

# EMPLOYERS' EXPECTATIONS OF EMPLOYEES



**COMPETENCY  
CATEGORY:** Job Survival

**COMPETENCY  
NUMBER:** C.15

**COMPETENCY:** Understand what employers expect of employees.

**OBJECTIVE:** Upon completion of this module, students will be able to state what employers expect of employees.



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## INTRODUCTION

- State the module topic and review module objective.
- Ask the following questions:
  1. What do I “expect” of you as students?
  2. What do your parents “expect” of you?
  3. Imagine you have your own business. You are the “boss.” What do you expect from your employees?
- We will address these questions and many others as we complete this module entitled—“Employers’ Expectations of Employees.”

## Administer Pre-Assessment

**Note to Specialist: Link employers’ expectations to those placed on them in the classroom and the home.**

## OUTLINE

- A. Know the BIG picture of the organization.
  1. It is important to know the mission of an organization.
    - a. Mission states “why we are here.”
    - b. Mission is a guiding statement, reminding us where we are going.
    - c. What is the Career Association’s mission?
      1. The motto could be viewed as the mission. “From classrooms to careers.”
  2. It is important to know the products or services produced.

- a. As a Specialist, and you as students, what products or services are we producing? Be specific.
    1. Knowledge
    2. Skills
    3. Attitudes
    4. Community service projects
    5. More?
  3. Be familiar with the organizational chart showing lines of authority.
    - a. Every employee has a boss (sometimes more than one).
    - b. It is good to know the chain of command.
    - c. It is helpful to know “where you fit in.”
- B. Employers expect employees to know the policies and procedures of the organization.
1. Policies are the rules of the organization.
    - a. Examples are: hours of work, when to get paid, fringe benefits (vacation, insurance, sick pay), performance evaluations, when to take breaks, where to take breaks, dating fellow employees or supervisors, dress code, and more.
    - b. What are some of the “policies” or “rules” of our school/ class?

**Note to Specialist: This activity requires time outside of the class. It is a valuable opportunity for the students to have direct contact with an employer in the community.**

**COMPLETE LEARNING ACTIVITY C.15-1**  
**“THE BIG PICTURE”**

- C. Employers expect employees to have good customer service skills.
1. Two types of customers in any organization or business.
    - a. External customers: Those to whom services are delivered
    - b. Internal customers: Those with whom we interact within the organization or the business in which we work
    - c. As a Career Association member, who are your External customers?
      1. People you have interacted with during community service projects
      2. The public, in general
      3. Business partners (guest speakers, etc.)
    - d. As a Career Association member, who are your internal customers?
      1. Each other
      2. The advisor
      3. Other people within the school
  2. What do customers expect from employees? What do you expect from the person you come in contact with when you go into a place of business? You expect them to be/have:
    - a. Positive attitude (posture, smile, good eye contact).
    - b. Courteous (“May I help you?”, “How can I help you today?” or “I’ll be right with you.”).

- c. Respectful (listening when the customer is angry, being empathetic, and finding an answer for the customer when you're not sure).
- d. Competent (know how to do the job).
- e. Reliable (follow through on promises, be consistent).

**COMPLETE LEARNING ACTIVITY C.15-2**  
**"FORBIDDEN PHRASES"**

- D. Employers expect employees to know how to use materials and equipment.
- 1. Materials are "consumable items." They must be replaced frequently.
  - 2. Equipment is usually long-lasting items like machinery, tools, and other durables.
  - 3. Employees learn how to use materials and equipment in a variety of ways.
    - a. Take courses that are skill specific.
      - 1. What are classes that you have taken or could take that would help you learn about materials or equipment?
        - a. Business class
        - b. Computer class
        - c. Automotive
        - d. Cosmetology
        - e. Work in the school's office
        - f. Others?

- b. Written information and instructional manuals.
  - 1. Read on your own.
  - 2. Make sure to ask questions of someone competent with that piece of equipment or handling the material.
  - 3. Have someone show you how.
- c. On-the-job experience
  - 1. Observe.
  - 2. Practice.
  - 3. Ask questions.
  - 4. Follow safety rules.
- 4. Job applications ask the questions: “What equipment are you qualified to operate?” or “What special skills do you possess?”
  - a. We are going to go around the room and each person will state one piece of equipment, material or skill that you possess.
  - b. Think about classes you have taken, what you do in your spare time, hobbies, volunteer work, and things you do around the house.
  - c. You probably possess more skills than you realize!
- E. Employers expect employees to be self-motivated and take initiative.
  - 1. Initiative is finding out what needs to be done and doing it.  
Initiative is:
    - a. Going beyond what is expected of you.



- b. Looking for extra tasks to do once you have completed your assigned duties.
  - c. Helping someone else with his/her job when you have finished yours.
  - d. Doing things without being told.
- 2. There is a saying in the service industry, “If you have time to lean, you have time to clean.”
- 3. By observing the work of others and helping when necessary, you can be “cross-trained.”
  - a. Cross-trained is being trained in more than one position.
  - b. How will this help you?
    - 1. Fill in when someone is absent
    - 2. Promotion possibilities
    - 3. You will be more valuable to your employer
    - 4. Pride - you feel proud of what you’ve done
- 4. Use common sense!
  - a. Do NOT attempt to do work you are not qualified to do. Why?
    - 1. Could be a safety hazard
    - 2. Injure yourself or others
  - b. Ask if you are unsure.

F. Employers expect employees to use their imagination and make suggestions for improvement.

1. Once you've been on the job a while and learned how to do your job, you may see a better way of doing something.
  - a. Discuss your ideas with your supervisor.
  - b. Be prepared to show **how** it will be a "better way."
    1. Saves time
    2. Saves money
    3. More user-friendly for the employees or the customers
  - c. Some companies have "suggestion boxes."
    1. Suggestions are NOT complaints.
    2. Make suggestions only if you have a solution.
    3. Sometimes, employers reward employees for a suggestion that saves money, time, etc.

<p><b>COMPLETE LEARNING ACTIVITY C.15-3</b> <b>"I HAVE A SUGGESTION!"</b></p>
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- G. Employers expect employees to give an honest day's work.
1. What does an "honest day's work" mean?
    - a. Come in on time (even five to ten minutes before your shift starts).
    - b. Be ready to work - in uniform and be prepared.
    - c. Stay busy the entire time while at work, not wasting time.
    - d. Don't go beyond the time designated for breaks and meals.

- e. Work up until quitting time (sometimes beyond to get the job done).
2. How are these expectations synonymous with expectations I (or teachers in the school) have of you?
- a. Come to class on time - **before** the bell rings and be in your seat.
  - b. Be ready to work with pen, paper, notebook etc.
  - c. Stay focused and on track.
  - d. Bathroom break - be quick and don't take advantage of the opportunity to leave the room.
  - e. Work the entire class time.
3. Giving an honest day's work includes being productive (quantity and quality).
- a. Quantity is the amount of work completed in a certain time.
  - b. Quality is how well the work was done.
  - c. **Example:** Garrett and Howard work for Rizzo Labs, a clinical laboratory that labels and processes various samples brought in from doctors' offices. One of their duties was to label blood and tissue samples, then direct them to the correct lab worker for processing. Howard labeled a greater number of samples than Garrett. Howard's **quantity** was greater than Garrett's. However, Howard mislabeled one of the samples and accidentally threw away another sample. Garrett's labelings were all accurate. Garrett's **quality** of work was better.
1. Which worker had the highest **productivity**?

- a. Garrett did.
  - b. Howard was fired from his job.
- H. Employers expect employees to get along and work as a team (with the internal customers).
  - 1. Discussed earlier in the module (Section C) are behaviors employers expect employees to display:
    - a. Positive attitude
    - b. Courteous
    - c. Respectful
    - d. Competent
    - e. Reliable
  - 2. Other guidelines for getting along with others are:
    - a. Accept others.
      - 1. Everyone has differences in their personality, temperament, how they react to situations and stress
        - a. Optimistic vs. pessimistic
        - b. Happy vs. sad
        - c. Thoughtful vs. self-centered
        - d. Bold vs. timid
        - e. Calm vs. nervous
    - b. Accept others' "ways" of doing things.

1. Just because it is different from yours doesn't mean it's wrong.
- c. Be careful not to judge others. Your first impression may be wrong.
1. Example: You may initially interpret someone as being unfriendly or rude. Maybe they are just very focused or even shy.
  2. Once you have been on the job a while they may warm up to you. Be patient and don't be quick to judge.
- d. Accept others' faults.
1. At times, co-workers or supervisors may display frustration or be discourteous.
  2. Don't take it personally.
  3. Don't snap back at them.
  4. Stay mature.
  5. Give the other person the benefit of the doubt. He/she may just be having a "bad day."
- e. Ignore negative statements.
1. Often times, people who say negative things about others are:
    - a. Unhappy with themselves.
    - b. Jealous of the other person.
    - c. Not thinking of the outcomes and how the comment can affect others.
  2. Best advice is to ignore it if someone says something bad about you.

3. If you can't ignore it, discuss it in private.
- f. Don't gossip.
    1. Gossip is listening to and spreading rumors about others.
    2. Rumors are often false or misleading.
    3. Even if you believe there is some truth to a rumor, it may not be the whole story.
    4. **Nothing** positive comes from gossip.
2. You have **choices!**
    - a. Choices on how you react to others
    - b. Choices on whether you accept others' personalities
    - c. Choices on whether you let things "roll off your back"
    - d. Choices on whether you walk away from gossip or not
  3. The most common reason people are fired is that that they can't get along with others. Don't be one of those people.

**COMPLETE LEARNING ACTIVITY C.15-4**  
**“STAR SEARCH”**

- I. Performance evaluations are instruments used to evaluate an employee’s performance.
  1. When hired, the employer should share with you the evaluation tool with which you will be “graded” or evaluated.
  2. This should show the behaviors your employer expects of you.
  3. Evaluation tools may show specific job skills.
  4. Evaluation tools may show “soft skills” like interpersonal skills, organizational skills, attitude, etc.
  5. Caution - evaluation instruments are not all-inclusive!
  6. Most employees are evaluated after the probationary period of employment (after three months).
  7. Then a formal evaluation occurs yearly.
    - a. Employers may first have the employee evaluate him/herself.
    - b. Then the employer (supervisor) would evaluate the employee.
      1. Sometimes more than one person will evaluate you.
    - c. The supervisor will set an appointment with you to discuss what you are doing well and what are areas for improvement.
  8. Ideally, you should receive continuous feedback concerning your job performance.
    - a. You may feel like you’re being criticized.

- b. Your supervisor gets paid to help you improve for the betterment of you and the company.
- c. Do not view the criticism as a personal attack.
  - 1. Listen.
  - 2. What actions or behaviors are being criticized?
  - 3. Ask for clarification if needed.
  - 4. Make appropriate changes.

**COMPLETE LEARNING ACTIVITY C.15-5  
“PERFORMANCE EVALUATIONS”**

**COMPLETE READING ACTIVITY C.15  
“FLIGHT EXPECTATIONS”**

**COMPLETE MATH ACTIVITY C.15  
“THIS ISN’T SIMPLE BEAN COUNTING”**

**Administer Post-Assessment**



**LEARNING ACTIVITY C.15-1**  
**“THE BIG PICTURE”**

**OBJECTIVE:** To have a clearer understanding of a local employer’s mission, products/services, organizational chart and policies

**RESOURCES:**

- A list of employers to contact or a phone book
- Blank transparency film
- Poster board and markers
- Art supplies
- Work Sheet—Learning Activity C.15-1

**SUGGESTED TIME:** 2-3 hours

**DIRECTIONS:**

1. Have students contact an employer in the community. Encourage them to contact an employer they are interested in learning more about.
2. The students can work individually or in pairs.
3. Distribute work sheet for Learning Activity C.15-1. The following information below is on the work sheet.
  - a. Get a copy of the company’s mission statement. If they do not have a written mission statement, ask them to verbally describe the company’s mission.
  - b. Make a list of the various products or services provided.
  - c. Get a copy the organizational chart. If they do not have one, ask if they would take some time and quickly diagram one.

- d. Get a copy of their employee handbook or something similar that shows the policies and procedures of the company.
4. Coach the students on how to introduce themselves as they contact the employers and what they need to say.
5. Allow them to make the phone calls during class time if possible.
6. Once the students have gathered the information and materials have them develop a presentation on what they learned. They could utilize the transparency film, poster board or copy materials for handouts.

**DISCUSSION QUESTIONS:**

1. What did you learn from this activity?

2. What policies surprised you?

3. Was the diagramming of the organizational chart difficult? Why or why not?

**LEARNING ACTIVITY C.15-1**  
**“THE BIG PICTURE”**  
**WORK SHEET**

**DIRECTIONS:**

1. You are to contact an employer in the community, preferably an employer you are interested in learning more about.
2. You can work individually or in pairs.
3. When you contact the employer, let them know what you need and why.
  - a. Get a copy of the company’s mission statement. If they do not have a written mission statement, ask them to verbally describe the company’s mission.
  - b. Make a list of the various products or services provided.
  - c. Get a copy the organizational chart. If they do not have one, ask if they would take some time and quickly diagram one.
  - d. Get a copy of their employee handbook or something similar that shows the policies and procedures of the company.
4. Once you have gathered the information and materials develop a presentation on what you have learned. You can utilize transparency film, poster board or ask your Specialist to copy materials you have collected and use these as handouts.

**LEARNING ACTIVITY C.15-2**  
**“FORBIDDEN PHRASES”**

**OBJECTIVE:** To demonstrate appropriate customer service responses

**RESOURCES:**

- Work Sheet—Learning Activity C.15-2
- Scissors
- Glass container or box

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Copy the work sheet for Learning Activity C.15-2.
2. Cut out each forbidden phrase.
3. Fold the phrases and place them in a container so the students can draw a phrase.
4. The directions for the students are:
  - a. One student will draw a forbidden phrase and read it out loud.
  - b. The student who read it out loud will call on another student who will come up with a better response.
5. The suggested responses to the forbidden phrases are listed below. The students may come up with different ones. You judge if they are acceptable.
  - a. forbidden: “We can’t do that.”  
correct: “Let me check with my supervisor to see if we can do that for you.”
  - b. forbidden: “I don’t know.”  
correct: “I’m not sure, but I can find out.”

- c. forbidden: "Hang on a second. I'll be right back."  
correct: "I'll be with you in a moment."
- d. forbidden: "No - We never do that!"  
correct: "That is not something we usually do, but let me check with my manager."
- e. forbidden: "You don't have to get so angry."  
correct: Allow the person to vent. Empathize. "I can understand that you are frustrated."
- f. forbidden: "Sure. I'll try to remember to do that."  
correct: "Sure. I will do that for you."

**LEARNING ACTIVITY C.15-2**  
**“FORBIDDEN PHRASES”**  
**WORK SHEET**

“We can’t do that.”

“I don’t know.”

“Hang on a second. I’ll be right back.”

“No - We never do that!”

“You don’t have to get so angry.”

“Sure. I’ll try to remember to do that.”

**LEARNING ACTIVITY C.15-3**  
**“I HAVE A SUGGESTION!”**

**OBJECTIVE:** To show imagination and initiative in developing a better way to do something

**RESOURCES:**

- “Something” that can be turned into a suggestion box
- Art supplies
- Blank white paper
- Access to a computer or typewriter

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Encourage your students to use their imagination and develop ways to improve:
  - a. The classroom layout.
  - b. More efficient way to take roll.
  - c. How to get more people to the Career Association meetings.
  - d. Ways to have more productive Career Association meetings.
  - e. More productive ways to conduct the class.
  - f. Other solutions to school problems or issues.
2. They can choose one or several. It is up to you and the time you want to devote to this activity.
3. They can draw it or write it down—whatever would be the best way to convey their idea.

4. Reward the student(s) with the best idea. Remember, sometimes employers reward their employees for good ideas. Have the students vote on it if you like.

**FOLLOW-UP ACTIVITIES:**

1. Have your students make a suggestion box for your classroom.
2. Have them make an official form to be used.



**LEARNING ACTIVITY C.15-4**  
**“STAR SEARCH”**

**OBJECTIVE:** To have a better understanding of their own personality and each other’s and to demonstrate how to adapt to personalities different from their own

**RESOURCES:**

- Work Sheet—Learning Activity C.15-4
- Lined paper
- White paper
- Scissors
- Yellow, red, blue, and green markers
- Masking tape
- Flip chart, flip chart paper, markers, or writing board

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Briefly explain the four personality types this instrument covers: socializer (talker), competitor (doer), analyzer (thinker), and observer (watcher). If someone is equal in all four areas, he/she is a diplomat.
2. Explain the personality test has 20 “plus” qualities and 20 “minus” qualities. Read each of the 40 questions and pick the answer that fits you “best” or “most often.”
3. On some of the questions, you will find that all of the statements fit you and on other questions, none of them fit you. Regardless, you have to choose ONE answer that fits you best.
4. Mark your answers on the answer key, not directly on the tests.
5. Distribute the tests and the answer key.
6. As people are completing the test, make sure they total the “A’s, B’s, C’s and D’s” and place the totals at the bottom of the answer sheet.

7. Once everyone is completed totaling, write on the writing board the following:

A's	Socializer	Yellow
B's	Competitor	Red
C's	Analyzer	Blue
D's	Observer	Green

Encourage your students to write this information on their answer sheet.

8. Ask students to raise their hands: "Those of you who have more A's, you are the socializers." Hand out the sheets of all four characteristics and begin reading out loud characteristics of the socializers. Continue doing this with the other three characteristics.
9. Now, students will have an opportunity to see the balance of their personality characteristics.

- a. Distribute a lined sheet of paper to each student.
- b. Direct them to color in the appropriate amount of **spaces** to represent the total number of "A's, B's, C's and D's." Use the matching colors you wrote on the board.

For example: 18 spaces would be colored yellow, 10 colored red, 4 colored blue and 8 colored green, for a total of 40 spaces.

- c. Once completed, have them draw a star on white paper, cut it out and tape it on their colored sheet of paper. They need to write their name in the middle of it.
- d. Distribute a piece of masking tape to each student.
- e. Ask the "socializers" to come forward and hang their star graph on the south wall, competitors on the north wall, analyzers on the east wall and observers on the west wall.

**DISCUSSION QUESTIONS:**

1. Why is it important to understand your own “plus” qualities?

2. Why is it important to understand your own “negative” qualities?

3. How will this information help you in relationships with other people?

4. How can you learn to be more accepting of others?

5. Which group has the greatest total of star graphs?

6. Which group has the least?

7. What conclusions did you draw about the personality groups and the way the star graphs were hung?

*(Adapted from **Personality Plus**)*

**LEARNING ACTIVITY C.15-4**  
**“PERSONALITY TEST”**  
**WORK SHEET**

**PLUS CHARACTERISTICS**

1.   A    I am expressive with my hands and eyes.  
      B    I am willing to take a chance.  
      C    I think before acting.  
      D    I fit into any situation.
  
2.   A    I am fun, flirtatious.  
      B    I am able to convince.  
      C    I always try my best  
      D    I am calm
  
3.   A    I am a good mixer with people.  
      B    I am determined.  
      C    I give up my own will for others.  
      D    I give in to others.
  
4.   A    I get a point across.  
      B    I enjoy competition.  
      C    I think of others.  
      D    I am able to keep control.
  
5.   A    I am alive, wide-eyed.  
      B    I can make do.  
      C    I show respect for others.  
      D    I keep to myself.
  
6.   A    I am enthusiastic.  
      B    I am independent.  
      C    I am attuned to others' feelings.  
      D    I am content.

7. A I can sell an idea.  
B I am sure.  
C I plan in advance.  
D I am not rushed.
8. A I do things on the spur of the moment.  
B I am confident.  
C I am organized in daily activities.  
D I am quiet.
9. A I look on the bright side.  
B I speak my mind.  
C I keep things in order.  
D I am helpful, accommodating.
10. A I make people laugh.  
B I impose my own way on others.  
C I am devoted.  
D I am friendly.
11. A I am full of joy.  
B I am willing to take a chance.  
C I pay attention to details.  
D I avoid offending others.
12. A I am happy.  
B I am sure of myself.  
C I am appreciative of the fine arts.  
D I am always the same.
13. A I motivate others.  
B I am self-sufficient.  
C I seek ideas.  
D I am not objectionable.
14. A I communicate by demonstrating.  
B I make decisions easily.  
C I think things through.  
D I am humorous, without using much expression.

15. A I am sociable.  
B I get things done.  
C I have a special talent for music.  
D I help reconcile.
16. A I talk all the time.  
B I never give up.  
C I am sincere.  
D I am able to put up with people or circumstances.
17. A I am hyper.  
B I am a leader.  
C I am faithful.  
D I listen to others.
18. A I am clever.  
B I am in charge.  
C I make lists and charts.  
D I am satisfied with circumstances.
19. A I am well-liked by everyone.  
B I am constructive.  
C I want things perfect.  
D I let others have their way.
20. A I am energetic.  
B I am brave.  
C I have good conduct.  
D I am calm, cool and collected.

## MINUS CHARACTERISTICS

21. A I am rude.  
B I tell others what to do.  
C I am shy, not outgoing.  
D I am in a daze.
22. A I am not disciplined.  
B I have little feeling for others.  
C I hold a grudge.  
D I am not easily excited.
23. A I am always repeating.  
B I am unwilling to accept the truth.  
C I am full of resentment.  
D I am not sure.
24. A I don't remember.  
B I am outspoken.  
C I want everything perfect.  
D I am scared of everything.
25. A I break into conversations.  
B I am short-tempered.  
C I am not secure, not confident.  
D I can't decide.
26. A I am unpredictable.  
B I do not show love, affection.  
C I am not well-liked.  
D I don't participate.
27. A I slap things together.  
B I am hard-headed.  
C I am not easily pleased.  
D I hold back, in doubt.
28. A I allow others to have their way.



- B I think highly of myself.  
C I look on the dark side.  
D I am dull.
29. A I am quick to get mad.  
B I like to argue, debate.  
C I prefer to be alone.  
D I do not set goals.
30. A I am easily fooled, tricked.  
B I am courageous.  
C I look for the bad.  
D. I am not concerned.
31. A I want to be known for what I do.  
B I work all the time.  
C I am a loner.  
D I worry a lot.
32. A I am a talker.  
B I say things without thinking.  
C My feelings are hurt easily.  
D I am shy.
33. A I am unorganized.  
B I am usually in control.  
C I am often depressed.  
D I don't think things will turn out well.
34. A I am not the same all the time.  
B I am unwilling to accept others' view points.  
C I am not outgoing.  
D I don't care one way or the other.
35. A I am messy.  
B I control things to my advantage.  
C I change moods often.  
D I mumble.

36. A I show off.  
B I am stubborn.  
C I think things over carefully.  
D I am slow.
37. A I am noisy.  
B I have control over others.  
C I like to be alone.  
D I am lazy.
38. A I am “out to lunch.”  
B I get mad easily.  
C I do not trust others.  
D I am unwilling to do things.
39. A I can’t sit still.  
B I speak and act without thinking.  
C I want revenge.  
D I am doubtful.
40. A I have high and low moods.  
B I plot to get my own way.  
C I am critical.  
D I find solutions to disagreements.

**ANSWER SHEET**  
**LEARNING ACTIVITY C.15-4**  
**“STAR SEARCH” PERSONALITY TEST**

**DIRECTIONS:** Circle the appropriate letter. You must circle **ONLY** one letter. After you complete the test, total your numbers at the bottom.

- |     |   |   |   |   |     |   |   |   |   |
|-----|---|---|---|---|-----|---|---|---|---|
| 1.  | a | b | c | d | 21. | a | b | c | d |
| 2.  | a | b | c | d | 22. | a | b | c | d |
| 3.  | a | b | c | d | 23. | a | b | c | d |
| 4.  | a | b | c | d | 24. | a | b | c | d |
| 5.  | a | b | c | d | 25. | a | b | c | d |
| 6.  | a | b | c | d | 26. | a | b | c | d |
| 7.  | a | b | c | d | 27. | a | b | c | d |
| 8.  | a | b | c | d | 28. | a | b | c | d |
| 9.  | a | b | c | d | 29. | a | b | c | d |
| 10. | a | b | c | d | 30. | a | b | c | d |
| 11. | a | b | c | d | 31. | a | b | c | d |
| 12. | a | b | c | d | 32. | a | b | c | d |
| 13. | a | b | c | d | 33. | a | b | c | d |
| 14. | a | b | c | d | 34. | a | b | c | d |
| 15. | a | b | c | d | 35. | a | b | c | d |
| 16. | a | b | c | d | 36. | a | b | c | d |
| 17. | a | b | c | d | 37. | a | b | c | d |
| 18. | a | b | c | d | 38. | a | b | c | d |
| 19. | a | b | c | d | 39. | a | b | c | d |
| 20. | a | b | c | d | 40. | a | b | c | d |

Total A's \_\_\_\_\_ Total B's \_\_\_\_\_ Total C's \_\_\_\_\_ Total D's \_\_\_\_\_

**“STAR SEARCH”  
PERSONALITY TEST  
SOCIALIZER**

**PLUS CHARACTERISTICS**

Has a good personality	Is a talker
Enjoys parties	Laughs a lot
Remembers trivia	Shows emotions
Looks on the bright side of life	Is curious
Is good on stage	Is innocent
Is child-like	Is sincere
Changes moods	Is friendly
Wants to please others	Doesn't hold grudges
Is creative	Is well-liked by others
Lives in the present	Loves people

**MINUS CHARACTERISTICS**

Talks too much	Doesn't follow through
Stretches the truth	Is undisciplined
Is disorganized	Worships fun
Is forgetful	Is fickle
Can't remember names	Is easily distracted
Appears to be fake	Blames others
Is self-centered	Is irresponsible
Is vulnerable to peer pressure	Is taken in
Is too loud	Is rude, interrupts
Is controlled by circumstances	Gets angry easily
Never grows up	

**“STAR SEARCH”  
PERSONALITY TEST  
COMPETITOR**

**PLUS CHARACTERISTICS**

Is a natural leader	Is full of action
Likes change	Must correct wrongs
Makes decisions easily	Doesn't get emotional
Never gives up	Is very confident
Sets goals	Gets others to follow orders
Is organized	Knows the right answer
Finds solutions	Likes opposition
Doesn't need friends	Excels in emergencies
Can take care of himself/herself	

**MINUS CHARACTERISTICS**

Is bossy	May be unpopular
Has a bad temper	Makes others nervous
Works all the time	Is not sympathetic
Is poor loser	Is too demanding
Is pushy	Always wants his way
Always thinks he/she is right	Takes over
Dislikes display of emotion	Is rude
Doesn't feel sorry for others	Uses others
Expects a lot from others	Is a workaholic
Is too independent	Will not apologize

**“STAR SEARCH”  
PERSONALITY TEST  
ANALYZER**

**PLUS CHARACTERISTICS**

Is analytical	Is a deep thinker
Is genius prone	Seeks ideals
Is artistic or musical	Is scheduled
Likes things perfect	Is neat and tidy
Finishes what he/she starts	Is faithful and devoted
Likes charts, graphs, figures, and lists	Economical
Makes friends cautiously	Is organized
Doesn't like to attract attention	Solves problems
Has deep concern for other people	Is serious
Listens to others' problems	Can be moved to tears

**MINUS CHARACTERISTICS**

Remembers unpleasant things	Doesn't show affection
Has very high and low moods	Suspicious of people
Doesn't think highly of self	Doesn't forgive easily
Is self-centered	Can't accept compliments
Carries guilt feelings	Wants revenge
Sets goals too high	Plans in too much detail
Discourages others	Is depressed easily
Wants approval	Is not comfortable socially
Is a loner	Finds fault with others

**“STAR SEARCH”  
PERSONALITY TEST  
OBSERVER**

**PLUS CHARACTERISTICS**

Is easygoing	Is relaxed
Is calm, cool	Is patient
Is quiet	Is kind
Is understanding	Is accepting of others
Gets along well with everyone	Has a dry sense of humor
Does not show emotions	Is a peacemaker
Avoids conflict	Is a good listener
Has many friends	Has compassion for others
Finds the easy way	Is happy with self
All around good person	Well-balanced person

**MINUS CHARACTERISTICS**

Is fearful	Discourages others
Is a worker	Looks on the dark side of life
Can't make a decision	Does not get involved
Is selfish	Is sarcastic
Is too shy	Doesn't like change
Avoids responsibility	Can be dull
Is lazy	Is an underachiever
Lacks inner motivation	Is hard to get going
Resists being pushed	Takes life too easy

**LEARNING ACTIVITY C.15-5**  
**“PERFORMANCE EVALUATIONS”**

**OBJECTIVE:** To review the various types of performance evaluations organizations use

**RESOURCES:** Performance evaluations collected

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. As the Specialist, get a copy of the performance evaluation that your supervisor uses.
2. Also collect one from the school that is used on the teachers.
3. Ask the students to get a copy of a performance evaluation used from a local business.
4. Make copies of the various performance evaluations for students to share.
5. Distribute the copies.

**DISCUSSION QUESTIONS:**

Compare and contrast the performance evaluations using the following questions as a guide.

1. What are the similarities between these evaluations?



2. What are the differences?

3. What specific job skills are evaluated?

4. What “soft skills” are evaluated?

5. Should you get a copy of the company’s performance evaluation when you are hired? Why or why not?

**FOLLOW-UP ACTIVITIES:**

1. Have your students develop a performance evaluation instrument for your class.
2. Make copies for everyone.
3. At the end of a six weeks, use the evaluation instrument:
  - a. To evaluate themselves.
  - b. To evaluate your students.
4. Conduct a performance review session (discussion) one-on-one.

**READING ACTIVITY C.15**  
**“FLIGHT EXPECTATIONS”**

**OBJECTIVE:** To demonstrate retention and recall

**RESOURCES:** Reading Activity C.15

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Make copies of Reading Activity C.15 and distribute to each student.
2. Have students read “Flight Expectations.”
3. Have students complete “Flight” Recall Questions and check answers for accuracy.
4. Divide class in half for community interviews. Instruct half of the students to interview students in their school as to what they think should be expected of them on the job.
5. Instruct the other half of the students to interview several employers in the area as to what they expect of their employees.
6. Have each group report its findings.
7. Discuss with the class the similarities and differences in the lists and the reasons for any differences.

## “FLIGHT EXPECTATIONS”

His harried face reflected in the plate glass window. Casey gazed morosely at the rain-drenched tarmac. As a new passenger service representative for Feather Airlines, it was his responsibility to handle all customer problems involved with weather delays. This night looked to be an especially difficult one. His training had prepared him for irate customers, but his stomach still churned as a red-faced woman loaded with carry-on baggage stormed to the ticket counter.

“When is Flight 42 going to leave?” she demanded, placing her elbows firmly on the ledge.

Casey replied in his most soothing voice, “Ma’am, we can’t tell just yet. The rain doesn’t show signs of letting up. We’ll make an announcement as soon as the tower gives us word.”

“That’s not good enough!” The lady’s teeth clenched and the pulse throbbed purple at her throat. “My husband is giving an important speech. I have to get home tonight,” she seethed.

“I understand your frustration,” Casey consoled, “but the FAA will **not** let our planes leave in this weather. If you’ll just take a seat ...”

She cut him off. “Fine! Let me speak to your supervisor.”

“Certainly,” he concurred watching her storm off to Chuck Master’s office.

Casey had little time to reflect on the incident as the line of passengers at his station lengthened. Most of the time they were frustrated but polite, and he managed their problems with relative ease. His irritation, however, began to build over the actions of his fellow trainee, Sharon. Sharon simply did not handle passengers as efficiently as Casey, and the line at her station moved very slowly.

At one point the counter phone rang. Sharon’s hand grabbed the receiver. Lifting an index finger to the waiting passenger, she turned her attention to the phone. It soon became apparent to all who watched that this was a personal call and not a business call. Only when the supervisor, Chuck

Masters, approached the counter did Sharon wind up her call and resume her duties.

Turning to answer the question of the man in front of her, she snapped, “It’s not my fault! Sit down. I’ll announce when your flight will leave.”

This response startled both the passenger and Chuck, who overheard the response and moved into Sharon’s space at the counter where he soothed the angered customer. Turning to both his new workers, he instructed, “I’ll see both of you in my office after this mess has died down.” Nodding in assent, both Casey and Sharon renewed their attention to their duties.

The work shift and the weather problems ended at the same time. Both new workers headed to their supervisor’s office. They found Chuck sitting behind his desk, his attention on a pile of papers. Motioning for them to enter and be seated, he spoke reassuringly to them.

“This was your first real experience handling customers in a pressure situation, and I know that it was difficult. However, Feather Airlines has expectations of all its employees. The major one is that everyone — but especially customers — will be treated with courtesy. This is sometimes difficult to do when you are frustrated and angry yourself, but your anger should be kept inside. I want to commend you, Casey, for the way you handled the lady on Flight 42. You were businesslike but courteous. This is the way I would like you to continue.”

Turning now to Sharon, he reiterated his point sternly. “But, Sharon, you could have used more tact today. In the encounter I witnessed, you were positively rude. Put yourself in the place of the customer. Remember the ‘golden rule’ and treat others the way you would want to be treated. This includes paying attention to their needs — and not personal phone calls — while on duty. Also, slacking your duties puts more work on your co-workers.”

He softened his tone a bit as he again addressed them both, “I know that both of you have the potential to be top-notch employees for Feather Airlines. The next time we’re faced with a weather situation, I hope that your performance of your duties will meet or exceed the expectations that we have for you. To get our passengers safely to their destination, it takes all of us working together.”

## FLIGHT RECALL

**DIRECTIONS:** Answer the following questions as quickly as possible to show recall and retention of what you have read.

1. What caused the employees of Feather Airlines problems that evening?

2. Why did the lady on Flight 62 feel the urgency to get home?

3. To whom did the lady finally go to resolve her problem?

4. Why was Casey irritated with Sharon?

5. What error did Sharon make in regard to the phone?

6. What error did she make with the customer?

7. How did Chuck feel about the way Casey had handled the customer on Flight 42?

8. How did Chuck say that customers should be treated?

9. What problems for her coworkers did Sharon's slacking off of her duties create?

10. What does it take to get passengers safely to their destinations?

**MATH ACTIVITY C.15**  
**"THIS ISN'T SIMPLE BEAN COUNTING"**

**OBJECTIVE:** To arrive at a verifiable rule or set of rules to handle all addition situations with signed numbers

**RESOURCES:**

- 10 painted lima beans (sprayed red on one side) for each pair of students
- One dixie cup (for each pair of students) for storing or tossing beans
- One sheet of paper and pencil for each student

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Ask students why people get job promotions. List responses on writing board.
2. Once an employee has received a promotion does the employer expect more?
3. Knowing the new expectations of an employer is important. Can you give me reasons as to why this is important? List responses on writing board.
4. When an employee receives a promotion they must learn the new job responsibilities to be successful.
5. In this following activity you are expected to come up with a rule or rules in adding or subtracting positive and negative numbers.
6. The materials used are concrete representations of positive and negative numbers. Each bean has a red and white side which will represent a positive and negative side. One red with one white make a zero  $(+1) + (-1) = 0$ .
7. Have students decide which color represents negative and which color represents positive.



8. Pair up the students and have each pair toss the beans and record their score.
9. The score is obtained by pairing the white and red beans to make zero's and count what is left.

**Example:** Toss = 6 whites and 4 reds. Four reds are paired up with four whites, with two whites left alone. The score is +2. The score represents  $(+6 + -4 = +2)$ .

10. The student will have to toss the beans at least 15 times or rounds. This will show a pattern and help them arrive at a set of written rules.
11. After enough rounds of the game have occurred, discuss and record the student's findings on the board.
12. Make equations out of the examples.
13. The students are encouraged to look for patterns and state a rule that can be used for all the examples. One example would be: you can subtract the numbers and take the sign of the largest.

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

**DIRECTIONS:** Answer the following questions to the best of your ability.  
Some questions will have more than one answer.

1. How does a person display good customer service?

2. What is the difference between an internal customer and an external customer?

3. What are examples of materials and equipment your Specialist uses in the classroom?

4. Does the person who hired your Specialist expect him/her to know how to use these materials and equipment?

5. How do people learn to use various materials and equipment?

6. How does someone display initiative?

7. Employers expect employees to give an honest day's work. What does that mean?

8. What are 3 important things to remember about getting along with others?

9. What is a performance evaluation?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. How does a person display good customer service?
  - Smiles
  - Has a positive attitude
  - Is respectful
  - Listens carefully
  - Knows how to do their job
  - Doesn't make excuses
  - Reliable, finds out answers
  - Courteous
  
2. What is the difference between an internal customer and an external customer?
  - Internal customer are the people you work with in the company
  - External customers are the people who buy the product/service, delivery people, etc.
  
3. What are examples of materials and equipment your Specialist uses in the classroom?
  - Material: chalk, markers, paper, pens, office supplies, etc.
  - Equipment: overhead projector, chalk/white board, computer, typewriter, etc.
  
4. Does the person who hired your Specialist expect him/her to know how to use these materials and equipment?
  - Yes
  
5. How do people learn to use various materials and equipment?
  - Take courses
  - Read
  - Learn on-the-job

6. How does someone display initiative?
  - Doing things without being told
  - Keeping busy
  - Helping other people with their job
  - Going beyond what is expected
  
7. Employers expect employees to give an honest day's work. What does that mean?
  - Come in to work on time
  - Be ready to work
  - Stay busy the entire time at work
  - Don't go beyond the designated time for breaks and meals
  - Work up until quitting time and beyond if necessary
  - Be productive
  
8. What are 3 important things to remember about getting along with others?
  - Accept that others are different from you, unique
  - Accept that others do things differently
  - Do not judge others
  - Accept others' faults
  - Ignore negative statements
  - Don't gossip
  
9. What is a performance evaluation?
  - Tool used to evaluate the employees
  - Evaluate skills on how the employees are doing

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

1. Weather problems/rain
2. Her husband was giving a speech
3. The supervisor/Chuck Masters
4. She was not doing her job efficiently
5. She took a personal call on company time
6. She was rude
7. He handled her well
8. They ended up doing her work since she worked so slowly
9. According to the “golden rule” - the way you would want to be treated
10. Everyone working together