

# NOTICED FOR POSITIVE CONTRIBUTIONS



**COMPETENCY  
CATEGORY:** Work Place

**COMPETENCY  
NUMBER:** H.63

**COMPETENCY:** Demonstrate an attitude that attracts the attention of management.

**OBJECTIVE:** Upon completion of this module, students will be able to demonstrate an attitude that attracts the attention of management.



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**JAG**



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## INTRODUCTION

- Read the following story.

The El Cortez hotel in San Diego, California is the birthplace of an architectural first. Management determined their single elevator was not sufficient for getting their guests to and from their rooms and the lobby.

Deciding an additional elevator was needed engineers and architects were contracted to solve the problem. They proposed cutting a hole in each floor from the basement to the top of the hotel. As the experts stood in the lobby discussing their plans, a hotel janitor overheard their conversation.

“What are you up to?” he asked.

One of the planners explained the situation and their proposed solution. The janitor responded, “That’s going to make quite a mess. Plaster, dust, and debris will be everywhere.”

One of the engineers assured him it would work fine because they were planning to close the hotel while the work was being done.

“That’s going to cost the hotel a healthy amount of money,” the janitor noted, “and there will be a lot of people out of jobs until the project is completed. “Do you have a better idea?” one architect asked.

Leaning on his mop, the janitor pondered the architect’s challenge and then suggested, “Well, why don’t you build the elevator on the outside of the hotel?”

And they did! The El Cortez became the originator of a popular architectural feature. It doesn’t necessarily take a trained expert to come up with the best ideas.

- State the module title and review module objective.

**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; C.19- Practice Effective Human Relations; E.30- Demonstrate Commitment to an Organization; F.36- Demonstrate a Positive Attitude; G.55-Apply the Problem Solving Process to Complex Problems; as well as others.**

**Note to Specialist: You may want to give examples throughout the module that relate to your employment experiences.**

### **Administer Pre-Assessment**

### **OUTLINE**

- A. Attitude is a state of mind or a feeling with regard to a person or thing. It is also a position of the body or manner of carrying oneself, indicative of a mood or condition.
  - 1. Synonyms for attitude are: disposition, manner, demeanor, feeling, bearing, temperament, spirit, approach, and sensibility.
- B. People display their attitude through behaviors and actions.

### **COMPLETE LEARNING ACTIVITY H.63-1 “IN YOUR OPINION”**

- C. Taking initiative is an effective way to demonstrate the right attitude and attract the attention of management.
  - 1. Being self-motivated. Not waiting for someone to make an assignment or telling you what to do next.
  - 2. Finding things to do when you have completed a task or an assignment.
    - a. An old saying, “If you have time to lean, you have time to clean.”
  - 3. Volunteering to tackle the “little” jobs that aren’t getting done

- a. Dusting and straightening shelves is an example.
4. Going the “extra mile”, above and beyond the call of duty
- a. Sometimes we need to do tasks that are not in our job description.
  - b. As simple as picking up trash on the floor, refilling the coffee pot, or reloading paper in the copier are behaviors that show initiative.
5. When completed with your responsibilities, ask who needs help instead of pretending to be busy.
- a. This shows you are a team player.
  - b. You may expand your skills and learn something new by helping out somebody else.
- D. Having good working relationships with others in your department and in the organization is demonstrating a good attitude.
1. Organizations are team-focused, so it is important to project that same attitude.
- a. On occasion, stay an extra few minutes to assist a team member.
  - b. Ask others, “How can I help?”
  - c. Use “we” instead of “I.”
  - d. Build and nurture working relationships with co-workers.
  - e. Be known as a person of integrity, don’t gossip and spread rumors.
- E. Effective communication is necessary when demonstrating an attitude that attracts the attention of management.

1. A quick way to lose respect from your co-workers and management is to complain or whine. Avoid doing this!
  - a. A person with the right attitude will find something enjoyable in each project or assignment, even if it doesn't look interesting at first.
2. As stated above, gossiping and talking about others should be avoided.
  - a. On the surface, it seems you are making allies (friends) with the person you are gossiping with.
  - b. In reality, you are tearing down your reputation and trustworthiness.
  - c. Get in the habit of walking away or changing the subject. Management will notice.
3. Don't assume that because your boss isn't saying anything, you are doing a great job.
  - a. Your boss may be preoccupied and may not take time to communicate how you are doing.
  - b. That may not be the management style of your boss.
  - c. You need to be proactive and ask questions like:
    1. "Am I meeting expectations?"
    2. "Am I focused on the right assignments?"
    3. "What areas do you see I need to improve on?"
  - d. By asking questions, you demonstrate the attitude that you care about your performance and the performance of the company.

- e. Be open to the feedback you receive by not becoming defensive. Listen, evaluate the feedback, and implement the suggestions.
- f. Be selective when and how often you ask these types of questions. You don't want to come across as insecure and unsure.

F. Be a problem-solver not a problem-finder

- 1. Every organization has weaknesses and areas for improvement.
- 2. You can be the type of person that sees opportunities where everyone else sees problems, obstacles, limitations, or boundaries.
- 3. If a problem exists, find a solution. Management will appreciate an employee who doesn't complain about what is wrong, but offers solutions to "fix" what is wrong.

Example: A custodian was frustrated by paper clips, thumb tacks, and other metal objects causing problems with her vacuum cleaner. She developed a rubber magnetic strip to place on the front of the vacuum cleaner. The strip picked up the metal objects. Management liked the idea so well they placed these on all vacuum cleaners and rewarded her with a monetary bonus for her idea.

- 4. When communicating your idea, make sure it is well thought out.
  - a. You want to present your idea clearly and in an articulate way.
  - b. You may want to write your thoughts down first and practice out loud with someone.

- c. Bottom line, preparation will reduce the potential for fumbling or not being able to answer questions which might overshadow what is a great idea!

<b>COMPLETE LEARNING ACTIVITY H.63-2</b> <b>“PROBLEM-SOLVE FOR THE SCHOOL”</b>
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G. Work on “people skills”

- 1. Be known as someone who has a firm handshake and a warm, sincere smile
- 2. Warmly and sincerely greet people at your job—all levels of employees
- 3. Have good manners and demonstrate civility
  - a. Hold doors open for others
  - b. Let someone else have the parking spot you both drove up to at the same time
  - c. Simply saying “please” and “thank you”
- 4. Be aware of others’ feelings and your communication style with them

H. Have passion and desire for your job.

- 1. If you have passion and desire for your job, it will naturally show!
- 2. You will be known as someone who cares about the organization and your job.
- 3. By having passion, you’re working for the mutual benefit of the organization and your own personal goals.
- 4. Norm on the television show “Cheers” use to say, “It’s a dog eat dog world and you’re wearing Milk Bone shorts.”

- a. Competition can be fierce, so if your heart is not in what you are doing, it will show.
5. Even if you don't "love" everything you are doing in your job, keep your eyes focused on the next step or what you want to achieve. This will help you stay committed to doing a good job.
- I. Having commitment for your job, your co-workers, and the organization will be recognized and respected.
  1. You show commitment by:
    - a. Paying attention to the details
    - b. Being thorough
    - c. Following through on your promises
    - d. Meeting deadlines
    - e. Having a good work ethic
  2. Being a positive role model—leading by example is showing commitment to yourself and the organization.
- J. Staying on top of emerging trends in your industry or your field is demonstrating the right attitude.
  1. By staying current, you are able to discuss trends and issues intelligently.
  2. This will help you stand out and enhance your skills and position.
  3. You may get ideas to contribute toward the improvement of your department or the organization.
  4. Ways you can stay on top of emerging trends are:

- a. Read professional publications or journals related to your industry or field
  - b. Attend workshops, seminars, and conferences
  - c. Join a professional organization
  - d. Attend training sessions your organization offers
  - e. Utilize the Internet
  - f. Read the business section of the newspaper
5. Education never ends. We are all lifelong learners if we want to keep our jobs and advance.

K. Learn about management

1. Know the organization's vision and mission
  - a. Understand what they mean and how your job and your role fit in.
  - b. Keep the mission and vision in mind as you are making decisions—especially the tough decisions.
2. Learn your department or your manager's goals for your area.
3. As you are performing your job or offering solutions, try to view things from management's perspective.
4. Learn about management's background with the organization.
  - a. Where did they start?
  - b. What has been their career path?
  - c. How long have they been with the organization?

L. You want to be prepared to “toot your own horn.”

1. At any time, someone in management may ask you, “Tell me, what do you do here?”
  - a. This is your opportunity to go beyond the job title and describe what you contribute to the company.
  - b. This may include your responsibilities.
  - c. By sharing what you do, your strengths and contributions will be mentioned.
2. During your performance evaluation, you may be asked about your strengths and your contributions. You need to be ready!

**COMPLETE LEARNING ACTIVITY H.63-3  
“PERFORMANCE EVALUATIONS”**

**COMPLETE LEARNING ACTIVITY H.63-4  
“PEER PRAISING”**

**COMPLETE LEARNING ACTIVITY H.63-5  
“TOOT YOUR OWN HORN”**

**COMPLETE LEARNING ACTIVITY H.63-6  
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.63-7  
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.63  
“BOSSES AND BUDDIES”**

**COMPLETE MATH ACTIVITY H.63  
“JANET AND HER BOSS”**

**Administer Post-Assessment**

**LEARNING ACTIVITY H.63-1**  
**“IN YOUR OPINION”**

**OBJECTIVE:** To discuss the attitude, behavior, and actions that attracts the attention of management

**RESOURCES:** None

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. The principal is the manager of the school. Have a student invite the principal to come and speak with the students about what the principal feels “demonstrates an attitude that attracts the attention of management.”
2. Students should develop questions in advance to ask the principal.
3. Conduct a discussion about what the principal shared.

**OPTION:**

1. If the principal cannot come into each class to speak, have two students from each class interview the principal on the topic.
2. The students give a report to the class on what the principal feels “attitudes that attracts the attention of management.”

**LEARNING ACTIVITY H.63-2**  
**“PROBLEM-SOLVE FOR THE SCHOOL”**

**OBJECTIVE:** To identify and solve a problem

**RESOURCES:** Work Sheet—Learning Activity H.63-2

**SUGGESTED TIME:** 1-2 days

**DIRECTIONS:**

1. Divide students into teams then assign the teams to one of the following work groups:
  - a. Cafeteria staff
  - b. Custodial staff
  - c. Front office staff
  - d. Small team of teachers
  - e. Administration
2. Distribute the work sheet for Learning Activity H.63-2 and go over the directions.

**DISCUSSION QUESTIONS:**

1. How did it feel to solve a problem that the school is having?

2. Who in supervisory or management positions noticed what you were doing?

**LEARNING ACTIVITY H.63-2**  
**“PROBLEM-SOLVE FOR THE SCHOOL”**  
**WORK SHEET**

**DIRECTIONS:** Go to your assigned work group and interview one, two, or three people in that area to find a problem your team would like to solve.

1. Explain to the work group what your assignment is—to be a problem-solver.
2. Your team is going to do their best to offer a workable solution.
3. Preferably, the problem should be related to procedures, process, systems, operations, or technology. Try to avoid human relation problems (i.e. personality conflict).
4. After your team has had a chance to gather information, go through the problem-solving steps you learned in G.55.
5. Prepare a written summation of your teams recommended solution(s).
6. Present the written information to the work group and verbally share the solution(s) in a clear, articulate manner.

**LEARNING ACTIVITY H.63-3**  
**“PERFORMANCE EVALUATIONS”**

**OBJECTIVE:** To identify terminology that demonstrates an attitude that attracts the attention of management

**RESOURCES:** Blank performance evaluation forms

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Have students contact human resource departments in local businesses to collect blank performance evaluations forms.
2. Students will identify the terminology on the performance evaluation that matches the same terminology learned in class.
3. Example: initiative, team-focused, effective communicator, etc.
4. List the terms on the board as each student shares the terms out loud. If a term is repeated, place a tally mark beside the word each time.
5. If students share terms they feel “demonstrates an attitude that attracts the attention of management,” yet the terms have not been discussed before, add them to the list.

**DISCUSSION QUESTIONS:**

1. Were any of you surprised by the findings?

2. What surprised you?

3. How does this information impact your attitude, behavior, and actions at work or when you're involved in a Career Association project?

**LEARNING ACTIVITY H.63-4**  
**“PEER PRAISING”**

**OBJECTIVE:** To specify behaviors and actions that peers possess and demonstrate

**RESOURCES:** Work Sheet—Learning Activity H.63-4

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Students will fill in a person's name next to the term that reminds them of the person.
2. The number of students in the class will dictate if you want them to write in student's names that are in the class or if you want them to write in student's names from the entire Career Association.
3. Distribute the work sheet for Learning Activity H.63-4 and go over the directions.
4. Collect the completed work sheet and tally the responses.
5. Post these results.

**DISCUSSION QUESTIONS:**

1. How do you feel about how others view you?

2. What will you do differently based on these results?

3. How can use this information when you interview for a job?

**LEARNING ACTIVITY H.63-4**  
**“PEER PRAISING”**  
**WORK SHEET**

**DIRECTIONS:** Fill in a person’s name in the blank next to the term or phrase that reminds you of them. Use only the people in your immediate class or Career Association chapter. Do not use a person’s name more than once.

Takes initiative \_\_\_\_\_

Goes the “extra mile” \_\_\_\_\_

Helps out others when they need it \_\_\_\_\_

Uses the term “we” when talking about the Career Association and various activities \_\_\_\_\_

Does not gossip \_\_\_\_\_

Always finds the good in things \_\_\_\_\_

Is a problem-solver \_\_\_\_\_

Communicates well \_\_\_\_\_

Is polite (uses thank you, please) \_\_\_\_\_

Is friendly to everybody \_\_\_\_\_

Has a passion for the Career Association \_\_\_\_\_

Shows commitment by following through \_\_\_\_\_

Is a positive role-model \_\_\_\_\_

Likes to learn \_\_\_\_\_

Create your own:

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**LEARNING ACTIVITY H.63-5  
“TOOT YOUR OWN HORN”**

**OBJECTIVE:** To describe behaviors, actions, or characteristics that are of benefit to an organization

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Imagine the President of the company where you work (or the President of Jobs for America’s Graduates) comes up to you and says, “Tell me a little bit about what you do. How do you contribute to our company (or the Career Association)?”
2. Articulate as clearly and crisply as possible how you make a difference. Share what you do that is of benefit. Write out your thoughts on paper.
3. The goal is to be as clear as possible in one paragraph.
4. When you are ready, find a partner and share out loud with one another. If appropriate, suggest changes to make it as descriptive and clear as possible.
5. Have everyone share their paragraphs out loud.

**LEARNING ACTIVITY H.63-6**  
**“JOURNAL WRITING”**

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

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

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

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

**LEARNING ACTIVITY H.63-6**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY H.63-7**  
**"SERVICE LEARNING"**

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

**RESOURCES:** Learning Activity H.63-7

**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.”

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
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>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</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 H.63**  
**"BOSSES AND BUDDIES"**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.63

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading H.63 and distribute to each student.
2. Have students read "Bosses and Buddies."
3. Have students complete the "Reading Recall" and check their answers for accuracy.
4. Discuss the story with your students.

## **“BOSSES AND BUDDIES”**

“Janet and Carol, finish cleaning up and then you can leave,” Ms. Hayes, our supervisor, said as she walked quickly by us. She had a coffee pot in each hand. She had been working hard all evening. But she still looked cool and calm.

Janet and I had only worked at Valentino’s for a week. It was a really fancy restaurant. We were lucky to have jobs there. But we both were experienced waitresses. That’s why we were hired.

Ms. Hayes was really nice. She was in charge of all the waitresses in the evenings. She was the hostess. She really didn’t look much older than Janet or me. Her first name was Pam, but she introduced herself to us as Ms. Hayes, so that’s what we called her.

This seemed strange to Janet. “I don’t see why we can’t call her Pam,” she said. “All the other waitresses do!”

“But they’re all a lot older than we are, Janet. And they’re a lot older than Ms. Hayes.”

“I don’t care,” Janet said. “I’m going to try calling her Pam and see what happens.”

I shook my head. “I don’t think you should do that, Janet. She might not like it.”

“Why should she mind?” Janet asked. “I’m just trying to be friendly.”

The next evening she went over to Ms. Hayes and said, “I’ll have a free table in another fifteen minutes, Pam. So I’ll have room for six.”

Ms. Hayes didn’t say anything for a minute. Then she said, “OK, Janet.” From then on Janet called her Pam, but I kept calling her Ms. Hayes.

Shortly after that we found out that Ms. Hayes was not married and was only two years older than we were. “You know, I’ve been thinking,” Janet said as we were finishing up one night. “We ought to ask Pam to go out with us after work sometime.”

“I don’t know Janet. She’s still our boss, even if she’s just a little bit older than we are.”

Janet shrugged. “I don’t see what difference it makes.”

“With some people it may not make any difference,” I said. “But Ms. Hayes doesn’t act like she wants to be buddy-buddy with us.”

“Well, I’m going to ask her anyway,” Janet declared, and she headed off to find her. She came back a few minutes later. “She said she has plans.”

“I told you so,” I said.

A few days later Janet came into work all excited. “Guess what, Carol! I have a date with Steve Wilson tonight!”

“Steve Wilson! You’re kidding me!” He was a really nice guy.

“He’s picking me up here at 10 tonight,” she said.

“At 10! Janet, you’re never going to be done by 10. We haven’t been done by 10 once this summer.”

Janet smiled. “I know. But I’m sure I can get Pam to cover for me. She’ll understand.”

I decided not to waste my breath trying to change Janet’s mind. But I couldn’t help overhearing Ms. Hayes’ reply when Janet asked her. Ms. Hayes didn’t look at all friendly. “Of course you may leave at 10, Janet. But if you do, don’t bother to come back. We don’t need people we can’t depend on. And I would prefer it if you would call me Ms. Hayes, not Pam.”

Poor Janet looked really embarrassed. But you can’t treat employers like pals unless they want you to.

**READING RECALL**

**PART I**

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

1. Janet wanted to call Ms. Hayes by her first name because
  - a. \_\_\_ she liked the name Pam.
  - b. \_\_\_ Ms. Hayes wasn't much older than Janet and Carol.
  - c. \_\_\_ she wanted to make Ms. Hayes angry.
  
2. Carol didn't think Ms. Hayes would go out with them because she
  - a. \_\_\_ was their employer.
  - b. \_\_\_ didn't like them.
  - c. \_\_\_ didn't want to stay out late.

**PART II**

**DIRECTIONS:** Draw lines to match the words with their meanings. Then, on the lines below, write a sentence using their, there, and they're correctly.

their	they are
there	at that place
they're	belonging to them

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**PART III**

**DIRECTIONS:** Complete each of the sentences below.

1. Ms. Hayes told Janet she could leave early, but

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2. Ms. Hayes did not like Janet calling her Pam because

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3. The other waitresses called Ms. Hayes by her first name because

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**MATH ACTIVITY H.63**  
**“JANET AND HER BOSS”**

**OBJECTIVE:** To demonstrate the ability to add, multiply, and find the average

**RESOURCES:** Work Sheet—Math Activity H.63

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.63 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.63**  
**“JANET AND HER BOSS”**  
**WORK SHEET**

**DIRECTIONS:** This activity will give you practice with addition, multiplication, and finding the average.

1. When Janet started her new job she was told she would be paid overtime. She was making \$6.35 an hour, and overtime is  $1\frac{1}{2}$  times her regular pay.
  - a. How much should she earn for an hour of overtime?

- b. Tuesday night Janet worked 3 extra hours and was \$19.05. Was she being paid for overtime? \_\_\_\_\_ How do you know?

- c. What should Janet do about this situation?

2. As supervisor, Ms. Hayes expects certain things from her employees. For example, she expects them to be on time. She kept a list one week of how much Janet was late getting to work. The list read:

Monday – 5 minutes  
Tuesday – 13 minutes  
Wednesday – 17 minutes  
Thursday – 20 minutes  
Friday – 21 minutes  
Saturday – 14 minutes

- a. What was the average amount of time Janet was late that week?

- b. Janet gets paid by the hour. How much money was Janet paid for time she wasn't really at work?

- c. What do you think Ms. Hayes should do about Janet's lateness?

3. Ms. Hayes also expects the waitresses to have three different colors of blouses. The blouses cost \$24.95 each. The waitresses are given \$70 when they start work to pay for their blouses. How much more should they be given to cover the cost of three blouses?

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

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

1. What are the various ways an employee can attract the attention of management?

2. What does taking initiative mean?

3. How can employees display a teamwork attitude?

4. What should you do if others are gossiping around you?

5. If your boss is not letting you know if you are doing a good job or not, what type of questions should you ask?

6. If you notice a problem exists at your place of employment, and you realize complaining doesn't help, what could you do?

7. How do you show commitment to your job or the Career Association?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What are the various ways an employee can attract the attention of management?

- Taking initiative
- Being self-motivated
- Doing the “little jobs” that aren’t getting done
- Going the “extra mile” above and beyond the call of duty
- Offer to help others
- Using “we” versus “I”
- Not complaining
- Not gossiping
- Asking your boss for feedback
- Offering solutions to problems
- Being a sincere person
- Having good manners and demonstrating civility
- Being aware of others’ feeling
- Having passion and desire for the job
- Showing commitment by paying attention to details, being thorough, following through on promises, meeting deadlines, and having a good work ethic
- Staying on top of emerging trends in the industry
- Being aware of the organization’s vision and mission
- Being aware the department’s goals
- Being able to articulate what you contribute to the company.

2. What does taking initiative mean?

- Being self-motivated
- Finding things to do when you have completed a task or an assignment
- Volunteering to do the “little” jobs that others avoid
- Going the “extra mile”

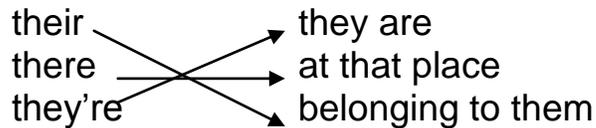
3. How can employees display a teamwork attitude?
  - Offering to help others
  - Staying late on occasion to help out
  - Use “we”
  - Be known as a person of integrity by not gossiping or spreading rumors
4. What should you do if others are gossiping around you?
  - Walk away
  - Change the subject
5. If your boss is not letting you know if you are doing a good job or not, what type of questions should you ask?
  - Am I meeting expectations?
  - What areas do you see I need to improve on?
6. If you notice a problem exists at your place of employment, and you realize complaining doesn't help. What could you do?
  - Offer solutions
  - Do NOT complain or whine
7. How do you show commitment to your job or the Career Association?
  - Paying attention to the details
  - Being thorough
  - Following through on your promises
  - Meeting deadlines
  - Having a good work ethic

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

**PART I**

1. Janet wanted to call Ms. Hayes by her first name because
  - a.  she liked the name Pam.
  - b.  Ms. Hayes wasn't much older than Janet and Carol.
  - c.  she wanted to make Ms. Hayes angry.
  
2. Carol didn't think Ms. Hayes would go out with them because she
  - a.  was their employer.
  - b.  didn't like them.
  - c.  didn't want to stay out late.

**PART II**



- Answers will vary

**PART III**

1. Ms. Hayes told Janet she could leave early, *but not to bother to come back.*
  
2. Ms. Hayes did not like Janet calling her Pam because *she was Janet's employer.*
  
3. The other waitresses called Ms. Hayes by her first name because *they were older.*

**ANSWER KEY**  
**MATH ACTIVITY**

1.
  - a. \$9.53 per hour
  - b. No, \$6.35 per hour
  - c. Discuss the situation with her boss
  
2.
  - a. 15 minutes
  - b. \$9.53
  - c. Discuss the problem with Janet
  
3. \$4.85