quality

3. Flexibility: Using a variety of skills and being prepared to change tasks frequently
4. Tenacity: Persistently working toward a goal in spite of distraction or interruption
5. Drive: Pushing yourself to the best you can
6. Responding to pressure: Reacting to urgent situations by speeding up and working more quickly
7. Handling emergencies: Calmly or sensibly dealing with dangerous or threatening situations
8. Risk-taking: Participating in activities which may fail
9. Precision: Working very carefully, being exact and accurate in completing each task
10. Alertness: Recognizing the importance of events, whether expected or unexpected, and responding appropriately
11. Attending to details: Remembering to complete many different tasks
12. Following procedures: Performing tasks exactly as taught
13. Verifying: Checking our work
14. Record-keeping: Keeping track of money, objects, or facts
15. Manual dexterity: Using your hands accurately
16. Rapid reaction: Responding very quickly to stimuli
17. Stamina: Continually doing physically tiring work without becoming exhausted

18. Operating: Controlling or guiding the functioning of a machine, electronic devices, etc.
19. Assembling: Taking apart or putting together mechanical devices, etc.
20. Adjusting: Improving the performance of a machine, electronic device, etc. by systematically changing the settings
21. Calculating: Using basic math
22. Measuring: Accurately using appropriate tools
23. Estimating: Predicting the value, size, or cost of something
24. Budgeting: Planning financial needs
25. Numerical reasoning: Using mathematical procedures to solve problems
26. Writing: Producing meaningful, grammatically correct sentences or paragraphs
27. Editing: Correcting written material for grammar, content and style
28. Explaining: Communicating information clearly and accurately
29. Visualizing: Creating a mental image of objects from an idea, drawing, or verbal description
30. Drawing: Creating pictures of objects or mental images
31. Designing: Creating plans for a new project, structure, or product

32. Investigating: Systematically searching out and gathering information
33. Structuring: Defining a system for organizing people, things, or ideas
34. Planning: Deciding in which order or at what time events will occur
35. Analyzing: Breaking a problem into its parts, so that each part can be dealt with separately
36. Synthesizing: Putting facts and ideas together in new and creative ways
37. Serving: Responding to the requests or needs of others
38. Tact: Skillfully dealing with difficult situations without offending or embarrassing others
39. Cooperating: Coordinating your efforts with others to reach a common goal
40. Understanding: Recognizing and acknowledging the feelings of others
41. Advising: Providing information or recommending solutions to others' problems
42. Decision-making: Selecting an action and accepting responsibility for its consequences
43. Directing others: Telling others what to do and accepting responsibility for their performance
44. Initiating: Getting new tasks, ideas, projects or acquaintances started

45. Persuading: Influencing the behavior or opinions of others
46. Negotiating: Seeing a mutually beneficial solution to a problem through a process of give and take
47. Training: Causing people to learn new behaviors

Source: Modified from - <http://www-csc.ucsd.edu/csc/Skills.htm>

**COMPLETE LEARNING ACTIVITY H.74-1
"WORK-BASED INTERVIEWS"**

**COMPLETE LEARNING ACTIVITY H.74-2
"SELF-IMPROVEMENT RESEARCH"**

**COMPLETE LEARNING ACTIVITY H.74-3
"SELF-IMPROVEMENT PRESENTATION"**

**COMPLETE LEARNING ACTIVITY H.74-4
"GUEST SPEAKER"**

**COMPLETE LEARNING ACTIVITY H.74-5
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY H.74-6
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY H.74
"DEAD-END JOB"**

**COMPLETE MATH ACTIVITY H.74
"CUTTING CORNERS CAN BE A GOOD THING"**

Administer Post-Assessment

LEARNING ACTIVITY H.74-1
“WORK-BASED INTERVIEWS”

OBJECTIVE: To determine the necessity of continuously learning and being open to change

RESOURCES: Interview questions designed by students

SUGGESTED TIME: 2–3 hours

DIRECTIONS:

1. Students are to schedule an interview with someone in the workforce (e.g., worker, supervisor, employer).
2. The objective of the interview is to research the necessity of continuously learning and being open to change.
3. Students should develop their interview questions prior to the interview. They can share questions with one another in order to revise and improve their questions.
4. A brief report should be written and shared with others in the class following their interviews.

LEARNING ACTIVITY H.74-2
“SELF-IMPROVEMENT RESEARCH”

OBJECTIVE: To identify self-improvement strategies

RESOURCES: Computer with Internet access

SUGGESTED TIME: 3–5 hours

DIRECTIONS:

1. Ask students to conduct an Internet search on self-improvement strategies.
2. Once the research has been conducted, students should list strategies in a brief report that can be shared in class.

LEARNING ACTIVITY H.74-3
“SELF-IMPROVEMENT PRESENTATION”

OBJECTIVE: To develop a team presentation on self-improvement concepts

RESOURCES: Information from Learning Activities H.74-1 and H.74-2

SUGGESTED TIME: 2–3 hours

DIRECTIONS:

1. Have students form small teams of 2–4.
2. Members in each team should share research collected in Learning Activities H.74-1 and H.74-2.
3. Each team will prepare a brief 20-minute presentation based on one concept from these two learning activities.
4. Presentations should be shared and discussed with the class.

LEARNING ACTIVITY H.74-4
“GUEST SPEAKER”

OBJECTIVE: To share perspectives on lifelong learning, self-improvement, and/or change

RESOURCES: Guest speaker from the community

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Arrange for a guest speaker from the community to address the class.
2. Ask the speaker to focus on the following:
 - Continuous self-improvement on the job
 - Lifelong learning
 - Constant change in the workforce

LEARNING ACTIVITY H.74-5
“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. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.74-5
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.74-6
"SERVICE LEARNING"

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

RESOURCES: Learning Activity H.74-6

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.74
“DEAD-END JOB”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.74

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.74 and distribute to each student.
2. Have students read “Dead-End Job.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“DEAD-END JOB”

“How long you been working here?” asked Blake.

“About a year and a half,” said Roman.

Blake started about six months ago and was looking forward to getting started in the management training program.

“Have you completed the management training program already, Roman?” asked Blake.

“No, I declined to participate at least a couple of times. It just seemed like too much work. I graduated a couple of years ago and I am just tired of school. They wanted me to go to classes and do homework!” continued Roman.

“Yes, it’s true you would need to attend training classes, but they are on the clock, they are during the work day and they pay you your salary while in training,” added Blake.

“Whatever. If I do the management program, then I will be expected to do a whole new set of job tasks. I just don’t think I want to do those things,” stated Roman.

“Do you enjoy your job?” asked Blake.

“Well, it is getting rather boring. No, it’s big time boring,” stated Roman. “In fact, I have been thinking of getting out of this dead-end job and looking for another one.”

“But the only thing a change in jobs will get you is a change in environment. The next job will soon become a dead-end job. If you want that to change, you have to learn new responsibilities and that starts with participation in the corporation’s career development programs. Maybe management isn’t your thing. Have you thought about that?” continued Blake.

“You know Blake, you are right! I am not opposed to learning new tasks. I just don’t want to go into management. You know what I would like to do?”

I would like to go to work in the Information Technology Department,” stated Roman, with new excitement in his voice.

“That’s a great field and the company will train you. I saw that the training schedule and classes start next week!” stated Blake. “But we’ve got to get you scheduled. Let’s go!”

READING RECALL

PART I

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

1. Roman worked at the company
 - a. ___ about six months.
 - b. ___ a year and a half.
 - c. ___ a couple of years.

2. Roman declined to participate in
 - a. ___ the management training program.
 - b. ___ the information technology training program.
 - c. ___ all of the training programs.

3. Roman graduated
 - a. ___ a couple of years ago.
 - b. ___ about a year ago.
 - c. ___ about a year and a half ago.

4. The training classes were
 - a. ___ held after work hours.
 - b. ___ on the weekends.
 - c. ___ on the clock.

5. The company
 - a. ___ does not pay employees during training.
 - b. ___ pays employees while they are in training.
 - c. ___ pays for some training programs.

6. Roman felt that he was
- a. ___ well liked as an employee.
 - b. ___ not well liked as an employee.
 - c. ___ in a dead-end job.
7. Roman wanted to go into
- a. ___ Information Technology.
 - b. ___ Information Management.
 - c. ___ Management Information.
8. The new training schedule
- a. ___ was not yet posted.
 - b. ___ started next week.
 - c. ___ started in two weeks.

PART II

DIRECTIONS: Write a five-paragraph close to the story discussing two other options for lifelong learning other than participating in a company-sponsored training program.

MATH ACTIVITY H.74
“CUTTING CORNERS CAN BE A GOOD THING”

OBJECTIVE: To demonstrate the ability to use the Pythagorean Theory

RESOURCES: Work Sheet—Math Activity H.74

SUGGESTED TIME: 1 hour

DIRECTIONS:

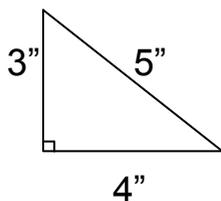
1. Make copies of the work sheet for Math Activity H.74 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

MATH ACTIVITY H.74
“CUTTING CORNERS CAN BE A GOOD THING”
WORK SHEET

DIRECTIONS: In the 6th century, Pythagoras, a philosopher and mathematician, proclaimed numbers to be the basic elements of the universe. While this idea never quite “caught on,” he *did* come up with an ingenious way to measure a line opposite a right angle. You may be more familiar with the Pythagorean Theory in this form:

$$\sqrt{A^2 + B^2} = \sqrt{C^2}$$

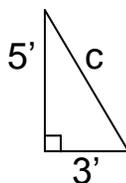
The most common example used to demonstrate this theorem is what is called the “3, 4, 5” triangle:



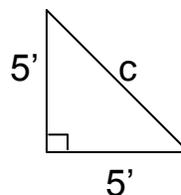
$$\sqrt{3^2 + 4^2} = \sqrt{5^2}$$

1. Calculate “C” for the following triangles (calculate to the nearest hundredth):

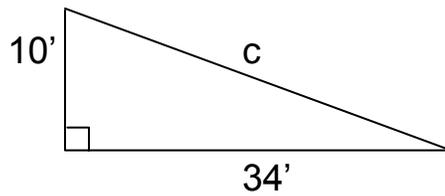
a.



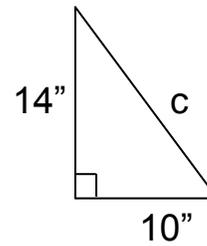
b.



c.



d.



2. Pair up with a partner. Using a ruler, tape measure, (or whatever is needed), measure something in the school using the Pythagorean Theory method of measuring. Explain why using this method to measure your item is more efficient than trying to measure the distance using traditional procedures. Come back to class and report.

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. Identify 20 job skills and abilities.

2. Identify 6 examples of being loyal to an organization by doing the right thing.

3. What does it mean to be adaptable?

4. How can you keep abreast of trends that affect your job?

5. How will lifelong learning affect your career?

6. How can you prepare for more responsibility on the job?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Identify 20 job skills and abilities

- Writing
- Speaking
- Listening
- Problem solving
- Analyzing and evaluating ideas
- Conducting research
- Using library resources
- Using mathematics
- Creative thinking
- Critical thinking
- Making informed decisions
- Using computers at work
- Providing leadership
- Persuading others
- Coping with stress
- Dealing with the public
- Managing time
- Planning and organizing
- Conflict resolution
- Interacting with diverse groups of people
- Self-evaluation
- Self-reliance
- Working cooperatively
- Using new technology
- Clarifying personal values
- Alertness (attention to detail)
- Tolerance of ambiguity
- Coping (the ability to deal with several different issues at the same time)
- Commitment to task
- Assertiveness
- Versatility

2. Identify 6 examples of being loyal to an organization by doing the right thing.
 - Being honest
 - Working hard
 - Keeping busy
 - Being punctual
 - Being dependable
 - Learning as much as you can to do a good job
3. What does it mean to be adaptable?
 - Being able and willing to change, often it means changing when you do not really want to change
 - A change in how you do your job, it may be a change in when or where you work
4. How can you keep aware of trends that affect your job?
 - Being current with what is happening in your industry
5. How will lifelong learning affect your career?
 - Learning how to learn is the most important skill needed today
 - Jobs are changing, traditional jobs are disappearing or changing with the introduction of new technologies
 - An emphasis on teamwork and multiple skills will be required
6. How can you prepare for more responsibility on the job?
 - Show your boss that you can take on more responsibility
 - Start by accepting more and more responsibility in your present job
 - Do not be afraid to take on extra duties
 - Look at jobs to which you might be promoted
 - Try to learn when a good job will be open

ANSWER KEY
READING ACTIVITY

PART I

1. Roman worked at the company
 - a. about six months.
 - b. a year and a half.
 - c. a couple of years.

2. Roman declined to participate in
 - a. the management training program.
 - b. the information technology training program.
 - c. all of the training programs.

3. Roman graduated
 - a. a couple of years ago.
 - b. about a year ago.
 - c. about a year and a half ago.

4. The training classes were
 - a. held after work hours.
 - b. on the weekends.
 - c. on the clock.

5. The company
 - a. does not pay employees during training.
 - b. pays employees while they are in training.
 - c. pays for some training programs.

6. Roman felt that he was
- a. well liked as an employee.
 - b. not well liked as an employee.
 - c. in a dead end job.
7. Roman wanted to go into
- a. Information Technology.
 - b. Information Management.
 - c. Management Information.
8. The new training schedule
- a. was not yet posted.
 - b. started next week.
 - c. started in two weeks.

PART II

- Answers will vary, but should include some of the information presented in the module.

ANSWER KEY
MATH ACTIVITY

PART I

1.
 - a. 5.83"
 - b. 7.07"
 - c. 35.44"
 - d. 17.20"