

DAY IN AND DAY OUT



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.60

COMPETENCY: Demonstrate punctuality and good attendance practices.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate punctuality and good attendance practices.



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INTRODUCTION

- In a survey of 18 to 28 year olds:
 1. 55% arrive for work at least 10 minutes early
 2. 25% arrive for work at least “a few” minutes early
 3. 10% arrive for work on time
 4. 10% arrive for work a few minutes late
- How would you “fare” in this survey?
- We will address the topics of punctuality and attendance in this module entitled, “Day In and Day Out.”

Administer Pre-Assessment

OUTLINE

Note to Specialist: The following JAG modules should be reviewed to support this module – C.15-Understand What Employers Expect of Employees, C.17-Demonstrate Time Management, and F.33 – Base Decisions on Values and Goals.

- A. Attendance – Going to work every day
1. What are acceptable reasons for missing work?

Note to Specialist: Brainstorm your students’ ideas and list these on the writing board or flip chart.

- a. Illness (personal)
 - b. Family illness (explain)
 - c. Transportation problems
 - d. Emergencies?
 - e. Special occasions (define)
 - f. Others?
2. What are unacceptable reasons for missing work?

Note to Specialist: Brainstorm your students' ideas and list these on the writing board or flip chart.

- a. To be with friends
 - b. You just don't feel like it
 - c. Oversleeping
 - d. Too much homework
 - e. Sporting events
 - f. Too tired
 - g. School event
 - h. Confusion over work schedule
 - i. To be with girlfriend or boyfriend
 - j. Others?
3. How to notify your employer if you must miss work (or why you are going to be late).
- a. Call your employer as soon as possible
 - b. Ask to speak **directly** with your immediate supervisor
 - c. Do not ask someone else to make the phone call for you unless you are physically unable to call.
 - d. Have a good reason why you are absent or will be late
 - e. Explain your reason for being absent or late
 - f. Indicate when you will be able to return
 - g. Thank him/her for their understanding

B. Some additional thoughts

1. Remember that your absence may negatively impact the entire department.
2. Once you have committed to work a shift, it is your responsibility to be at work.
3. If you trade work hours with a co-worker, be certain the written work schedule reflects this change.
4. When you are asked to fill-in for a co-worker, try to do so. You may need the favor the next time.

5. For planned absences, try to give your employer at least 2 weeks notice when you must be absent.

C. Punctuality – being on time

1. Poor punctuality is often more of a problem than absenteeism.
2. When someone is late, they have wasted your time.
3. Being late demonstrates that you cannot be trusted to keep your word or manage your time.
4. By not being prompt, you are showing a lack of respect for others.
5. Being late is rude.
6. Punctuality shows consideration.

D. Punctuality – some expectations

1. Arrive at work, at your job assignment, a few minutes **before** you are scheduled.
2. Be consistent day in and day out.
3. Punctuality means being on time **and** ready to work.

COMPLETE LEARNING ACTIVITY H.60-1
“POLICY INTERVIEWS”

COMPLETE LEARNING ACTIVITY H.60-2
“STUDENT INTERVIEWS”

COMPLETE LEARNING ACTIVITY H.60-3
“SELF-CHECK”

COMPLETE LEARNING ACTIVITY H.60-4
“CASE STUDIES”

**COMPLETE LEARNING ACTIVITY H.60-5
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.60-6
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.60
“ARRON SIMPSON TIME”**

**COMPLETE MATH ACTIVITY H.60
“TIME IS MONEY”**

Administer Post-Assessment

LEARNING ACTIVITY H.60-1
“POLICY INTERVIEWS”

OBJECTIVE: To determine company policy regarding attendance and punctuality

RESOURCES: Area employers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students develop at least 5 interview questions.
2. Arrange for students to interview a personnel director or employer to determine the specific points about their policy on attendance and punctuality.
3. Have students share their interview findings with the class.
4. Discuss similarities and differences in company policies.

LEARNING ACTIVITY H.60-2
“STUDENT INTERVIEWS”

OBJECTIVE: To determine student definitions of punctuality

RESOURCES: Students to interview

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students develop 1 question that seeks to determine a personal definition for punctuality.
2. Have students conduct at least 20 in-school interviews of students to collect their definition of punctuality.
3. Have students share their findings with the class.
4. Discuss differences in definitions with class.

LEARNING ACTIVITY H.60-3
“SELF-CHECK”

OBJECTIVE: Conduct a self-check of attendance and punctuality

RESOURCES:

- School records
- Writing board or flip chart

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make arrangements with school office to permit students to check last year’s school attendance and punctuality records.
2. Have students report results on writing board or flip chart.
3. Calculate the class averages.
4. Discuss data to see if there is a trend in the data.

LEARNING ACTIVITY H.60-4
“CASE STUDIES”

OBJECTIVE: To develop a case study which involves the importance of good attendance and/or punctuality

RESOURCES: None

SUGGESTED TIME: 3-5 hours

DIRECTIONS:

1. Assign students to teams of 2.
2. Have students develop a case study of at least 8-10 paragraphs in length.
3. Samples of case study situations are:
 - a. A friend has an emergency which requires another friend to miss work.
 - b. A scheduled event requires time off from work.
 - c. A co-worker agrees to work for another co-worker and then changes their mind at the last minute.
 - d. A co-worker does not show up for work which place an additional work load on their co-workers.
 - e. Others....
4. Have teams present their case studies to the class and discuss.

LEARNING ACTIVITY H.60-5
“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.60-5
"JOURNAL WRITING"
WORK SHEET**

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.60-6
"SERVICE LEARNING"

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

RESOURCES: Learning Activity H.60-6

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.60
“ARRON SIMPSON TIME”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.60

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.60 and distribute to each student.
2. Have students read “Arron Simpson Time.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“ARRON SIMPSON TIME”

Arron Simpson was a high school senior in need of some cash. His mom had been “helping him out” with gas and spending money but he was in need of some serious cash for a new car stereo system. And, after all, it was time to get some steady work experience.

So it was off to the mall. First stop was A&F Clothing. Employment application in hand, Arron thought this was going to be easy. Arron started in – name, address, social security number, employment history. No problem. Arron had worked at a small golf course and a large music center.

Next stop, Action Shoes. Same routine, employment application filled out and he was out of there in 15 minutes.

One more stop and that would be it for the day, after all both stores had signs in the window “Now Hiring, Part time or Full time. Apply Within.”

Arron always liked sports, so he headed off to U.S.A. Sports. This place had everything when it came to sports. Arron had the procedure down, but this time he was going to ask for an application directly from the manager. He was in luck. A young woman, whom he guessed was the manager, was right at the check out counter and there were no customers in the store. Arron walked right up the counter, at the same time noticing the name badge – Tammy James - and introduced himself.

“Good Morning, My name is Arron Simpson. I noticed you are looking for sales personnel?”

“Why, yes we are,” said Ms. James as she shook Arron’s hand. “I have an application right here, if you can take a few minutes to fill it out, I will have time to talk with you. My assistant will be in any minute now.”

“Sure can,” Arron eagerly replied.

Arron completed the employment application and stayed around to talk with the manager.

Everything went great. Arron described his work experience at both the golf course and at the music center. He described his responsibilities and Ms. James was impressed. He even handled the opening and closing tasks.

Arron was going to graduate in less than two months and Ms. James talked about employing Arron full-time in the summer and over the holidays when he returned from college. In fact, the manager talked about their training internship program if Arron was really interested in management opportunities at corporate headquarters.

The two of them hit it off so well, Arron felt he had his part time job and more. Starting salary was going to be \$10.80 per hour, plus 5% of all sales Arron made!

Ms. James thanked Arron for stopping in and said she would call him in a couple of days.

With that, Arron was off to the auto store to have his new CD system installed. In fact, Arron decided to step up the deluxe system - \$899 installed. He figured he could afford the best.

Two weeks had passed and there was no word from Ms. James. Arron called and left two messages but she didn't return his calls.

Arron called a third time and was told that she was in but could not come to the phone right now.

Arron waited a couple of minutes and decided to hop in his car and head to the mall to see when Ms. James wanted him to start.

"Hello, Arron," Ms. James stated, in a little less friendly manor than Arron remembered.

"Hey, I just stopped in because I hadn't heard from you," added Arron.

"Sound like anybody we know?" exclaimed Tammy James.

Arron had this puzzled look.

“Look Arron, I called your former employers and both your supervisors indicated that you often asked for time off at the last minute, you missed a number of days each month, and you didn’t return calls when they left messages for you to come in early or to fill-in when someone was out with an emergency. I’m sorry, but I just don’t need an employee like that.”

“But, but, Ms. James that’s all in the past. I have changed. I really want this job!” pleaded Arron.

“Oh, by the way, one of your supervisors, Bryan Sheppard, asked me to ask you about A.S.T.” queried Ms. James.

Arron, looked away briefly and then decided to explain.

“It was kind of funny. At least everyone had a good laugh and would kid me all the time. I had this reputation for being a little late to work sometimes. Actually, I was not always the most punctual person. It really got to be funny. Mr. Sheppard would say something like, ‘Everyone needs to be in tomorrow at 9:45 a.m. and that’s not 9:45 Arron Simpson Time!’”

Tammy James laughed. “Arron Simpson Time. That is funny, but not the actions of any of my employees. Arron, I am sorry, I wish things would have worked out for you here. Good bye and good luck.”

With that, Arron turned and walked away.

As Arron was leaving the mall, he walked by A&F Clothing and Action Shoes and thought about the applications he filled out at both places. There were still signs in both front windows requesting applicants to apply. Arron then recalled that he had no phone calls from either of these places either.

Arron returned to his car and looked at his new CD system. How he was going to pay for this thing was just one of his problems.

READING RECALL

PART I

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

1. Arron Simpson was a high school
 - a. ___ junior.
 - b. ___ senior.
 - c. ___ drop out.

2. Arron's first stop at the mall was at
 - a. ___ A&F Clothing.
 - b. ___ Action Shoes.
 - c. ___ USA Sports.

3. Arron had worked at a
 - a. ___ shoe store.
 - b. ___ golf course.
 - c. ___ sporting goods store.

4. At USA Sports, Arron asked
 - a. ___ for an employment schedule.
 - b. ___ if they were hiring.
 - c. ___ the manager for an application.

5. Tammy James was
 - a. ___ the manager.
 - b. ___ a sales associate.
 - c. ___ a sports personality.

6. USA Sports was
- a. not hiring.
 - b. hiring.
 - c. not the place for Arron.
7. Ms James was
- a. impressed with Arron's work experience.
 - b. not impressed with Arron's work experience.
 - c. the Director of hiring for USA Sports.
8. Ms James talked about employing Arron
- a. part time over the holidays.
 - b. part time over the summer.
 - c. full time in the summer.
9. Arron did not hear from Ms. James
- a. after two weeks.
 - b. after one week.
 - c. for three days.
10. A.S. T. was known as
- a. Always Steady Time.
 - b. All Sports Time.
 - c. Arron Simpson Time.

PART II

DIRECTIONS: Be prepared to lead a discussion on the strengths and weaknesses of Arron's job search as it relates to punctuality and attendance.

MATH ACTIVITY H.60
“TIME IS MONEY”

OBJECTIVE: To demonstrate the ability to calculate units of time and money using basic math

RESOURCES: Work Sheet—Math Activity H.60

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.60 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.60
“TIME IS MONEY”
WORK SHEET

DIRECTIONS: Answer the following questions to the best of your ability.

1. Jamal has just started a new job at a building supply store; however, he has a problem of coming in late. His starting wage is \$9.00 per hour, so he should make \$72.00 for each 8 hour day he works. *But*, he comes in 15 minutes late every day. Besides running the risk of losing his job, how much money is he losing each month if he works 21 days in a month?

2. On one particular day, Jamal arrived late to find four other co-workers waiting for him to arrive. They were unable to do other work because they had made arrangements to have their position covered and to work with Jamal on a special project. Nothing could be done until he got there. The other workers earned wages as followed: Derek earns \$10.00/hr; Sam earns \$11.80/hr; Penny earns \$11.00/hr and Zachary earns \$13.00/hr. How much was lost in unproductive wages because Jamal arrived 15 minutes late?

3. The following 2 pages include a salary schedule for teachers from a large school district in the United States. If a campus employed 120 teachers on step 4, half of which had master's degrees, half had bachelor's degrees and all of the teachers decided to come into work 15 minutes late for their 8 hour day, how much would be lost in wages?

SALARY SCHEDULES 2000-20__

187 Day Schedule

Step	Entry	Bachelors	Masters
0	0	33,000	33,600
1	1	33,300	34,100
2	2	33,500	34,600
3	3	34,000	35,100
4	4	34,600	35,600
5	5	34,900	36,100
6	6	35,200	36,700
7	7	35,600	37,300
8	8	36,000	37,900
9	9	36,400	38,500
10	10	36,900	39,100
11	11	37,750	39,600
12	12	38,450	40,100
13	13	39,375	40,600
14	14	40,215	40,950
15	15	41,050	41,580
16	16	41,735	42,260
17	17	42,475	43,150
18	18	43,150	43,765
19	19	43,785	44,415
20	20	44,425	44,785
21	21	44,935	46,250
22	22	45,350	46,875
23	23	45,935	47,590
24	24	46,770	48,775
25	25-26	47,735	50,050
26	27-28	49,180	51,730
27	29-30	50,425	53,150

Question #4 requires a little investigation on your part. Each student needs to find two teachers and ask them the following questions:

- a. How many years of teaching experience do you have?

Teacher 1

Teacher 2

- b. Do you have a bachelor's degree or a master's degree?

Teacher 1

Teacher 2

Make certain that you do not interview a teacher that has already been interviewed by another student.

4. Using the information from your interview,

- a. How much money would be lost if your two teachers came to work 15 minutes late each day?

- b. How much money would be lost if all of the teachers interviewed by a class member came to work 15 minutes late each day?

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. List 5 acceptable reasons for missing work.

2. List 5 unacceptable reasons for missing work.

3. How should you notify your employer if you must miss work or you will be late?

4. What is punctuality?

5. What are 3 expectations regarding punctuality?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. List 5 acceptable reasons for missing work.
 - Illness
 - Family illness
 - Transportation problems
 - Emergencies
 - Special occasions

2. List 5 unacceptable reasons for missing work.
 - To be with friends
 - You just don't feel like it
 - Over sleeping
 - Too much homework
 - Sporting events
 - Too tired
 - School events
 - Confusion over work schedule
 - To be with girlfriend or boyfriend

3. How should you notify your employer if you must miss work or you will be late?
 - Call as soon as possible
 - Speak directly with your supervisor
 - Make the call yourself
 - Have a good reason
 - Explain your reason for being absent
 - Indicate when you will be able to return
 - Thank him/her for their understanding

4. What is punctuality?
 - Being on time

5. What are 3 expectations regarding punctuality?

- Arrive at your job assignment a few minutes **before** you are scheduled
- Be consistent
- Punctuality means being on time **and** ready to work

ANSWER KEY
READING ACTIVITY

PART I

1. Arron Simpson was a high school
 - a. junior.
 - b. senior.
 - c. drop out.

2. Arron's first stop at the mall was at
 - a. A&F Clothing.
 - b. Action Shoes.
 - c. USA Sports.

3. Arron had worked at a
 - a. shoe store.
 - b. golf course.
 - c. sporting goods store.

4. At USA Sports Arron asked
 - a. for an employment schedule.
 - b. if they were hiring.
 - c. the manager for an application.

5. Tammy James was
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 - b. a sales associate.
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c. full time in the summer.
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- a. after two weeks.
b. after one week.
c. for three days.
10. A.S. T. was known as
- a. Always Steady Time.
b. All Sports Time.
c. Arron Simpson Time.

PART II

- Answers will vary

ANSWER KEY
MATH ACTIVITY

PART I

1. \$47.25
2. \$11.45
3. \$703.88
4.
 - a. Answers will vary
 - b. Answers will vary