

COMPETE SUCCESSFULLY



COMPETENCY

CATEGORY: Leadership and Self Development

COMPETENCY

NUMBER: E.29

COMPETENCY: Compete successfully with peers.

OBJECTIVE: Upon completion of this module, students will be able to compete successfully with peers.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity E.29-1 • Decks of cards, one per pair			16
Learning Activity E.29-2 • Work Sheet—"Winners"			17 18
Learning Activity E.29-3 • Work Sheet—"Interviews"			19
Learning Activity E.29-4 • Work Sheet—"Gracious Winners and Gracious Losers"			20 21
Learning Activity E.29-5 • Video tape camera • Tripod • Blank tapes			22
Learning Activity E.29-6 • Work Sheet—"Journal Writing"			23 24
Learning Activity E.29-7 • Types of Support Linkages • Community Resources • Service Activity Action Plan			25 26 27 28
Reading Activity E.29 • "Office Competition"			30 31
Math Activity E.29 • Work Sheet—"Charting Your Course"			34 35
Pre-Assessment/Post-Assessment			40
Answer Key—Pre-Assessment/Post-Assessment			42
Answer Key—Reading Activity			44
Answer Key—Math Activity			46

INTRODUCTION

- “And the winner is!”
Or
- “And the loser is!”
- This generally is the result of competition – there is a winner and sometimes losers.
- Review the module objective.
- In this module we will examine the issue of competing successfully with peers.

Administer Pre-Assessment

OUTLINE

- A. What is competition?
 1. Most of us are familiar with competition.
 2. Throughout our lives, at school, in sports, or at work we have competed.
 3. Competition is generally thought of in terms of a winner and loser.
- B. External and internal incentives
 1. What are some of the **external** (outside) incentives that motivate people to win?
 - a. Opportunity for advancement
 - b. Money
 - c. Recognition for accomplishment – awards
 - d. Job evaluation (Performance)

- e. Others?
2. What are some of the **internal** (inside) incentives that motivate people to win?
 - a. Feeling of accomplishment
 - b. Feeling of power
 - c. The “job” itself – loves job
 - d. Status
 - e. Loyalty
 - f. Fear of failure
 - g. Others?
3. For many people, the way that they perceive “getting ahead” in life is through successfully competing with their peers.
4. One of the problems with competition, however, is that when you beat someone at something, they usually experience being beaten.
5. That is, if you win, they lose.
6. It is often the case that the experience of losing in competition is much more frequent than the experience of winning.
7. This losing experience is often very unpleasant and can lead to a person becoming depressed or completely withdrawing from the activity in question.
8. It is never appropriate to compete just to try to gratify your ego at someone else’s expense.

COMPLETE LEARNING ACTIVITY E.29-1

“WINNERS AND LOSERS”

C. Competing with your peers in school

1. There's a widespread belief that the more competitive we make the learning environment, the more likely we are to stimulate high quality performance.
2. Some people feel that if you make the whole scene cutthroat, you will get top results and fantastic learning achievement.
3. Some people believe that competition unfailingly challenges, motivates and brings out the best in students – and the fiercer the competition, the better for learning.
4. Where the competitive ethic fails, the truth test is when competitiveness sets students against one another, creates suspicion, and divides the student group into a mixture of jealous, envious, suspicious and mistrustful individuals.
5. When this happens, research tells us that the outcome is likely to be diminished performance, lower grades and poorer learning outcomes for many students.
6. What can students do?
 - a. Work together collaboratively – explore group projects, joint essays, joint presentations, collective problem-solving etc.
 - b. Teach one another – this is useful in peer support structures also.
 - c. Form study groups and networks – talk about ideas, issues and problems related to study, rather than sports, fashion and ‘who’s on with who’.

(Source: Andresen: *Five Fatal Fallacies About Studying at the University*)

COMPLETE LEARNING ACTIVITY E.29-2

“WINNERS”

D. Competing in the work place

1. When you're new to a job and don't know the politics of moving ahead, one quick way to learn is to study your leaders.
2. This means the people close to you – your peers, your boss
3. How did they get to where they are?
4. Why did they choose to pursue the position they're in?
5. What publications do they read regularly?
6. What email mailing lists do they subscribe to?
7. Don't be afraid to ask – people are usually flattered to talk about their own careers and information skills.
8. Another way to determine which way to steer your career is to study your company's competition.
9. Whose products are next to yours on the shelf in the store? What is their market share? What was it a year ago?
10. What are the primary differences between your company's products and theirs?
11. If your competition is clearly starting to steer the industry in a different direction (and if your company's management is aware of this), then there's a good chance this directional shift will eventually ripple down to you.

COMPLETE LEARNING ACTIVITY E.29-3
“INTERVIEWS”

COMPLETE LEARNING ACTIVITY E.29-4
“GRACIOUS WINNERS AND GRACIOUS LOSERS”

E. Win/win approach

1. Win/win is not a technique; it's a total philosophy of human interaction. The alternatives are win/lose, lose/win, lose/lose.
2. Win/win is a frame of mind and heart that constantly seeks mutual benefit.
3. Win/win means that agreements or solutions are mutually beneficial and mutually satisfying for everyone involved.
4. With a win/win solution, all parties feel good about the decision and feel committed to the action plan.
5. Win/win sees life as a cooperative, not a competitive arena.
6. That kind of thinking is fundamentally flawed. It's based on power and position rather than on principle.
7. Win/win is based on the fact that there is plenty for everybody, and that one person's success is not achieved at the expense or exclusion of the success of others.
8. Win/lose is the authoritarian approach: “I get my way; you don't get yours.”
9. Win/lose people are prone to use position, power, credentials, possessions, or personality to get their way.
10. Most people have been in the win/lose mentality since birth.

Example: One child is compared with another.

11. In the work place, the benefits of a win/win approach are:

- a. More cooperation and teamwork
- b. More creativity in business solutions
- c. More fun and fulfillment
- d. More profit

F. Dealing with conflict

- 1. Much of the success in the win/win approach is dealing with conflict.
- 2. Not only dealing with conflict but resolving conflict so that both parties are satisfied with the outcome.
- 3. People typically respond to conflict in terms of:
 - a. How important or unimportant it is to satisfy their needs
 - b. How important or unimportant it is to satisfy the other person's needs.
- 4. Most successful resolutions to conflict result from a win/win solution.
- 5. While it is important to develop skills to compete (e.g., when buying a car), this approach has many negative consequences for both our personal lives and for our professional careers, especially if we are to have an on-going relationship with the other person.
- 6. The steps in implementing the win/win approach to conflict resolution are:
 - a. Step 1: Plan a strategy – Be clear on what is important to you.

- b. Step 2: Separate the **person** from the problem – Address the **problem** not the **personality**.
- c. Step 3: Look for an integrative solution – One that meets **your** needs and one that meets the needs of the **other** person.
- d. Step 4: Create options for **mutual** gain – Things that both of you would be pleased with before deciding what to do.
- e. Step 5: Use an objective standard – Make decisions based on principles and results, not emotions or pressure.
- f. Step 6: Know the best alternatives – Yours and the other person's
- g. Step 7: Pay attention to the “flow” of the negotiation – How well things are progressing
- h. Step 8: Be a good listener and communicator

COMPLETE LEARNING ACTIVITY E.29-5 “WIN/WIN”

G. SCANS – Secretary's Commission on Achieving Necessary Skills

- 1. SCANS is the outgrowth of a Department of Labor study which sought to determine the skills young people need in order to compete in the world of work.
- 2. So, why would you need to know what SCANS is?
- 3. The answer to that question is rather simple – the SCANS skills are the skills that employers will expect you to hold as you enter and advance in the workplace.
- 4. Therefore, if you are to compete with your peers, you must master the SCANS skills.
- 5. There are 3 foundation skills:

- a. Basic skills:
 - 1. Reads, writes, performs arithmetic and mathematical operations, listens and speaks
 - a. Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
 - b. Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
 - c. Arithmetic/Mathematics – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
 - d. Listening – receives, attends to, interprets, and responds to verbal messages and other cues
 - e. Speaking – organizes ideas and communicates orally
- b. Thinking skills:
 - 1. Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
 - a. Creative thinking – generates new ideas
 - b. Decision making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

- c. Problem solving – recognizes problems and devises and implements plan of action
 - d. Seeing things in the mind's eye – organizes, and processes symbols, pictures, graphs, objects, and other information
 - e. Knowing how to learn – uses efficient learning techniques to acquire and apply new knowledge and skills
 - f. Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
- c. Personal qualities:
- 1. Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
 - a. Responsibility – exerts a high level of effort and perseveres towards goal attainment
 - b. Self-esteem – believes in own self-worth and maintains a positive view of self
 - c. Sociability – demonstrates understanding, friendliness, adaptability, empathy
 - d. Self-management – assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
 - e. Integrity/Honesty – chooses ethical courses of action
6. There are five workplace competencies:
- a. Resources:

1. Identifies, organizes, plans, and allocates resources
 - a. Time – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
 - b. Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
 - c. Material and facilities – Acquires, stores, allocates, and uses materials or space efficiently
 - d. Human resources – Assesses skills and distributes work accordingly, evaluates performance and provides feedback
- b. Interpersonal:
 1. Works with others
 - a. Participates as member of a team – contributes to group effort
 - b. Teaches others new skills
 - c. Serves clients/customers – works to satisfy customers' expectations
 - d. Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
 - e. Negotiates – works toward agreements involving exchange of resources, resolves divergent interests

- f. Works with diversity – works well with men and women from diverse backgrounds
- c. Information:
 - 1. Acquires and uses information
 - a. Acquires and evaluates information
 - b. Organizes and maintains information
 - c. Interprets and communicates information
 - d. Uses computers to process information
- d. Systems:
 - 1. Understands complex inter-relationships
 - a. Understands systems – knows how social, organizational, and technological systems work and operates effectively with them
 - b. Monitors and corrects performance – distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
 - c. Improves or designs systems – suggests modifications to existing systems and develops new or alternative systems to improve performance
- e. Technology:
 - 1. Works with a variety of technologies

- a. Selects technology – chooses procedures, tools or equipment including computers and related technologies
- b. Applies technology to task – understands overall intent and proper procedures for setup and operation of equipment
- c. Maintains and troubleshoots equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies

**COMPLETE LEARNING ACTIVITY E.29-6
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY E.29-7
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY E.29
"OFFICE COMPETITION"**

**COMPLETE MATH ACTIVITY E.29
"CHARTING YOUR COURSE"**

Administer Post-Assessment

LEARNING ACTIVITY E.29-1
“WINNERS AND LOSERS”

OBJECTIVE: To identify the feelings of being a winner and loser

RESOURCES: Decks of cards, one per pair of students

SUGGESTED TIME: 1 hour

DIRECTIONS:

Note to Specialist: Arrange each deck of cards so that every other card is a “high” card. In this activity, each student will be paired with another student. Arrange the high cards as card 1,3,5,7,9,etc. To make this a realistic activity, arrange for the other person in the pair to “win” about 10% of the time.

1. Assign students to pairs of twos.
2. Give the deck of cards to one student in the pair.
3. Be certain that cards are not shuffled.
4. Have each student select a card from the top of the deck.
5. Have students keep track of winners and losers.
6. Have winners begin to “make fun” of the loser.
7. Play game for about 5 - 10 minutes or so.

DISCUSSION QUESTIONS

1. Ask winners how it felt to win.
2. Ask losers how it felt to lose.
3. If this were in the workplace, how would this win-lose situation effect the work environment?

LEARNING ACTIVITY E.29-2

“WINNERS”

OBJECTIVE: To identify characteristics of winners

RESOURCES: Work Sheet—Learning Activity E.29-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out two (2) copies of the work sheet for Learning Activity E.29-2.
2. Have students review the characteristics and identify which type of employee is most closely associated with each characteristic.
3. Ask students to have a “successful” employee review the characteristics and identify which type of employee is most closely associated with each characteristic.
4. Compare the differences between responses.
5. Are there significant differences? Why?

LEARNING ACTIVITY E.29-2
“WINNERS”
WORK SHEET

DIRECTIONS: Review the characteristics below and identify which type of employee is most closely associated with each characteristic. Using the second copy of this work sheet, identify a successful employee and have him/her complete this checklist.

Characteristics	Successful Employee	Average Employee	Below Average Employee
1. Late to work on a regular basis			
2. Gives excuses whenever possible			
3. Prompt and on-time to work			
4. Loves the job			
5. Analyzes personal strengths and weaknesses			
6. Will not admit to limitations			
7. Blames others for situation			
8. Envious of other workers			
9. Accepts new responsibilities			
10. Loyal to management			
11. Argues with others			
12. Volunteers for tasks			
13. Helps other employees			
14. Looks forward to personal evaluations			
15. Seeks help training when necessary			
16. Leaves when the whistle blows			
17. Shows up early for work			
18. Makes recommendations to improve productivity			
19. Always pressing for more money			
20. Is cooperative			
21. Seeks opportunities for advancement			
22. Never complains			
23. Seeks opportunities for additional training			
24. Self empowered			
25. Never volunteers to work weekends			

(Source: Modified from Jobs for Montana's Graduates)

LEARNING ACTIVITY E.29-3
“INTERVIEWS”

OBJECTIVE: To identify characteristics of “winners”

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students identify an individual they feel exemplifies a “winner.”
2. Have students develop a list of interview questions.
3. Have students schedule a short interview.

Note to Specialist: Check the interview questions developed by your students. The purpose of this activity is to identify traits or characteristics of a “winner.”

4. Have students report on their interviews.
5. List the common traits or characteristics on the writing board.
6. Discuss the commonality found from the interviews.

LEARNING ACTIVITY E.29-4
“GRACIOUS WINNERS AND GRACIOUS LOSERS”

OBJECTIVE: To demonstrate the characteristics of a gracious winner and a gracious loser

RESOURCES: Work Sheet—Learning Activity E.29-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to teams of 3 or 4.
2. Have students design a skit where there is a “boastful” winner and a “sore” loser.

Note to Specialist: Have your students think of a school-based or work-based example for their skits.

3. Have students present their skits.
4. Discuss reactions to “boastful” winner and “sore” loser.
5. Now have the students re-design their skits where there is a “gracious” winner and a “gracious” loser.
6. Discuss reactions to “gracious” winner and “gracious” loser.

LEARNING ACTIVITY E.29-4
“GRACIOUS WINNERS AND GRACIOUS LOSERS”
WORK SHEET

DIRECTIONS: As a team, design a skit where there is a boastful winner and a sore loser. After your team presents their skit, you will be asked to redesign your skit so that there is a gracious winner and a gracious loser.

LEARNING ACTIVITY E.29-5
“WIN/WIN”

OBJECTIVE: To demonstrate the steps in the win/win approach to conflict resolution

RESOURCES:

- Video tape camera
- Tripod
- Blank tapes

SUGGESTED TIME: 1-2 hour(s)

DIRECTIONS:

1. Assign your students to teams of 3-4.
2. Have each team plan a role-play situation where the win/win approach to conflict resolution can be demonstrated.
3. The first step is to identify a realistic situation where two parties have a problem to be resolved.

Note to Specialist: It might be helpful to assist your students with the identification of a problem.

4. Have each team present their role-play.
5. Video tape each role-play and play back the tape and have the class critique the demonstration.

LEARNING ACTIVITY E.29-6
“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 E.29-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY E.29-7 "SERVICE LEARNING"

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

RESOURCES: Learning Activity E.29-7

SUGGESTED TIME: 1 hour

DIRECTIONS:

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

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

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

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

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

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

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

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

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

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

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

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

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
--	---

POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY E.29
“OFFICE COMPETITION”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity E.29

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity E.29 and distribute to each student.
2. Have students read “Office Competition.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“OFFICE COMPETITION”

Hi, my name is Marge. I guess I've always been competitive. I can't help it. When I'm in the office I feel I have to out do everybody else. That's the way to impress the boss.

The other girls in the office understand. Betty is in charge of us, but she's not real bossy about it. She just makes sure we get our work done.

I make sure I get my own work done right away. I want to keep this job. Lots of times I even get done with my work before five o'clock. Boy, do I feel good then. Of course, I would never leave early. But it's nice to have a half an hour or so with nothing to do.

That's why Sue makes me mad. She seems to think when I get done with my work, I should help her do hers! Can you believe that? I will agree that she has a big job and a lot of work, but that's her problem. As long as I get my job done, that's all I care about.

The only problem is that Sue has the boss on her side. This morning about a half hour before lunch, I had finished my morning's work. I was taking a coffee break. Sue said she was really swamped and asked if I would type some letters for her. I said no. Who does she think she is anyway? I finish all my work ahead of schedule.

Then, wouldn't you know, she went to see the boss. A few minutes later he came and told me that for the rest of the day I was supposed to help with Sue's work. That we were a “team” and that we were to help each other. He said that we were not in competition with each other.

To top it all off, Mary Ann, Sue, and Betty went out to lunch, and they didn't even ask me to go along. Some friends! I said I wanted to keep this job, but now I'm not so sure. Maybe I'd like it better some place else, where I am rewarded for getting my work done. How am I ever going to get promoted if I keep doing everybody else's work?

“By being less competitive and becoming a team player, everybody wins.” the boss said. I guess he overheard me complaining.

READING RECALL

PART I

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

1. Marge is
 - a. ____ a friendly person.
 - b. ____ a competitive person.
 - c. ____ often smiling.

2. Marge doesn't think
 - a. ____ she should have to do Sue's work.
 - b. ____ Betty is very nice.
 - c. ____ Sue has very much to do.

3. The boss said
 - a. ____ Sue could take some time off.
 - b. ____ Sue should do her own work.
 - c. ____ Marge should help Sue.

4. The girls didn't ask Marge to go to lunch because
 - a. ____ they knew she was on a diet.
 - b. ____ she was competitive.
 - c. ____ they were in a hurry.

PART II

DIRECTIONS: Three of the words in each group below mean almost the same thing. One word means something different. Find the word that does not belong and circle it. Use a dictionary if you need to.

1. Team player, competition, cooperative, helpful
2. Friends, pals, companions, enemies
3. Employee, boss, supervisor, employer
4. Assist, help, ignore, aid
5. Begin, finish, end, complete
6. Job, task, study, chore

PART III

DIRECTIONS: Think about the story you read and answer the questions below.

Marge thinks maybe she should find a job where her boss would reward her for her competitive spirit. Do you think things would be different for Marge at another job? Why or why not?

MATH ACTIVITY E.29
“CHARTING YOUR COURSE”

OBJECTIVE: To be able to communicate information using graphs and charts

RESOURCES: Work Sheet—Math Activity E.29

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to pairs of twos.
2. Pass out a copy of the activity sheets to each student.
3. Have the students complete the activity sheets.
4. Each pair should take turns presenting answers to the questions along with “project chart” idea.

DISCUSSION QUESTIONS:

1. In what ways can business and industry use graphs?

2. How can a club or organization use charts and graphs?

3. How can individuals use graphing for their personal life?

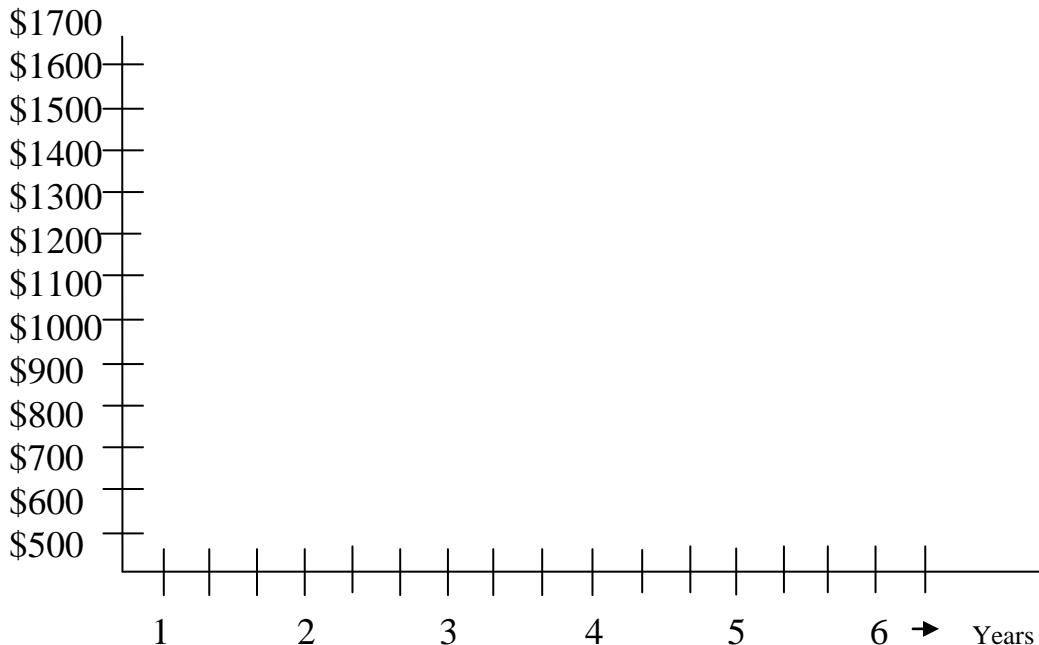
MATH ACTIVITY E.29
“CHARTING YOUR COURSE”
WORK SHEET

DIRECTIONS: Working in pairs, answer the following questions by making calculations, estimations, and charting data:

1. The Funtime Club has steadily increased its fundraising each year for the past 5 years. The following chart documents how much was raised each year.

Year 1	Year 2	Year 3	Year 4	Year 5
\$700.00	\$900.00	\$1100.00	\$1300.00	\$1500.00

Place the information from the chart above into graph below by putting a “dot” for each amount at the correct place on the graph and connecting the dots with a line.

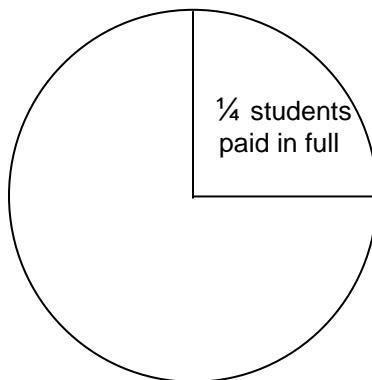


BONUS: How much money should the Funtime Club raise in year 6? Why?

What clues are given in the amounts that would project the fund raising efforts for year six? ... in the graph?

2. The Central High School Career Club is just starting out and having a little trouble getting dues collected. One fourth of the students have paid their dues in full. One sixth of the students have paid more than $\frac{1}{2}$ of their dues, but are not paid in full. One third of the students have paid less than $\frac{1}{2}$ of their dues but have paid something. The rest of the students have paid nothing toward their dues.

Using the circle below, create a pie chart that illustrates the information above.



What percentage of the students has not paid anything toward their dues?

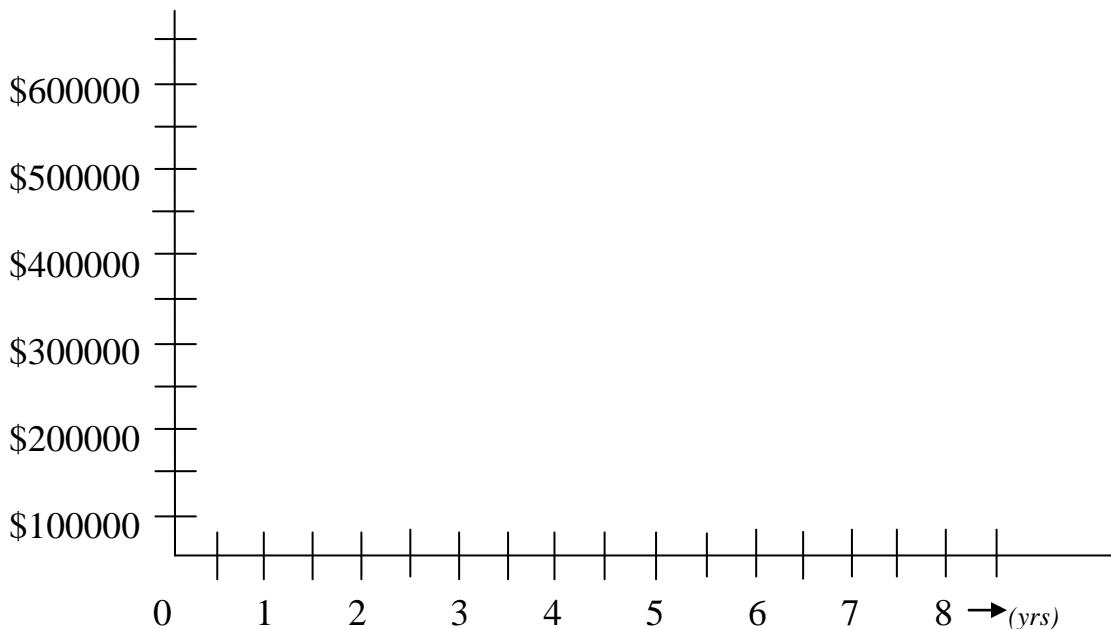
How can you tell by the numbers given? ...by the pie chart?

3. The Big Deal Company has projected its income for the next 8 years. Their figures are entered in the chart below:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
\$100,000	\$150,000	\$200,000	\$250,000	\$300,000	\$350,000	\$400,000	\$450,000

Enter the information in by drawing the correct “line” into the graph. :

BIG DEAL INCOME/EXPENSE GRAPH
(Intersection = “break even” point)



The problem right now with Big Deal Company is their expenses are more than their income, which means they are operating at a loss and having to pay the difference from the profits of their other businesses. This year (year “0”) their expenses were \$500,000 which means they “lost” \$400,000 (\$100,000 income - \$500,000 expenses = -\$400,000).

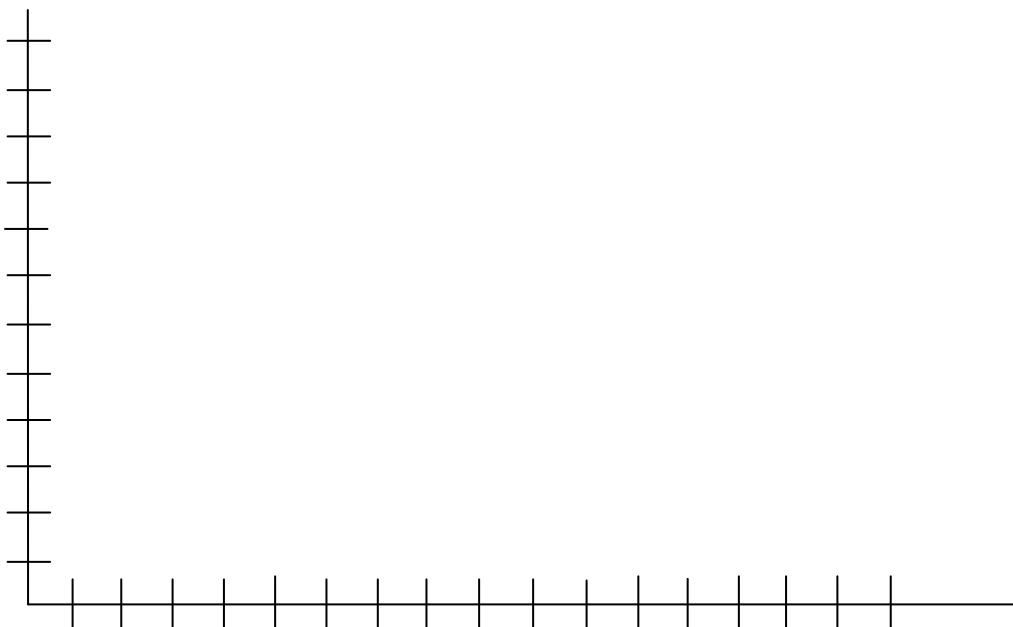
The good news is that Big Deal Company is reducing their expenses at the rate of \$100,000 per year until annual expenses are \$100,000. If this is “year “0,” plot another line on the graph above that shows expenses starting at \$500,000 year 0 and decreasing by \$100,000 each year until it equals \$100,000.

At what year will the Big Deal Company “break even?” (Income equals expenses) How can you tell?



4. Graph a project or goal for yourself and present it to the class. This goal might indicate how much money you expect to earn in a certain number of years, or how many miles of vacation travel you expect to enjoy by a certain age or even how many CD's you expect to own by a certain time.

Use the graph grid below to enter and label your data.



Report your results to the class.

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. Competition is generally thought of in terms of having what?

2. Define the term external incentive.

3. Define the term internal incentive.

4. What can students do to reduce the competitive environment at school?

5. How can you better compete in the work place?

6. What is the win/win approach?

7. What are the 8 steps for implementing the win/win approach?

8. Define the term SCANS.

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

1. Competition is generally thought of in terms of having what?
 - A winner and a loser
2. Define the term external incentive.
 - “Outside” things that motivate, i.e. money
3. Define the term internal incentive.
 - “Inside” things that motivate, i.e. feeling of accomplishment
4. What can students do to reduce the competitive environment at school?
 - Work together
 - Teach one another
 - Form study groups
5. How can you better compete in the work place?
 - Study leaders
 - Study your peers
 - Ask questions
 - Read
 - Study competition
6. What is the win/win approach?
 - It is a technique where competitors solve their differences so that both sides feel that they are winners
7. What are the 8 steps for implementing the win/win approach?
 - Step #1 – Plan a strategy
 - Step #2 – Separate the **person** from the **problem**

- Step #3 – Look for an integrative solution
 - Step #4 – Create options for mutual gain
 - Step #5 – Use an objective standard
 - Step #6 – Know the best alternatives
 - Step #7 – Pay attention to the “flow” of the negotiation
 - Step #8 – Be a good listener and a good communicator
8. Define the term SCANS.
- Secretary's Commission on Achieving Necessary Skills

ANSWER KEY
READING ACTIVITY

PART I

1. Marge is
 - a. a friendly person.
 - b. a competitive person.
 - c. often smiling.
2. Marge doesn't think
 - a. she should have to do Sue's work.
 - b. Betty is very nice.
 - c. Sue has very much to do.
3. The boss said
 - a. Sue could take some time off.
 - b. Sue should do her own work.
 - c. Marge should help Sue.
4. The girls didn't ask Marge to go to lunch because
 - a. they knew she was on a diet.
 - b. she was competitive.
 - c. they were in a hurry.

PART II

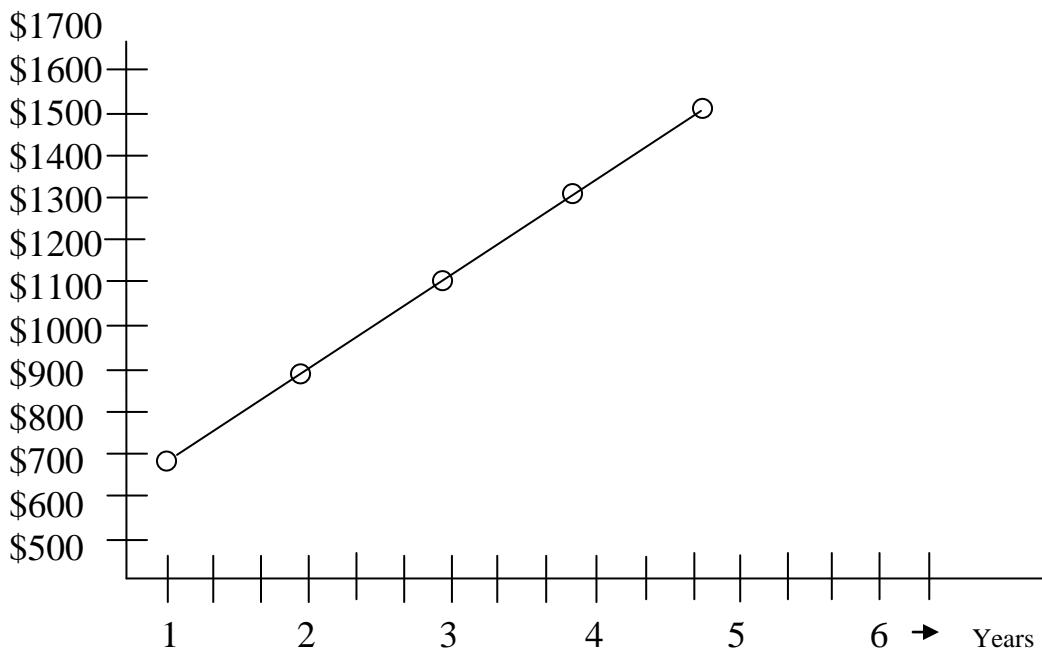
1. Team player, competition, cooperative, helpful
2. Friends, pals, companions, enemies
3. Employee boss, supervisor, employer
4. Assist, help, ignore aid
5. Begin, finish, end, complete
6. Job, task, study, chore

Part III

- No: because the fault lies in Marge's personality

ANSWER KEY
MATH ACTIVITY

1.

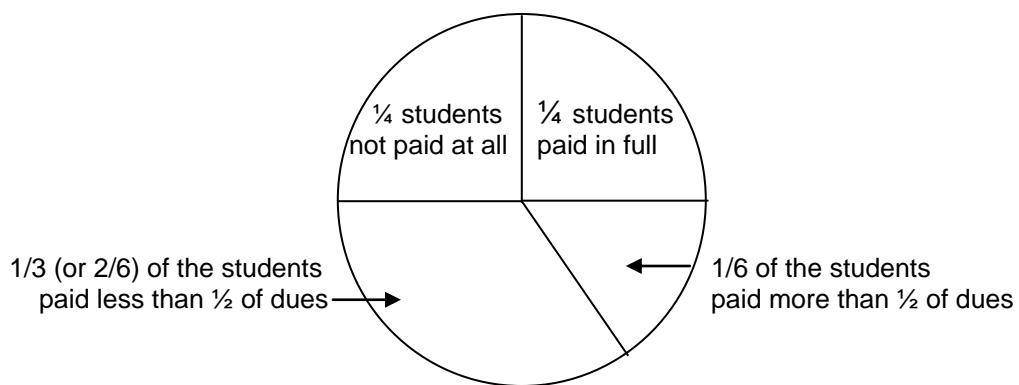


Funtime should raise \$1700 in year six.

Clues are: each year increased by \$200.00

If you extend the line to year six, it will intersect with \$1700.00

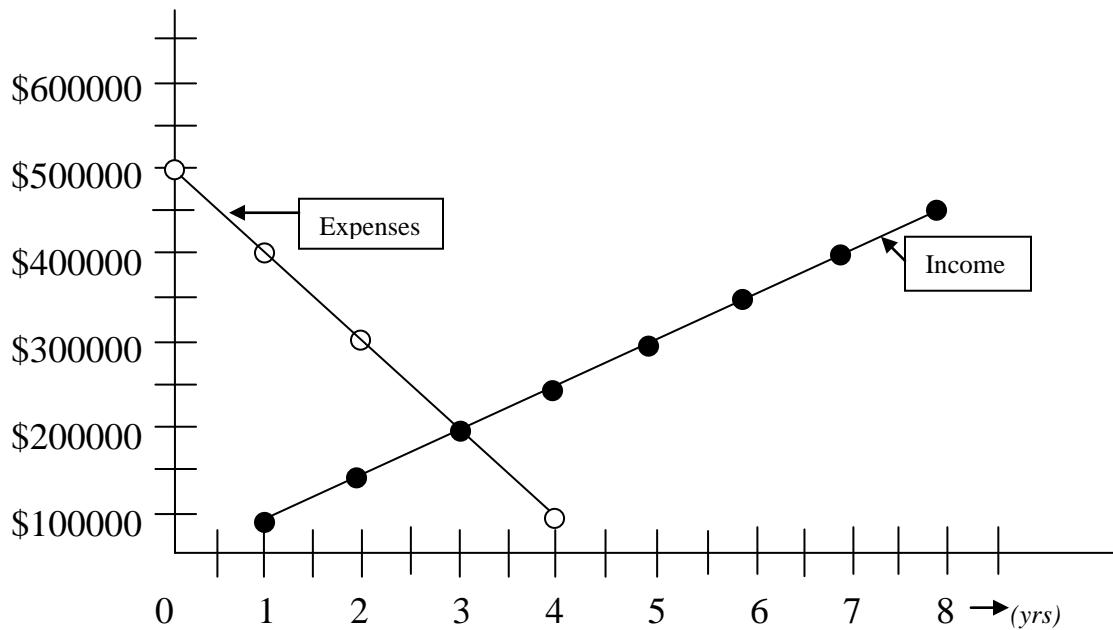
2.



25% of the students have not paid anything toward dues. Clues are: adding the fractions & space left over in pie chart.

3.

BIG DEAL INCOME/EXPENSE GRAPH
(Intersection = “break even” point)



Big Deal will “break even” in year three. It is the intersection point of income and expenses... or when income = expenses.

4. Answers will vary.