

Modules

for

Integrating Workplace Skills

Assembled by

Dorene Perez
Jim Gibson
Rose Marie Lynch



Illinois Valley Community College
815 North Orlando Smith Avenue
Oglesby, IL 61348
Phone: 815.224.2720 FAX: 815.224.3033
<http://www.ivcc.edu/nsf>
2008



To Instructors

The modules in this manual were developed to encourage and simplify the teaching of workplace skills. While initially planned for technical courses at Illinois Valley Community College, most modules can be integrated into various classrooms and curricula and utilized at different educational levels.

Development of the modules began with Illinois Valley Community College faculty being invited to participate in a workshop, called a Think Tank, in 2007. Participants were instructed that each module, which could be from 30 minutes to two hours in duration, was to include an activity such as role playing, a simulation or game and/or group work to teach or reinforce the principle(s) addressed.

Participants were provided with a list of topics or skill areas including continuous quality improvement, the design process and 18 workplace skills: reading the understanding technical and non-technical material, oral communication, math/computation, written communication, responsibility/goal setting, self-management, alcohol and drug-free, reasoning and using logic, problem solving, knowing how to learn, critical thinking, life application (ethics and character education), technology, leadership, decision-making, teamwork, listening, and self-esteem. Those 18 skills were originally identified by the local Tech Prep consortia several years ago, and they were enthusiastically endorsed by an IVCC advisory committee of business and industry representatives in fall 2007. Additionally, a recent review of literature on human behavior skills identified those skills as critical in engineering education.*

After the Think Tank, faculty were invited to complete the Think Tank modules and to develop others. The results are in this book. Thumbnails of Power Point presentations that accompany some of the modules are in this volume. The Power Point presentations are available at www.ivcc.edu/mimic or www.ivcc.edu/nsf.

We invite you to utilize and adapt these modules to introduce or reinforce important workplace skills in your classroom.

*Dorene Perez, dorene_perez@ivcc.edu
Jim Gibson, jim_gibson@ivcc.edu
Rose Marie Lynch, rosemarie_lynch@ivcc.edu*

*Rose Mary Cordova-Wentling and Raymond Price, "Human Behavior Skills in Engineering Education," Proceedings of the Annual Conference of the American Society for Engineering Education, 2007.

Acknowledgements

The authors wish to acknowledge the support of the Illinois Valley Community College administration and of the following Illinois Valley Community College faculty and staff for participating in a modules Think Tank and for developing the modules in this manual: Sharon Barthelemy, Barb Bouxsein, Gina Elias, Norm Engstrom, Kosu Jagasia, Betsy Kloplic, Susan Koepke, Charles Kwiatowski, Laurie Mullen, Jane Norem, Sue Caley Opsal, Anna Pietrolonardo, Bob Reese, Jennifer Scheri, Cynthia Schultz, Alice Steljes, Michelle Story, Jill Urban Bollis.

The authors also wish to acknowledge the assistance of the National Science Foundation. The material in this manual is based upon work supported by the N.S.F. under Grant No. 0501885. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and instructors who developed the modules and do not necessarily reflect the views of the National Science Foundation.

TABLE OF CONTENTS

COMMUNICATION.....	1
Brainstorming	2
Communication – Awareness of Audience – Persuasive Strategies I.....	4
Communication – Awareness of Audience – Persuasive Strategies II	5
Communication – Misunderstood Words.....	7
Conducting Investigation and Research	8
Listening	11
Proper Grammar in Workplace Writing: Talk to Me (But in English, Please).....	13
Technical Writing: Hand Me The Manual!	14
Writing Directions	16
Written Communication: Technical Description.....	18
CQI, TQM and the DESIGN PROCESS.....	20
Continuous Quality Improvement (CQI): Your college/school	21
POWER POINT: “Continuous Quality Improvement”	23
CQI Focus on Process.....	25
The Design Process.....	27
POWER POINT: “The Design Process”	30
PERT Diagram: Program Evaluation and Review Technique	33
Total Quality Management (TQM)	35
DECISION MAKING	38
Decision Making and Fairness.....	39
POWER POINT: “Fairness”	41
Decision Making - Polaris	42
POWER POINT: “Decision Making: The Design Process”	44
ETHICS	47
Ethics: Borrowing or Kidnapping?.....	48
Ethics in Leadership.....	50
POWER POINT: “Ethics in Leadership”	52
Ethics in the Workplace.....	54
How Employees Steal.....	58
POWER POINT: “Stealing Time”	62

KNOWING HOW TO LEARN.....	64
Knowing How to Learn: Advanced – Who Is The Teacher?	65
Knowing How to Learn – Chunking or One Bite at a Time	67
Knowing How to Learn: Learning Style	69
Knowing How to Learn: Love My Learning Log	70
Memory Building: My Favorite Cartoon Characters	72
Notetaking: Nifty Notes and Tasty Tests	74
LEADERSHIP	76
Leadership in the Workplace	77
Leadership Qualities	80
POWER POINT: “Leadership Qualities”	81
PROBLEM SOLVING.....	83
Problem Solving: Carrie’s Car Crash	84
Problem Solving: Harry Has a Headache	86
Problem Solving - Jeremy’s Late Again.....	88
Problem Solving: Step One	90
SELF ESTEEM.....	92
Self Esteem – Being Successful	93
Self Esteem – Strengths and Weaknesses.....	94
Self Esteem and Decision Making.....	95
POWER POINT: “Self Esteem and Decision Making”	99
TEAMWORK	102
Handling Conflict	103
POWER POINT: “Handling Conflict”	105
Team Work – Cooperative Learning Debriefing.....	106
POWER POINT: “Team Work and Cooperation in Learning”	107
Teamwork Icebreakers.....	110
Teamwork Trust Building.....	111
Teamwork- Complexity/change/environmental matrix	113
Teamwork: Team Roles.....	115
TIME MANAGEMENT.....	116
Time Management Module 1.....	117
Time Management II: How Much Time Do I REALLY Have?	119

OTHER SKILLS.....	123
Appropriate Workplace Attire	124
POWER POINT: “Appropriate Workplace Attire”	126
Career Development	129
Diversity.....	131
Motivation.....	132
POWER POINT: “Motivation”	133

COMMUNICATION

Brainstorming

Additional Skill Addressed: Coming to Consensus

Level: Beginning

Duration: 45 – 50 minutes

Description: This activity will introduce students to the principles that result in productive brainstorming and can also be utilized to introduce or reinforce the principles in reaching consensus. Students, working in small groups to encourage participation, can brainstorm on any topic. Groups can be asked to select the best ideas but they must decide by reaching consensus.

Goals:

1. Students will understand the principles of productive brainstorming
2. Students will understand that brainstorming can be effective in generating creative ideas
3. Students will understand that generating a variety of ideas is a strength of good team work.
4. Students will have fun working on a team exercise.
5. Students will understand the process of reaching consensus.

Suggested Structure or Procedure:

1. Lecture on brainstorming benefits and the principles or guidelines of productive brainstorming. Provide handout or visual of principles/guidelines.
2. Place students in teams of three to five students.
3. Give students a brainstorming problem and ask students to individually consider the problem and record their individual ideas – don't allow them to begin sharing ideas. Having each participant begin with some ideas is a guideline for good brainstorming because it allows each person to contribute and feel like a part of the team.

BRAINSTORMING EXERCISE IDEA:

Your company has produced two million tennis balls that can't be sold because they bounce very unpredictably. If you junk them, your company may not recover from the loss. You need

to find some commercial use for them. What can you do with two million tennis balls that don't bounce right?

Depending on classroom space and organization, each team can have a different brainstorming problem or all teams can work on the same one.

4. When each student has had time to record at least one idea, ask groups to begin brainstorming, initially by sharing the ideas they generated individually. If each team is dealing with a separate problem and there is sufficient room, the teams can record their ideas on separate flip charts or sections of the board. If all teams work on the same problem, have them record their ideas on paper. Either way, separate the teams as much as possible, ask them to select a recorder/notetaker, and consider having them compete for the most ideas.
5. Have teams share some of their ideas or ask them to pick their favorites utilizing consensus decision making.
6. Lecture on or review consensus decision making and provide handout or visual on consensus.
7. Have teams share their top ideas.

Debriefing:

1. Ask/discuss the following questions:
 - a. Does contributing a lot of ideas mean you're a good team member in brainstorming?
 - b. How else can someone be a good team member in brainstorming?
 - c. What can / should you do to encourage quieter team members to contribute?
 - d. How can you keep someone from taking over the brainstorming process?
 - e. What are your responsibilities in brainstorming and as a good team member?
2. If exercise included coming to a consensus, ask students to discuss the consensus process
3. Have students complete an anonymous, written evaluation of their brainstorming (and consensus) which evaluates whether they followed the principles/guidelines.

Communication – Awareness of Audience – Persuasive Strategies I

Workplace Skills Addressed:

Written and oral communication
Awareness of audience
Persuasive strategies
Teamwork

Duration: ½ hour

Level: Beginning

Activity: Students will discuss strategies for persuading different audiences.

Procedure:

Ask students to write a list of appeal(s) they would use to sell a computer to various audiences. What would you say to each of the following to convince them:

- A teenager
- A college instructor
- The owner of a small business
- A retired senior citizen

Place students in teams of three or four to compare their ideas and to agree on good strategies for each audience.

Share team ideas with everyone in class.

Debriefing

Discuss audience differences, persuasive strategies.

Communication – Awareness of Audience – Persuasive Strategies II

Workplace Skills Addressed:

Written and oral communication
Awareness of audience
Persuasive strategies
Teamwork

Duration: 1 hour

Level: Medium or more advanced depending on students' background

Activity: Students will discuss strategies for presenting information to and persuading different audiences. This module can be utilized to introduce the topic of different strategies for different audiences or it can be utilized to reinforce that topic. As in introduction, students can complete the exercise before hearing a lecture on persuasive strategies for different audiences.

Procedure:

Students will be given a sensitive message, perhaps refusing something, to be delivered to different audiences. Their goal is to minimize the negative impact their refusal will have on the various audiences.

Example of a message: You can't attend an event that is very important because you have scheduled your vacation then and you have travel plans already arranged. The difference audiences and the event that is important to them:

1. One of your good friends is receiving a big award at a ceremony.
2. A highly placed officer in your company has scheduled an important security seminar. You are the director of security and have been asking for the seminar.
3. Your English instructor has tickets to see a special performance of a play you are writing about for your term paper.
4. Your former and favorite baseball or softball coach needs your help with a young person's baseball or softball camp.

For each of those audiences and situations

- Write what you could say to them (or write to them) to minimize their negative reactions or disappointment at your refusal.
- Answer the following questions:
 - o How would you start your conversation (or written message) for each of the audiences?
 - o In what order would you present your comments/information for each of the audiences?
 - o Is it effective to use the same approach, same persuasions for each of those audiences?
 - o What approach would work for you? (Be aware that people often say they want to be dealt with in a frank, open and truthful way, but most people do not deal well with negative information delivered frankly and directly.)

In teams of three or four students, compare your ideas and answers. As a team, agree on good strategies for each audience.

Share team ideas with everyone in class.

Debriefing

Discuss audience differences, persuasive strategies.

PERSUASIVE STRATEGY for bad news: Most communication experts recommend that bad news messages, those that will be interpreted as really bad by the receiver, be delivered indirectly. The indirect strategy means opening a discussion on a related topic, explaining the background or reasons for the bad news, and then making the bad news announcement. The background, reasons, etc. should be based on an analysis of the audience: what will minimize the negative impact on that person?

In contrast, direct strategy means opening a discussion with the main point (“You’ve won the lottery!” is direct.)

Followup exercise

Assign a brief writing exercise (email message?) on a sensitive topic to two very different audiences.

Communication – Misunderstood Words

Time Required: 20 minutes

General Skill Level: beginning

Structure of Module: This module focuses on appropriate communication skills to help clarify common misunderstandings. Ask the students to individually write definitions of the following words:

- Once
- Couple
- Few
- Often
- Sometimes
- Rarely
- Occasionally
- Never
- Whenever

Ask for their answers and record them OR have them compare their answers in teams.

Discuss how their varied definitions cause problems in the classroom or workplace. Discuss need to be more specific or to use examples for clarity.

Conducting Investigation and Research

Principle to be introduced: How to do primary and secondary research to investigate all aspects of a product or service in the business world and to decide to invest or not invest in that product or company.

Workplace Skills addressed and level: Advanced

- Written Communication
- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

Lecture on how to do primary and secondary research.

Have the students get into self-managed groups to perform the tasks that are listed below.

Turn in written report on their findings.

Give Oral Presentation on their findings by all groups.

Class discussion on each groups findings.

Activity to reinforce principle:

1. Select any product or service that is currently on the market. I will approve or not approve the product based on the amount of information that is available on this product.
2. Get into teams of five. Formulate a strategic plan on how you are going to conduct the primary and secondary research.
3. Conduct the primary and secondary research. Here are some examples of techniques you can use for primary research: surveys, observation methods, focus groups, interviews, etc. Some examples of secondary

data that you can use: census data, company web site, financial statements, annual reports, Wall Street Journal, etc.

4. After completing your research, would you want to invest money into this product or company? Write a summary on all your findings. Then, explain if you would invest or why you would not invest in this product or company and give justification based on your findings.
5. Assume that your team is a group of top managers in your organization. The CEO wants this information in written form and wants your team to present your findings to the Board of Directors. As a team, you will give a professional oral presentation on your findings and your action plan for the future.
6. Perform the activity listed above.
7. Discuss as a class all the teams' results and how each group could improve on their research skills.

How to for Students

1. Listen to lecture on Investigation and Research.
2. Perform the activity listed above.
3. Discuss the ways to improve the research techniques and the pros and cons of the assignment.

How to for Faculty

1. Lecture on Investigation and Research

PROBLEM DEFINITION

- is it a symptom or a problem?
Ex. Our sales are down.

“Well Defined Problem is Half Solved”

EXPLORATORY RESEARCH

- Investigate

FORMULATE HYPOTHESIS

- tentative explanation for some event

RESEARCH DESIGN

- Master plan to get a direct test of the hypothesis

DATA COLLECTION

- Secondary Data: less time and money but could be obsolete or irrelevant
- Primary Data: detailed, exact, valid but costly and time consuming

How to Collect Primary Data

1. Observational method: watch people

2. Survey method

- Telephone interviews: cheap & convenient
 - bias to people who have phones
- Mail surveys: cost effective & anonymous but returns are very low
- Fax surveys
- Personal interviews: good method
 - most time consuming & expensive
 - mall intercepts good alternative
- Computer interviews
 - faster gathering & analysis of data
 - respondents may be more truthful than face to face
 - very biased to computer users
- Focus group interviews
 - 8 to 12 people brought together to discuss a subject of interest

3. Interpretation and Presentation

- clear, concise reports directed to management, not other researchers

Listening

Principle to be introduced:

How to perform active listening skills and differentiate hearing from listening.

Workplace Skills addressed and level: Intermediate

1. Listening Skills
2. Reasoning/Using Logic
3. Oral Communication

Suggested Lecture structure:

Lecture on how to listen properly.
Class activity.

Activity to reinforce principle:

1. Get in a circle of 5 or 6 people.
2. Give a message to the first person in the group, and that person whispers the message to the next person continuing until the last person hears the message.
3. The last person writes down the message.
4. Each group reads their message aloud.
5. Discuss where and why the communication process went wrong

How to for Students

1. Listen to the lecture.
2. Perform the following activity:
 - a. Get in a circle of 5 or 6 people.
 - b. Give a message to the first person in the group, and that person whispers the message to the next person continuing until the last person hears the message.
 - c. The last person writes down the message.
 - d. Each group reads their message aloud.

- e. Discuss where and why the communication process went wrong
3. Discuss as a class how you can improve your listening and communication skills.

How to for Faculty

1. Lecture on proper communication techniques.
2. Put the students in groups and perform the activity listed above.
3. Have the class discuss methods to improve the communication process.

Proper Grammar in Workplace Writing: Talk to Me (But in English, Please)

Objectives:

1. To use proper grammar in e-mail and other written forms of communication
2. To use proper grammar in oral communications

Employer Expectations Addressed:

1. Workplace skills
2. Office protocols/procedures
3. Communication in the workplace

Classroom Activities:

Discuss employer expectations (what does their employer expect?).

Have students bring in an employee manual (or provide sample manuals) and check for communication skills or policies.

Have students bring in course syllabi from other classes and discuss their expectations of students in terms of communication. Discuss similarities between employers and instructors in terms of expectations and the importance of communication in all aspects of school, work, and in life.

Distribute samples of previous student e-mail correspondence and other written assignments similar to workplace communication, including examples of both good (acceptable) and bad (improper grammar, punctuation, spelling) writings. In groups, have students evaluate the samples for appropriateness in the workplace. Have groups report to class and discuss their evaluations.

Can also ask students individual or in groups to make corrections on the bad examples.

Followup:

Incorporate grammar as a component of grading on written assignments.

Technical Writing: Hand Me The Manual!

Workplace skills addressed:

Reading and understanding technical materials
Written communication skills
Reasoning/Using logic
Teamwork skills
Continuous Quality Improvement

Level: Advanced

Duration: 30 to 40 minutes in class – students complete outside of class

Goals:

1. Students will have an understanding of continuous quality improvement in a practical application
2. Students will have an understanding of how to write technical instructions
3. Students will improve their writing skills
4. Students will gain experience in teamwork
5. Students will be able to distinguish between effective and ineffective ways of writing technical instructions

Materials:

Instructions sheet
Technical manual

Procedure: begin by discussing the concept of continuous quality improvement. Ask students if they have ever purchased a new item like a DVD player and tried to read the instructions for use. Did they have difficulty connecting the device or getting it to work? Have they ever been frustrated by poorly worded instructions? Inform them that their job is to take some technical manual instructions and improve on the wording.

Hand out the activity guidelines. Assign students to small groups to complete the activity.

If you plan to have students complete the revisions in one class period, it is best to provide students with a manual/set of instructions to revise. You can

choose to allow students to bring in manuals/instructions from home for revision during class; either ask them to bring the manuals/instructions before you begin this activity or continue the work at a later class period. Having students revise during class ensures students work together to come up with the final product. And the instructor will be present to answer questions and monitor the teams while they are revising.

Debriefing:

Student groups can exchange revised instructions for peer review.

Students can discuss problems with the original instructions – were there similarities different groups encountered?

Discuss how revising the manual/instructions fits into CQI.

Writing Directions

Workplace skills addressed:

Written and oral communication
Importance of visuals
Teamwork

Time required: 1 hour

Level: Beginning

Activity: Writing directions to get someone from point A to point B

Procedure:

- Can begin with a lecture on writing directions/instructions or can use the exercise to introduce the concepts.
- Students, in pairs, receive an assignment to write directions that another student could follow to go from one point to another point in the building:
 - Each pair receives a different assignment, with a different starting and ending point. For ten teams, there will be ten different starting and ending points in the building.
 - The pairs will be instructed to identify the starting point for their directions, but NOT to identify the ending point.
- The student pairs will take notebooks with them, go to their starting points, and make notes/jot down directions as they walk to their ending points.
- When they return to the classroom, they will recopy/write their directions so they can be read by another student.
- The instructor will collect the directions and distribute them to different pairs of students.
- The student pairs will take the directions (and a pen), go to the starting point and follow the written directions. They will write on the directions if anything is unclear, leads them into a clearly wrong direction (into a wall), etc., and they will write what the ending point is.
- When they return to the classroom, verify what the ending points were for each of the sets of directions.

Debriefing

Discuss strengths and weaknesses in the directions.

What would have made the directions easier to follow?
Would graphics have helped?

What caused the most difficulty?

What provided the most help?

Did the writer use signposts (at this point you should be here...)?

Did the directions consider audience? For example, were you expected to know what direction “north” or “south” were?

How to for faculty

1. Prepare starting points and ending points in the building based on enrollment: for 24 students, 12 sets. Each can be written on a small slip of paper.
2. Prepare instructions for writing the directions, which might include the following
 - a. Write directions to take a student from point A to point B
 - b. Identify the starting point at the beginning of your directions
 - c. DO NOT identify the ending point, at any place in your directions
 - d. Use whatever organization you wish.

Written Communication: Technical Description

Workplace skills addressed:

Writing clear, simple directions
Importance of visuals

Time required: 1 hour

Level: Beginning

Activity: Describing a bowling pin

Students will write a physical description of a commonly recognized shape such as a bowling pin or soda bottle. The accuracy and clarity of the descriptions will be checked by asking students to draw the shape from the descriptions.

Procedure:

Ask for 3 to 4 volunteers and send them away from the room for 15 to 20 minutes. When they have left, bring out a commonly recognized object such as a bowling pin.

Ask the students to write a description of the object – what it looks like. They are to assume the reader is not familiar with the object and, therefore, not with its use. (If the reader were familiar with the object, there would be little use in describing it in this general way.) They are not to use the object's name or mention anything about its use; after all, if the reader were not familiar with the object, hearing about its use in a game would not help.

After the students have completed their descriptions, put object away and bring the volunteers in. Send the volunteers to the board with markers. Have students read their descriptions, one by one, and volunteers draw what the descriptions tell them. Or have students exchange descriptions and read the other student's description. Instruct volunteers to leave all drawings on the board, if room allows.

After a few descriptions, see if volunteers recognize the object, or even if they know they are drawing the same one.

Bring out original object.

Debriefing

Discuss problems with the drawings/descriptions.

What would have made the descriptions clearer, more recognizable?

- visual accompanying the description
- comparison of shape of the object to another widely recognized shape
- clear organization
- considering audience – use of technical language
- etc.

As you wrote the instructions, did you have an audience in mind, someone who would read the description?

What assumptions did you make about what they would know and understand?

Were you concerned about any of your words/phrases not being understood.

What areas were most difficult for the people doing the drawings to understand? Where did the misunderstandings occur?

FOLLOWUP / ASSESSMENT

Include in the evaluation of a future technical description the suggestions discussed to make the descriptions clearer, more recognizable.

CQI, TQM and the DESIGN PROCESS

Continuous Quality Improvement (CQI): Your college/school

Principle to be introduced: CQI

Suggested Lecture structure:

- Definition of CQI
- Core Concepts of CQI
- Core Steps of CQI
- Example
- Activity
- Group Presentation
- Review

See Power Point presentation entitled “Continuous Quality Improvement”

Activity to reinforce principle:

Students are to break into small groups. Identify a process or area of the college/school that needs improvement and identify the needs of people who use the process or area.

- Groups define a goal of improvement.
- The group then brainstorms ways to meet the goal.
- Plans are made to experiment with the best ideas.
- Groups define a way to evaluate results and determine what is next or what else can be done.


The following questions are to be answered by the groups in paragraph form.

- What needs improvement?
- Who is affected?
- What would the successful improvement look like?
- What are ideas to meet the goal?
- How would you try the ideas?
- How do you know if the ideas were successful? What else can be done?

Debriefing:

Groups present their plans. Class discusses strengths and weaknesses of group presentations. Instructor reviews written plans and provides feedback to each group.

POWER POINT: "Continuous Quality Improvement"

<h2>Continuous Quality Improvement (CQI)</h2> 

<h2>What is Continuous Quality Improvement?</h2>
<ul style="list-style-type: none">■ emphasizes organization and systems■ focuses on "process" not individual■ <u>most things can be improved</u>■ "if it ain't broke, don't fix it."■ scientific method)

<h2>Core Concepts of CQI</h2>
<ul style="list-style-type: none">■ Meeting or exceeding customer expectations■ Problems are in processes, not people.<ul style="list-style-type: none">- not blame- Process improvement■ Reduce or eliminate unwanted variation in processes■ Small, incremental changes using scientific method■ The way everyday work is done.

<h2>Core Steps in Continuous Improvement</h2>
<ul style="list-style-type: none">■ A team with knowledge of system.■ Define goal.■ Understand the needs of people served by system.■ Identify measures of success.■ Brainstorm strategies for improvement.■ Use data for decision making.■ Apply the scientific method


<h2>FOCUS on one issue</h2>
<ul style="list-style-type: none">■ Find a process to improve■ Organize to improve a process■ Clarify what is known■ Understand variation■ Select a process improvement


<h2>PDCA</h2>
<ul style="list-style-type: none">■ Plan■ Do■ Check■ Act


PDCA
<ul style="list-style-type: none"> ■ Plan <ul style="list-style-type: none"> - Create timeline for resources, activities, training - Develop data collection plan for measuring outcomes ■ Do <ul style="list-style-type: none"> - Implement changes - collect data

PDCA
<ul style="list-style-type: none"> Check <ul style="list-style-type: none"> - analyze results - evaluate reasons for variation. ■ Act <ul style="list-style-type: none"> - Act on data/evaluation - Decide next steps <ul style="list-style-type: none"> ■ Successful changes become SOP ■ analyze unsuccessful changes <ul style="list-style-type: none"> - design new solutions - repeat the PDCA cycle.

Activity
<p>In small groups answer these questions about your school / college</p> <ul style="list-style-type: none"> - What needs improvement? - Who is affected? - What would the improvement look like? - How can we meet the goal? - How would you try the ideas? What is the plan? - How will you judge success?

Ideas for topics
<div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> ■ Registration ■ Orientation activities ■ Parking ■ Purchasing/Selling texts ■ Climate control in classrooms ■ Internet Access </div>

Group Presentations
<ul style="list-style-type: none"> ■ Team1 ■ Team2 ■ ... 

Review


CQI Focus on Process

Time Required: 45 minutes

Level Addressed: Beginning

Focus of Module: This module addresses the need to focus on reviewing/changing a process in order to make improvements and be more efficient, not simply to ask people to work faster within the current process. Students will complete an exercise that will introduce them to (or reinforce) the need to plan, collect information, and analyze results in order to improve.

Structure of Module: Student teams will be timed as they divide a deck of cards evenly among team members, using the value of the cards in Blackjack: face value for numbered cards and J, Q, K = 10 and A either 1 or 11. Teams will be timed as they complete the exercise, and the team(s) that completes the exercise the fastest and with the most even division wins.

- To divide students into teams, create groups of an uneven number and of five or more, if possible. Groups of four should especially be avoided since that simplifies the allotment of cards. If possible, create teams that include the same number of students. Or, have the entire class work as a team.
- Give each team a deck of cards from which you have removed a few random cards, but conceal that information. You can either remove the Jokers or leave one and assign it a value or allow the teams to assign it a value (from a limited number of choices; for ex. one or two.) Each deck should have the same cards to make it easier to compare their time and success in allotting the cards as evenly as possible among their members.

After first round, collect decks. Remove/reintroduce cards to each deck, again keeping all of the decks the same. Shuffle the decks and give one to each team. Ask them to repeat the exercise but with emphasis on improving their time. As their supervisor on this job, you can tell them that they are taking too long which means the process is too expensive for your company to be competitive. They have to improve their time or your company will lose business and they will lose jobs.

Time the exercise again.

Repeat the card dividing exercise three or four times, until a team comes up with a PROCESS for improving their time, not just trying to deal the cards faster. A process for improving time will include planning, such as adding the values and dividing them mathematically.

Debriefing:

Discuss the activity and what worked. Utilize the students' experience with the exercise to introduce (or review) the steps in Continuous Quality Improvement. Numerous sources, readily available online, outline CQI steps. As popularized by W. Edwards Deming, the steps are typically explained as PDCA or Plan, Do, Check, Act:

- Plan: How are things going? What are the problem areas? What data do you need? Where can a change make the most difference?
- Do: Make change.
- Check: Analyze the effects of the changes. Did it work?
- Act: If the change worked, make it part of the formal process. If it didn't, look for other possible changes. Continue cycle.

The Design Process

Workplace Skills addressed and level: Beginning or Intermediate

- Reasoning/Using Logic
- Critical Thinking

Suggested Lecture structure:

- Lecture on how the design process is used in most industries.
- Give some examples of the design process used in your discipline.
- Class discussion on ways to use the design process.

See Power Point: “The Design Process”

Activity to reinforce principle:

1. Ask each person in the class to think of a examples of the design process in a famous product or system
2. Ask the class to brainstorm products that have been re-engineered using the design process
3. Finally, break up in groups and have students pick a process or product to re-design using the process.

How to for Students

1. PowerPoint lecture
2. Perform the activities listed above.

How to for Faculty

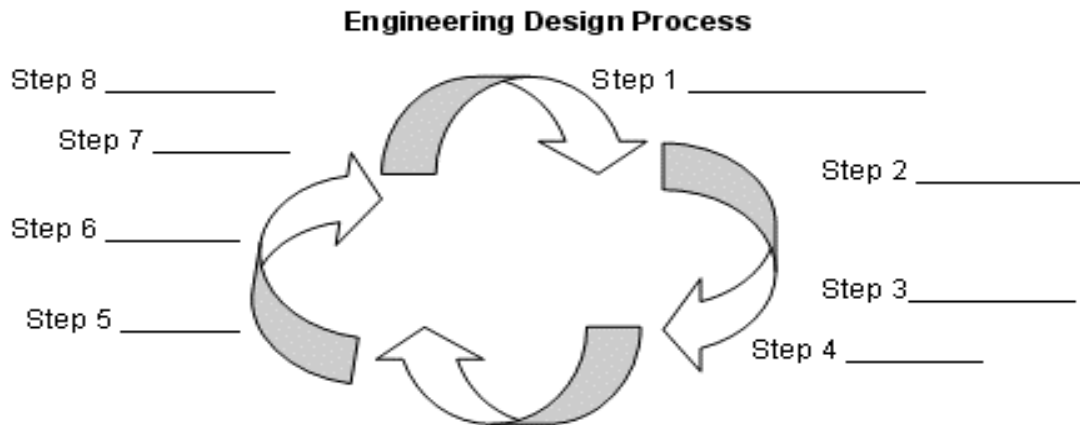
1. Lecture on Design Process

The Design Process

The word design can either be a noun or a verb. As a verb it refers to the process of developing a plan for a process or product. As a noun it means the solution of the plan for the process of product.

The design process requires the designer to consider all aspects of the process or product, which requires research, thought and model making and ultimately redesign.

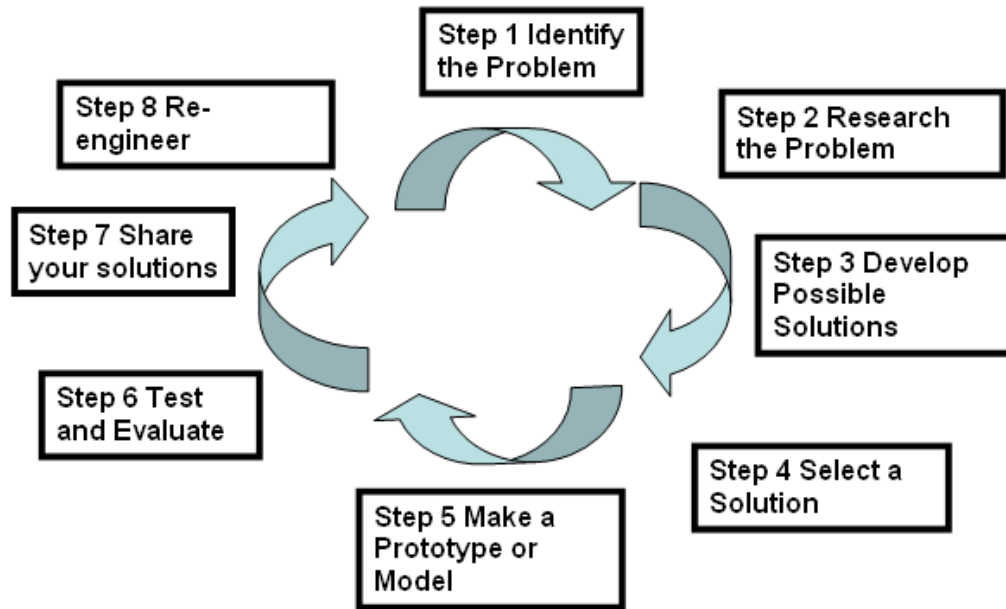
2. Pre quiz/post quiz



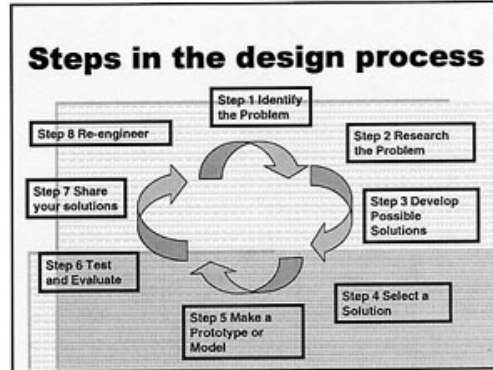
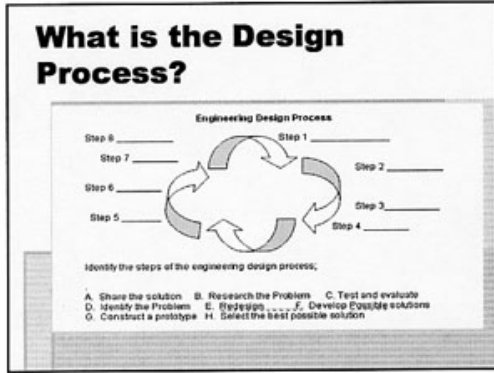
Identify the steps of the engineering design process;

- A. Share the solution B. Research the Problem C. Test and evaluate
D. Identify the Problem E. Redesign F. Develop Possible solutions
G. Construct a prototype H. Select the best possible solution

Steps in the design process



POWER POINT: "The Design Process"



Re-engineering

- Reengineering (or re-engineering) is the radical redesign of a product or system
- Why?
 - improve performance
 - cut costs
 - driven by competition

Ready to try?

- Re-engineer
 - Clocks
 - Desk organizers
 - Alarms
 - Lights
 - Novelty
 - Fountains
 - More...

Implementing a Continuous Quality Improvement Plan

Principle to be introduced: Ways to increase continuous quality improvement within a manufacturing firm.

Workplace Skills addressed and level: Advanced

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on Continuous Quality Improvement within a manufacturing firm.
- Have the students get into self-managed groups to perform the tasks listed below.
- Oral Presentation by all groups.
- Class discussion on each groups decision.

Activity to reinforce principle:

1. Assume that your team is a group of top managers at a manufacturing firm that makes candles. The CEO wants your team to come up with ways to eliminate waste, reduce variations, and reduce cycle time.
2. Each group will do an oral presentation to the class on their suggestions to #1.
3. After all groups have presented, discuss as a class how each group did and any improvements.

How to for Students

1. Listen to lecture on Continuous Quality Improvement.
2. Perform the activity listed above.
3. Discuss the ways to improve their suggestions on Continuous Quality Improvement.

How to for Faculty

1. Lecture on Continuous Quality Improvement

Working Towards Continuous Improvement

- REDUCING CYCLE TIME
 - Reducing time required to complete a work process
- REDUCING VARIATION
 - In work processes, goods & services
 - Decreasing defects
- ELIMINATING WASTE
 - A crucial element in controlling the cost of quality
 - Costs associated with poor quality: scrap, rework, and loss of customers.

2. Perform the activity listed above.

PERT Diagram: Program Evaluation and Review Technique

Principle to be introduced: How to create a PERT Diagram

Workplace Skills addressed and level: Advanced

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on what a PERT diagram is and how it works.
- Have the students get into self-managed groups to perform the tasks.
- Oral Presentation by all groups.
- Class discussion on each groups decision.

Activity to reinforce principle:

1. You are manufacturing a car. Get into teams of 5. Follow the six steps in constructing a PERT diagram as stated in the lecture. Have a visual of your final PERT diagram.
2. Present your diagram and justify why you created it the way you did.

How to for Students

1. Listen to lecture on PERT diagrams
2. Perform the activity listed above.
3. Discuss the ways to improve your PERT diagram.

How to for Faculty

1. Lecture on PERT diagrams

Steps in constructing a PERT Chart

1. Identify and define the component activities that must be performed;
 2. Define the order in which those activities in the network will be performed;
 3. Analyze the estimated time required to complete the individual activities and the entire project;
 4. Find the *critical path*, the longest path in terms of time, from the beginning event to the ending event;
 5. Improve on the initial plan through modifications;
 6. Control the project.
2. Perform the activity listed above.

Total Quality Management (TQM)

Principle to be introduced: What is Total Quality Management (TQM) and five key strategies for effective TQM in your business.

Workplace Skills addressed and level: Advanced

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on TQM and the Strategies to Implement TQM.
- Have the students get into self-managed groups to perform the tasks listed below.
- Oral presentation by all groups.
- Class discussion on each groups decision.

Activity to reinforce principle:

1. Assume that your team is a group of top managers at Caterpillar. The CEO wants your team of five to outline ways Caterpillar can implement TQM. For each of the five key strategies for TQM, list ways we can create TQM.
2. Each group will do an oral presentation to the class on their strategies to implement TQM to the class.
3. After all groups have presented, discuss as a class how each group did and any improvements.

How to for Students

1. Listen to lecture on TQM and the Key Strategies for Effective TQM.
2. Perform the activity listed above.
3. Discuss the ways to improve TQM in the workplace.

How to for Faculty

Lecture on Total Quality Management

- **QUALITY:** The degree of excellence or superiority of an organization's goods and services. True measure of quality is whether a firm satisfies its customers
- **TOTAL QUALITY MANAGEMENT (TQM):** Management strategy for embedding awareness of quality in all of the institution's processes.

Quality Programs that companies can strive for:

- Malcolm Baldrige Award
- ISO 9000

5 Key Strategies for Effective TQM

1. Involving top management
 - managers must believe in importance of quality & customer satisfaction
2. Employee Involvement
 - Empowerment
 - Training: on quality goals, techniques, and customer satisfaction
 - Teamwork: quality circles, self-managed, etc.
3. Conducting a marketing audit

- A thorough, objective evaluation of an organizations market philosophy, goals, policies, tactics, practices, & results
4. Benchmarking:
 - Identify where you want to improve (Critical Success Factors)
 - Analyze internal processes and external
 - Implement Improvement
 5. Continuous Improvement

Perform the activity listed above.

DECISION MAKING

Decision Making and Fairness

Workplace skills addressed:

- Decision making
- Fairness
- Handling conflict
- Listening
- Communicating

Time Required: 30 minutes

General Skill Level: beginning

See Power Point entitled “Fairness”

Structure of Module: This module asks students to focus on decisions that are made on a day to day basis that can affect many people. These decisions are made while fairness may not be so apparent.

Ask students to individually think about the following questions:

- Have you been in a situation that you felt the decision or outcome was unfair?
- How did you feel?
- How did you feel about the person making the decision?
- Did you consider putting on their shoes and understanding why they had to make that decision and why they decided what they did?
- What did you do about it?
- How did you handle the situation?

After the students think about these questions individually, put them in small groups (three or four) and have them share their experiences in the group. Instruct them not to identify people by name and to listen carefully to each other’s stories.

Next, direct the groups to select one story shared by one of the members. Ask them to dissect the decision and suggest one or two alternative solutions to the situation.

Have each group share their story, how it was originally handled, and what the group came up with for alternative solutions.

Debriefing:

Discuss what it means to be “fair”.

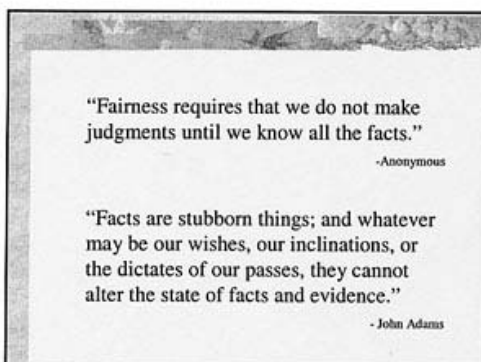
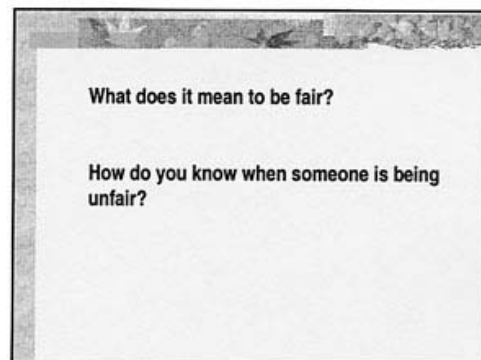
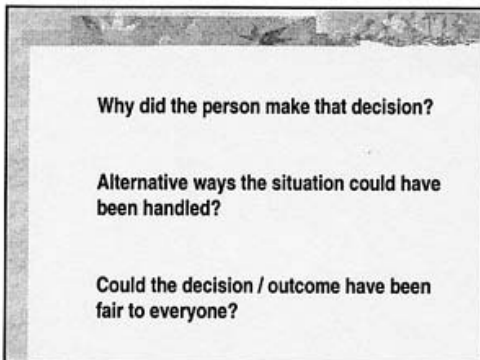
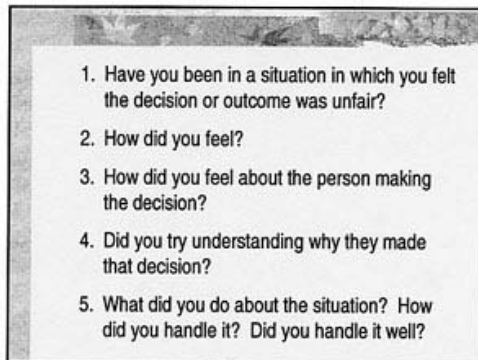
Ask student to define it themselves and give the dictionary definition:

Share the quote: “Fairness requires that we do not make judgments until we know all the facts.- Anonymous

Discuss how they know when something/someone is being unfair

Share the quote: “Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passion, they cannot alter the state of facts and evidence.”- John Adams

POWER POINT: "Fairness"



Decision Making - Polaris

Principle to be introduced: Steps in how to make a good decision.

Workplace Skills addressed and level: Intermediate

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on the Steps of Decision Making.
- Have the students get into self-managed groups to perform the tasks.
- Oral Presentation by all groups.
- Class discussion on each groups decision.

See Power Point presentation “Decision Making: The Design Process” which include an introduction to decision making, the Polaris activity and other scenarios for decision making.

Activity to reinforce principle:

A. Go through the steps of Decision Making:

1. Recognizing a problem/opportunity
2. Identifying alternatives
3. Evaluating alternatives
4. Selecting/Implementing an alternative
5. Following up to collect feedback on the decision’s effectiveness.

B. Have each group do a scenario using the 5 steps in the Decision Making Process

- You are the top executives of Polaris Snowmobiles. You manufacture and sell your product in the Illinois Valley with hot and humid

summers. Your profit goes down tremendously during the summer months. Follow the 5 step decision making process to come up with a solution to this situation. You will be in groups of 5 to come up with your decision. When all groups are completed, each group will do a 5 minute oral presentation explaining their design process. After all presentations, we will discuss as a class what you learned, what you would do differently in your groups, and what steps would you take if your decision did not work. HAVE FUN!!!

How to for Students

1. Listen to lecture on Decision Making
2. Perform the Decision Making activity listed above.
3. Discuss ways to improve your decision making in life.

How to for Faculty

1. Lecture on the decision making process and give an example.
 - a. Recognizing a problem/opportunity
 - b. Identifying alternatives
 - c. Evaluating alternatives
 - d. Selecting/Implementing an alternative
 - e. Following up to collect feedback on the decision's effectiveness.
2. Have the students perform the group scenario listed above.
3. Discuss ways to improve the decision making process.

POWER POINT: “Decision Making: The Design Process”

Decision Making: The Design Process

Steps in Decision Making:

1. Recognizing problem/opportunity
2. Identifying alternatives
3. Evaluating alternatives
4. Selecting/Implementing alternative
5. Collecting feedback on decision's effectiveness.

Application Scenario #1

- You are executives of Polaris Snowmobiles. You manufacture and sell your product in the Illinois Valley with hot, humid summers. Your profit drops during summer months.
- In groups, follow the 5 step decision making process to solve this problem.
- Each group will do a 5 minute presentation explaining their process.
- We will discuss
 - what you learned
 - what you would do differently
 - what steps would you take if your decision did not work

Application Scenario #2

You've decided to buy a new computer and need to choose between a laptop and desktop.

Utilizing the decision process:

- identify three to five resources at home and school
- identify positive and negative options for each of them.

Application Scenario #3: Art , History & Natural Sciences



Task:

You have been commissioned to produce a public art piece for the Starved Rock State Park property.


Begin the Design Process:

1) Brainstorm creative ideas:

- focus on natural landscape/plant life?
- highlight Native American heritage of area?
- portray animal life of area (eagles...)?
- mural? sculpture? relief? mixed media?
- decide on creative process to be used

2) Research chosen subject matter:

- regional & historical accuracy a must for patron satisfaction!



3) Course of action:

- compile sketches, gather resources, & present information to patron

4) Justify your design:

- be prepared with alternate ideas and approaches if patron isn't pleased

5) Final product

- complete the work of art!

Decision Making & Accomplishments

Prospective employers will want to know what you consider your greatest accomplishment.

Writing an accomplishment statement is good preparation.

Deciding Accomplishments

Situations where you felt joy or sense of accomplishment

Could be something small only you know about

Identify skills you were using when you experienced these feelings.

Identify those you enjoyed – skills for your ideal job

Consider these areas:

High School: (if recent graduate) Subjects you did well in, extracurricular activities, hobbies, leisure activities...

College: Courses related to job objective, specific things you learned or can do,

Post-High School Training: (military, on-the-job training, informal training) Training, dates, certificates....

Consider these areas:

Volunteer Work: Things you learned or can do, operate tools or machines, decrease costs, organize activities...

Jobs: Machinery you operated, equipment you used; reports you created or used; number of people you supervised, services you provided, products you produced; reasons for promotions or salary increases, help you provided in decreasing costs, increasing profits.... *(What would your supervisor say about you?)*

Other Life Experiences: Hobbies, interests, family responsibilities, travel or recreational activities.

Application Scenario #4

Karen's cousin is sick and can't operate his 'smoothies' booth at the at the local fair. Karen doesn't know how to run a concession, and her cousin is too sick to provide advice. She does know that usually two people work the stand. The fair opens day after tomorrow.

Using the five step decision making process, help Karen analyze the situation and devise a plan that will save her cousin's business.

Present your ideas to the class

Which of your skills were most valuable in scenario #4?

Which would be most valuable to a prospective employer?

Review

- WHAT PROBLEM DID YOU SOLVE?
- HOW DID YOU DO IT?
- WHAT HAPPENED? HOW WAS THE BENEFIT MEASURED?

ETHICS

Ethics: Borrowing or Kidnapping?

Workplace Skills:

- Ethics
- Critical Thinking
- Decision making

Level: Beginning

Duration: 30-50 minutes

Goals: This activity will allow students a chance to explore the ethical dilemmas that have emerged from modern technology. The activity involves the use of a take-home quiz that addresses questions for critical thinking and decision-making about ethical conduct in using information from the Internet.

Suggested Structure or Procedure:

Give students a take-home quiz with the following questions:

1. What is the difference between borrowing and kidnapping?
2. Do you consider copying and pasting from the Internet cheating? Why or why not?
3. If you used a portion of a written document developed by your sister (or anyone else) as if it were your own, is this acceptable? Why or why not?
4. If your sister (or anyone else) used a portion of a written document developed by you as if it were their own, is this acceptable? Why or why not?

Give students until the next class period to complete and submit their quiz.

Tabulate the responses and share the results with the entire class.

A discussion/lecture on plagiarism, cheating, legal consequences, and ethical behavior will be the culmination of this activity.

As a follow-up, ask students to which other areas of technology or communication this concept of ethics is applicable.

Assessment:

1. Assign a grade for the completed take-home quiz. Note: Do not grade the quiz based on whether the students' answers are right or wrong.
2. Use the above quiz questions as a pretest and posttest to check for understanding later in the semester.

Ethics in Leadership

Principles to be introduced:

- Ethics
- Leadership
- Decision making
- Moral decision making

Time Required: 45 minutes

General Skill Level: Advanced

See Power Point presentation entitled “Ethics in Leadership”

Structure of Module: This module starts either with students reading from Raymond Baumhart and Thomas Shanks or with the instructor lecturing on the Baumhart and Shanks’ views of ethics and moral decisions.

Sources: Markkula Center for Applied Ethics at Santa Clara University at

www.scu.edu/ethics/practicing/decision/whatisethics.html and
www.scu.edu/ethics/publications/iie/v8n1/everydayethics.html.

If the students read from Baumhart and Shanks, class discussion can start with the students identifying how the two define ethics and moral decisions.

In teams, students discuss questions about ethics:

- Can ethics be taught?
- Is it possible to survive in the real world ethically?
- Are lies justified? If so, when?
- Is caring for others enough when it comes to ethical behavior?
- Have any of your educational experiences affected the development of your ethical code?
- How can a leader’s use of power influence ethical behavior?

Any ethical issue currently appearing in the media can be discussed – especially one in which people in leadership positions have spoken out.

Debriefing/Assessment: The closing can address/review a framework on which to build moral/ethical decisions:

- Recognizing a moral issue
- Getting the facts
- Evaluating alternative actions
- Making a decision
- Acting, then reflecting

POWER POINT: "Ethics in Leadership"

ETHICS IN LEADERSHIP

What is "Ethics"
What are "Moral Decisions"?

What is "Ethics"?

Raymond Baumhart research:

- What my feelings tell me is right/wrong
- My religious beliefs
- Doing what the law requires
- Standards of behavior our society accepts
- I DON'T KNOW

Everyday Ethics by Thomas Shanks

- "How am I doing at 'the art of human being'" -Laurel Birch
- "Moral behavior is concerned primarily with the interpersonal dimension of our behavior: how we treat one another individually and in groups-and, increasingly, other species and the environment" -Wilcox and Ebbs

"Ethics poses questions about how we ought to act in relationships and how we should live with one another. It also asks us how those character traits that help humans flourish play out in everyday living?"

ETHICS IN LEADERSHIP

Can ethics be taught?	Is it possible to survive in the real world ethically?	Are lies justified? If so, when?
Is caring for others enough when it comes to ethical behavior?	Have any educational experiences affected your ethical code?	How can a leader's use of power influence ethical behavior?

Thinking Ethically: A framework for Moral Decision Making

- What benefits and what harms will each course of action produce?
- What moral rights do the affected parties have?
- Which course of action treats everyone the same?
- Which course of action advances the common good?
- Which course of action develops moral virtues?

• Issues in Ethics by Manuel Velasquez

Framework for ethical decisions:

- Recognize a moral issue
- Get the facts
- Evaluate the alternative actions
- Make a decision
- Act, then reflect

Leadership and Ethics



Virtue Ethics and Leadership
by Charles A. Pfaff

"Leaders make choices that affect the lives of other people. When making these choices, leaders must make normative assessments regarding human ends and the means to those ends."

Ethics in the Workplace

Principle to be introduced: How to evaluate your ethical values in the workplace and being prepared to address ethical dilemmas in the workplace.

Workplace Skills addressed and level: Advanced

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on Ethics and how you create your ethical values as an individual in the workplace.
- Have the students get into self-managed groups to perform the tasks listed below.
- Oral Presentation by all groups.
- Class discussion on each groups decision.

Activity to reinforce principle:

1. Here is a potential ethical dilemma but you may come up with one on your own.
“Your boss asks you to shred some financial documents. You know those documents are related to an accounting scandal in your company.” Would you shred them? Yes or No and why. What would be the potential outcome for each decision? And finally, which answer is right and why?
2. Get into teams of 5. Discuss each person’s ethical viewpoint and discuss the potential outcomes of each person’s ethical values. See if anyone’s ethical values and justification change your mind and change your ethical viewpoint.

3. Each group will present their ethical viewpoints and the pros and cons of all their decisions.

How to for Students

1. Listen to lecture on Ethical Values in the Workplace.
2. Perform the activity listed above.

How to for Faculty

1. Lecture on Ethics in the Workplace
 - **Business ethics:** standards of business conduct and moral values

On-the-Job Ethical Dilemmas

- **Conflict of interest:** situation in which a business decision may be influenced by the potential for personal gain
- **Honesty and Integrity**
- Employee with **integrity** adheres to deeply felt ethical principals in business situations
- **Loyalty Versus Truth**
- Unfavorable Truth can cause ethical conflict
- **Whistle-Blowing:** employee's disclosure to the media or government authorities of illegal, immoral, or unethical practices of the organization
-

GOVERNMENT REGULATION

- Not all companies voluntarily behave ethically and responsibly so the government must step in. However, when do they step in too much?
- Sherman Anti-Trust Act: No Monopolies
- Tying Contract: Can't force a company to tie 2 products together
- Interlocking Directorate: can't be on 2 BOD's that conflict.

- **Regulated industry:** Industry in which competition is either limited or eliminated, and government monitoring substitutes for market control
- **Deregulation:** regulatory trend toward elimination of legal restraints on competition
- Latest industry undergoing deregulation is the electric utility industry

2. Give some examples of Ethical dilemmas.

3. Perform the activity listed above.

Additional Ethical Dilemmas for Discussion

1. You learn that your company may be incorrectly reporting some information to the Environmental Protection Agency about the way they dispose of waste. Your supervisor is one of the people responsible for reporting to the EPA. You don't think the waste disposal is a real health hazard. What do you do?
2. Your supervisor informs you that he is planning to give Frank a significant promotion because of the initiative he's taken and quality of work he's produced lately. You know that Frank has been taking credit for work produced by an employee in his department. What do you do?
3. You learn that Mary, someone who is well respected in your company, had inflated her resume, stating she had training which she did not. But she can do the work. What do you do?
4. You have been asked to appear in an advertisement for one of your company's products. But you have questions about the product's quality or effectiveness. What do you do?

Questions for Analyzing Your Decisions

1. How did you reach a decision about what to do?
2. What choices did you have for dealing with the issue?
3. Is the issue a legal one or a moral one? Or both?
4. Who are the stakeholders?
5. What stakeholders did you consider?
6. Were you fair to all stakeholders?
7. Did you have all of the information you needed to make an ethical decision?
8. How did you set priorities?
9. Is one option clearly right or clearly wrong?

How Employees Steal

*This is an outline for a series of short modules that explore the morality of stealing. Power Point exercises have been developed for the first two. These modules can be delivered on a regular basis to expose students to various forms of unethical behavior—some minor and some more serious—and ask them to think about how they will behave once they are in the workforce. The modules stress that they have a **choice**.*

Types of Stealing

1. Stealing time—Punctuality

- Stealing time—Loafing on the Job

- Stealing time—Working Ineffectively

- See Power Point entitled “Stealing Time”

2. Stealing Supplies

- See Power Point entitled “Stealing Supplies”

3. Stealing equipment

4. Stealing Reputation---product quality

- Stealing Reputation---Company’s Good Name

- Stealing Reputation—Company Image

5. Stealing Information

6. Stealing Resources---Computer

- Stealing Resources---copy facilities

- Stealing Resources—equipment usage

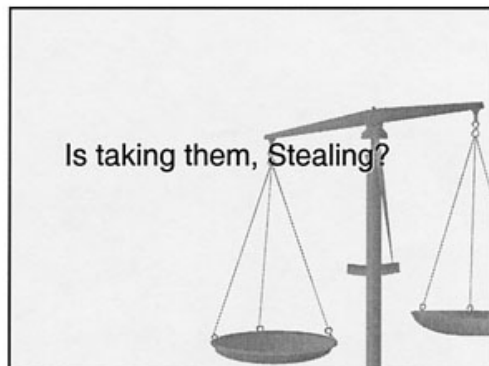
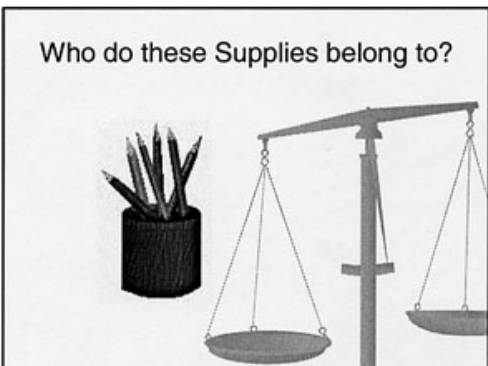
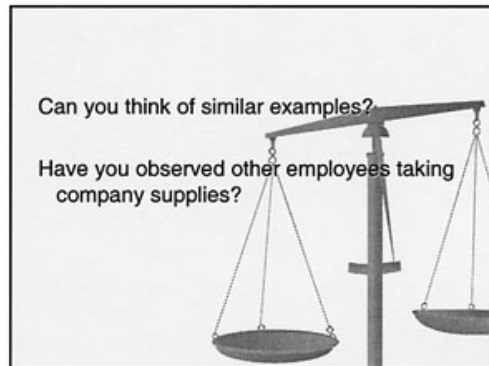
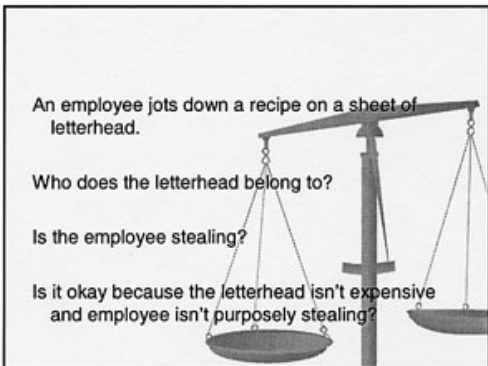
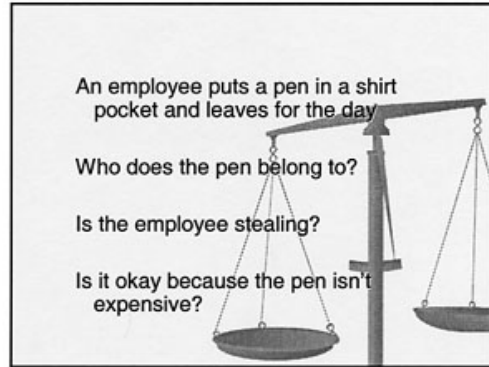
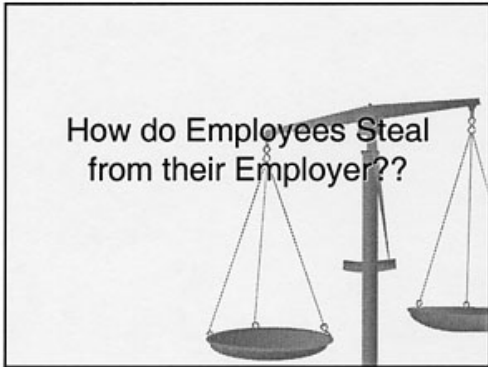
Stealing Resources---phone and fax

7. Stealing Money---major theft and embezzlement

Stealing Money—Petty cash

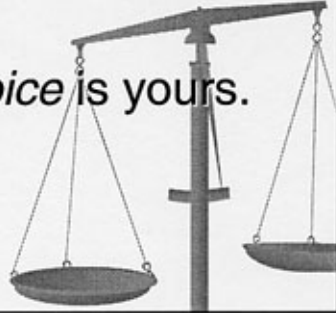
9. Stealing by causing Unnecessary Expenses

POWER POINT: "Stealing Supplies"

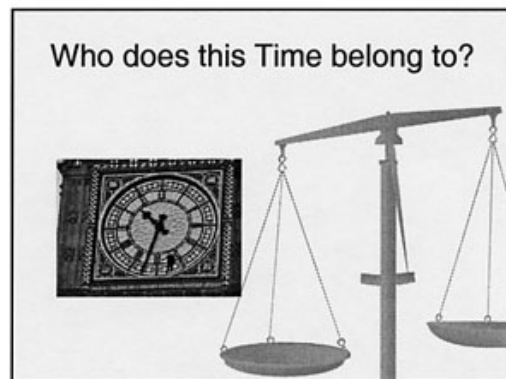
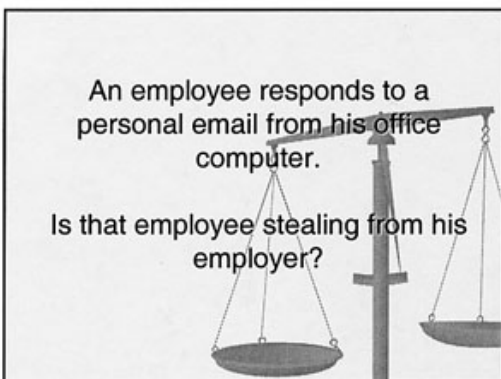
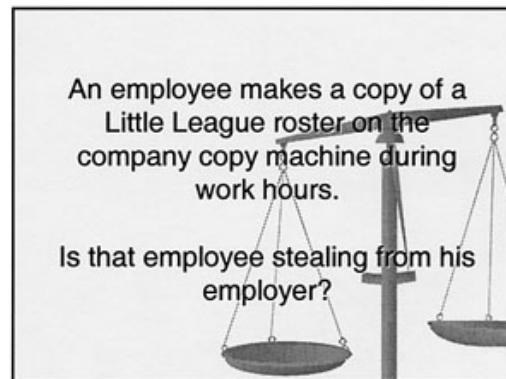
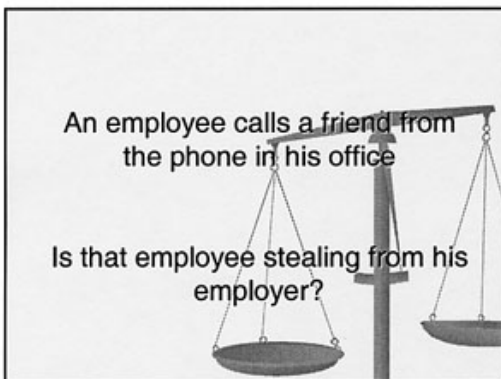
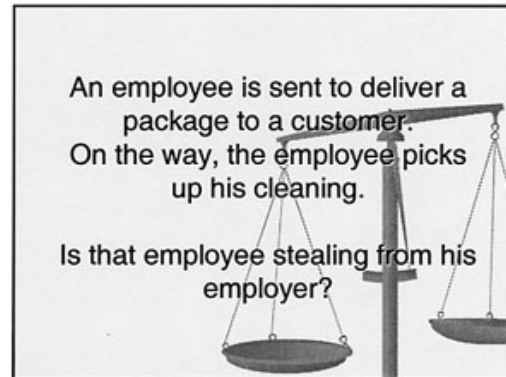
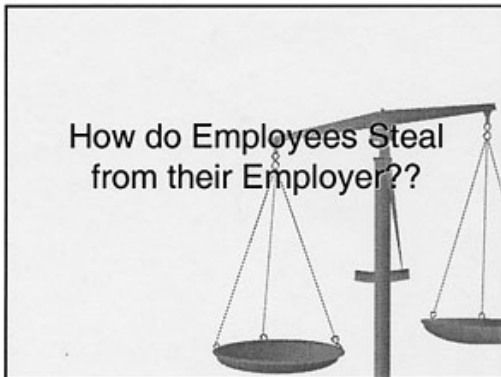


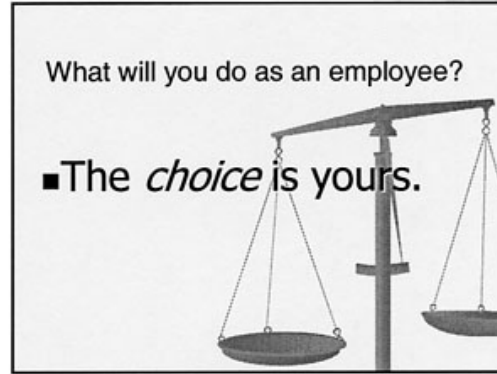
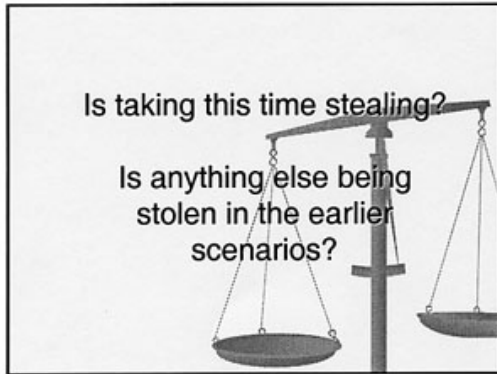
What will you do as an employee?

■ The *choice* is yours.



POWER POINT: "Stealing Time"





KNOWING HOW TO LEARN

Knowing How to Learn: Advanced – Who Is The Teacher?

Workplace Skills Addressed:

- Knowing How to Learn
- Team Work
- Leadership
- Goal Setting
- Self-Esteem
- Responsibility
- Self-management
- Reasoning
- Leadership
- Decision-making
- Problem Solving
- Technological Skills

Level: Advanced

Duration: Two hours/class periods

Goals: This activity is aimed at involving students actively in their own learning process. It encourages students prepare for tests and real life issues. This is a team building exercise involving teaching, learning, and numerous workplace skills.

Materials: Student notes from a recently completed unit, a pen, paper, or a computer with printing and emailing capability.

Suggested Structure or Procedure:

1. Teacher to create approximately 5 groups of students by dividing the class in teams of 3-5 students each.
2. Teacher divides the recently completed unit into five lessons and assigns one lesson to each team.

3. Each team decides how to teach that assigned lesson to the entire class.
4. Each team is allowed approximately 20 minutes to plan and report to the instructor.
5. Next class period, students are allowed time (20 minutes) to execute the plan.
6. Each team then gets 10 minutes to present one part of the unit and teach it to the class.
7. Students learn from each other and suggest questions for the next test. If they have access to a computer, students email their suggestions.
8. After a review and question and answer session, students are administered a unit test that includes questions suggested by students.

Note to the Faculty: The concern about some students riding on the coattails of others is valid, and may require intervention by the instructor.

Assessment:

1. Assign students to list of benefits and challenges of teaching a lesson.
2. Give a list of Workplace Skills to students and ask them to identify which skills were integrated in their teaching this module.

Knowing How to Learn – Chunking or One Bite at a Time

Workplace Skills Addressed:

- Knowing How to Learn
- Learning Styles
- Reading and understanding both non-technical and technical material
- Critical thinking
- Team work,

Level: Advanced

Duration: 30-50 minutes

Goals: This activity will aid students with a strategy to read, comprehend, and memorize information. This module will also focus on encouraging students to use critical thinking. The activity relies on reading an article and selecting main ideas and supporting details.

Materials: Copies of short articles, pencil, and three highlighters in pastel colors like pink, blue, and green.

Suggested Structure or Procedure:

1. Students will be assigned an article for reading as homework. They may take reading notes without marking the articles.
2. In the class after that the instructor will ask students to highlight the main idea of each paragraph in pink and one to three supporting details in blue. They should then go back and highlight the main idea of the entire article in green. Time allowed approximately 10 minutes for this work.
3. Instructor will divide students in groups of three to share and discuss their findings and ask questions from the instructor. After that, students to quiz each other over the material. Time allowed approximately 10-15 minutes.
4. Finally, instructor will quiz each team by giving an oral quiz and assign a grade for the team.

Note to the Instructor: At a beginning level, students can be given a short paragraph in place of a long article. The quiz may be an individual/written one.

Assessment:

- Follow up with another reading, comprehension, highlighting, and memorizing assignment.
- The instructor to check whether students continue to apply these skills throughout the semester.

Knowing How to Learn: Learning Style

Time Required: 30 minutes

General Skill Level: beginning

Structure of Module: This module focuses on helping students recognize how they learn and encourages them to adopt better study habits.

Have students define the following: visual learner, kinesthetic learner, auditory learner.

Ask students to think about the way they learn and select which style fits them.

Next, have students write answers to the following:

- Where do you study?
- Are there distractions: music, TV, etc?
- Who is around when you study?
- How do you study? What do you do to prepare for a test?
- Are you a “morning person?” An “evening person?” When are you more alert?
- When do you study?

Debriefing/Assessment: For the debriefing piece, have students write answers to the following:

- What goals have you set for your grades?
- Are you achieving your potential?
- What are your current study habits? (refer to the previous questions)
- Are those habits working?
- What can you do to adjust your study habits to your learning preference?

Knowing How to Learn: Love My Learning Log

Workplace Skills Addressed:

- Critical Thinking
- Knowing How to Learn

Level: Beginner

Duration: 30-50 minutes

Goals: This activity is aimed at involving students actively in their own learning process. In addition to teaching students to take effective notes, it helps students pick out the main ideas of the lecture and demonstrate their learning. This strategy is designed to help students think critically, learn, listen actively, and enhance their self-esteem and an awareness of Meta-cognition. This activity lends itself to Assessment of Student Learning.

Materials: Optional: teacher provides a typed sheet for the “Learning Log” with questions, or students use their own paper and pen. If in a computer lab, students type responses.

Suggested Structure or Procedure:

1. Teacher teaches the class according to the Lesson Plan. Students are informed to take notes in the class and participate as usual.
2. Approximately five minutes before the end of the class, teacher either provides a copy of the “Learning Log “ (see the format below) or writes down the questions on the blackboard. Students are asked to reflect on their learning, review their notes, and complete the Learning Log that asks for one to three main ideas that they learned, a question that is not urgent/for which they do not need an immediate answer, and an important idea that they would like to be quizzed on. They may also write additional comments.

Format for the “Learning Log”

Name of the student
Course information

Date

I learned today

My question for today is

My suggestion for a quiz question is

Other comments

- The Learning Log is collected by the teacher at the end of the class. The teacher will scan the responses and decide on response to questions asked by the students. The answers to the questions to students the next class period.
- The teacher will also decide if students need any more information about their Learning Logs.

Note to the Faculty: The first time you assign the Learning Log, administering it takes approximately ten minutes; however, after the first week, five minutes are adequate. You are the best judge for deciding how often you wish to collect the Learning Log- daily, weekly, etc.

Assessment:

Tabulation of the responses provides the instructor with concrete information on student learning.

Memory Building: My Favorite Cartoon Characters

Workplace Skills Addressed:

- How to Learn
- Critical Thinking
- Team Work

Level: Beginner

Duration: 30-50 minutes

Goals: This activity is aimed at involving students actively in their own learning process. It encourages students prepare for tests. This strategy is ideal for the visual and the kinesthetic learner for helping students take notes, memorize information, and succeed as test takers.

Materials: A pen and pictures of a cartoon character pasted on an 8”x11” sheet of paper. Students bring their own to class. Teacher may provide to those who do not bring their own materials.

Suggested Structure or Procedure:

1. Teacher selects one completed lesson, which will be part of an upcoming test.
2. Students are asked to plot terms on the characters. For example, if the teacher decides to review the chapter on Human Skeletal System, and a student has brought the picture of Mickey Mouse, the student is asked to plot the names of the bones on the sketch of Mickey Mouse. Allow 10 minutes.
2. Divide students in teams of two. Have them memorize the material and quiz each other. Allow 7-10 minutes.
3. Teacher administers a test either on the same day or the next class period.

Note to the Faculty: You may decide to give this activity as homework. You may substitute the cartoon characters with sports heroes.

Assessment:

For confirmation of the effectiveness of this module, the instructor may review results of the test to compare and contrast student responses to questions based on My Favorite Cartoon Characters and other questions on the test.

Notetaking: Nifty Notes and Tasty Tests

Workplace Skills Addressed:

- How to Learn
- Active Listening
- Critical Thinking
- Test Taking

Level: Beginner

Duration: 30-50 minutes

Goals: This activity will teach students to take effective notes, to focus on main ideas for review and memorization, and develop critical thinking skills; in addition, this skill will help students with Meta-cognition, learning how they learn, and educators with Assessment of Student Learning. The activity involves the use of lecture, review of notes, and a test.

Materials: Paper, pen, and ruler. Computer is optional.

Suggested Structure or Procedure:

1. Students are informed to take notes in the class in a special format.
2. Each student should divide each page into three columns. See a sample below. The first column is approximately 3 inches wide, the second and the last columns each approximately one inch wide. (If you are in a computer lab, students may insert and create a table on the computer).
3. The first column will be labeled Notes, and the second one Main Term, and the last one My Questions.

Notes	Main Term	My Questions

4. Instruct students to take lecture notes only in the first column.
3. Suggested lecture time for the teacher is 10 minutes while students take detailed notes.

4. After the lecture, students are further instructed to review notes, find main terms and write a term next to the information in notes. (Time allowed approximately 5 minutes.)
5. If a student has questions, the questions go in the last column.
6. Teacher answers student questions.
7. Students are allowed 5-7 minutes for memorization of terms and the related information.
8. Finally, a quiz is administered over 5-7 terms. The quiz is collected for grading. In addition, the teacher's notes and answers are displayed on the board or an overhead projector.

Assessment:

- Follow up with another notetaking assignment. This time, students are asked to take reading notes, come to class and ask questions, and take a quiz over 10 terms.
- Students to be given further practice in Lecture Notes and an assignment for Reading Notes for your class and other classes too.
- The instructor to check whether students continue to apply these skills throughout the semester.

LEADERSHIP

Leadership in the Workplace

Principle to be introduced: What leadership is and what it is not. Also, what type of manager are you and what type of manager do you like to work for.

Workplace Skills addressed and level: Intermediate

- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Critical Thinking

Suggested Lecture structure:

- Lecture on Leadership skills in the workplace.
- Give some examples of skills that a good leader possesses and skills that a bad leader possesses.
- Class discussion on what type of leader is best. .

Activity to reinforce principle:

- Ask each person in the class to think of a good manager/leader/boss/coach/teacher that they have had in their life. Have each student give one skill that this particular person has that made them a good leader.
- Do the same as #1 but think of a bad manager/leader/boss/coach/teacher. Make a class list of these negative skills.
- Finally, discuss as a class ways to enhance your good leadership skills and how to improve your bad leadership skills.

How to for Students

- Listen to lecture on Leadership skills
- Perform the activity listed above.

How to for Faculty

Lecture on Leadership

NEED FOR EFFECTIVE LEADERSHIP

Leaders are needed at all levels and in all organizations if we are to adapt successfully to a changing environment.

Leaders are NOT necessarily:

-Managers, Supervisors, Executives, Administrators

Leadership Versus Management

1. Although *leadership* and *management* are similar, there are some significant differences.
 - a. *Leadership* is the act of moving an organization in a new direction, a direction not otherwise gone.
 - b. *Management* can involve leadership but a person's position or title does not ensure leadership.

Classifying Leaders

1. Leadership Approach
 - a. *Autocratic leaders: tells employees what to do and how to do it.*
 - b. *Democratic: asks employees opinions.*
 - c. *Laissez-faire leaders: free-rein to work how you want.*

SOME POPULAR LEADERSHIP THEORIES

A Trait Theories

1. Leaders possess certain traits that cause them to rise above their followers.
2. Research on traits

Found that leaders tended to be more intelligent, somewhat taller, more outgoing, and more self-confident than others.

Leaders are born, not made.

-This was untrue

Later research found that certain traits do seem to be important to effective leadership, including:

Supervisory ability

Need for occupational achievement

Intelligence

Decisiveness: ability to make decisions and solve problems

Self-assurance

Initiative: new or innovative ways

The research now being done focuses on identifying the characteristics of successful leaders so these characteristics can be developed in others.

Limitations of the trait approach

- a. There appear to be no common leadership traits found in all leaders.
- b. There are many cases in which a leader is successful in one situation but not in another.

B. Behavioral Theories

1. Focuses on human relationships along with output and performance.

Theory X managers believe:

The average human being has an inherent dislike of work and will avoid it if possible

Theory Y managers believe that:

The average human being, under proper conditions, learns not only to accept but to seek responsibility;

A leader holding Theory X assumptions would prefer an autocratic style; one holding Theory Y assumptions would prefer a more participative style.

Contingency-Situational Theory:

- The leadership style used is contingent on factors such as the situation, the people, and the task.

Perform the activity listed above.

Leadership Qualities

Principle to be introduced: Leadership qualities

Time Required: 50 minutes

General Skill Level: beginning

See Power Point presentation entitled “Leadership Qualities”

Structure of Module: Students and or teacher will select a video or a story that shows a character in a leadership role. Students will individually review the video/book and note the qualities of the leader. The students should try to identify both effective leadership qualities and qualities of an ineffective leader. Next, each student should consider the leadership qualities they have and compare and contrast them to the qualities they identified in the video/book.


After students have prepared their individual reviews, they should be placed in teams to discuss their results and to come to some agreement about the video or book character’s leadership qualities, both effective and ineffective. Students should also discuss the leadership qualities they felt they had and how that compares or contrasts to the video or book character.

Debriefing/Assessment: Debriefing would include brainstorming the characteristics of the leader. Next, students would identify whether each characteristic is positive and/or negative. Discussion should especially focus on new leadership skills that have been identified, those not previously identified in the book or video character.

From this more complete listing of leadership characteristics, each student can select the characteristics they felt they have now and the characteristics they wish to possess in the next few years. Then they should list recommendations or strategies for acquiring those characteristics. If they have difficulty making recommendations or identifying strategies, they could work in teams on this step.



POWER POINT: "Leadership Qualities"

Leadership Qualities



Characteristics

- A good leader
- An ineffective leader



Are you a leader or a follower?

- You manage things; you lead people.
-Grace Murray Hopper
- A good leader can't get too far ahead of his (her) followers
-Franklin D. Roosevelt
- I not only use all the brains that I have, but all that I can borrow.
-Woodrow Wilson
- Treat people as if they were what they ought to be and you may help them to become what they are capable of being.
-Johann Wolfgang Von Goethe

Leadership

- Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile.
-Vince Lombardi
- The function of leadership is to produce more leaders, not more followers.
-Ralph Nader

What characteristics do you possess right now?

Leadership

- There is no limit to what you can do if you don't care who gets the credit.
-John Wooden
- The well-run group is not a battlefield of egos.
-Lao Tzu
- The final test of a leader is that he (she) leaves behind in others the conviction and will to carry on.
-Walter Lippmann
- Leadership and learning are indispensable to one another.
-John F. Kennedy

Old Chinese Proverb

THE LEADER SHOULD REMEMBER:

- The value of time
 - The success of perseverance
 - The pleasure of working
 - The dignity of simplicity
 - The worth of character
 - The power of kindness
 - The influence of example
 - The obligation of duty
 - The wisdom of economy
 - The virtue of patience
 - The improvement of talent
 - The joy of originating
- If you want 1 year of prosperity, grow grain.
 - If you want 10 years of prosperity, grow trees.
 - If you want 100 years of prosperity, grow people.

What new leadership skills have you identified from the review of literature?

New Leadership skills:

Other videos & books

Henry V	Broadcast News
Caine Mutiny	Dead Poets Society
Joan of Arc	Wall Street
Crimson Tide	Schindler's List
Hunt for Red October	Life is Beautiful
Bird of Dawning	Hoosiers
Dances with Wolves	Sister Act
The Courage to Teach	
Parker Palmer	Leading from Within

Where do you go from here?



Leadership

“Never, never, never,
never give up.”

-Winston Churchill



PROBLEM SOLVING

Problem Solving: Carrie's Car Crash

Workplace Skills Addressed:

- Problem-solving
- Responsibility
- critical thinking
- self-management
- social interdependence
- self esteem

Level: Beginner

Duration: 30-50 minutes

Goals: This activity will allow students to gain skills in decision-making, critical thinking, and problem solving to achieve their short-term and long-term goals. The activity involves the use of a case scenario involving a student, Carrie, who has crashed her car and has no ride to school.

Suggested Structure or Procedure:

- Students are divided into teams of three.
- Each team is given copies of the case study "Carrie's Car Crash."
- Teams are to come up with ideas for how Carrie should address her inability to make it to class.
- Allow teams 5-7 minutes to brainstorm. All students must participate. One student should be assigned the role of note-taker and another will present the final suggestions to the class.
- After the discussion, give each team 10 minutes to write a letter to Carrie advising her how to solve this problem.

Case scenario: Carrie has crashed her car and says she is unable to make it to class. Her family cannot bring her to school; however, if she misses, she will fail the class.

How to For Faculty

Encourage students to come up with ideas for effective methods of requesting/asking others for assistance.

Assessment:

1. Ask the students how these suggestions might be applicable in other areas of their life.
2. The instructor can check whether students apply these strategies to their lives.

Problem Solving: Harry Has a Headache

Workplace Skills Addressed:

- Problem-solving
- Responsibility
- Critical thinking
- Self-management

Level: Beginner

Duration: 30-50 minutes

Goals: This activity will allow students to gain skills in decision-making, critical thinking, and problem solving to achieve their short-term and long-term goals. The activity involves the use of a case scenario involving a student, Harry, who has missed several days of class recently.

Suggested Structure or Procedure:

- Students are divided into teams of three.
- Each team is given copies of the case study “Harry Has a Headache.”
- Teams are to come up with ideas for how Harry should address his absences after returning to school.
- Allow teams 5-7 minutes to brainstorm. All students must participate. One student should be assigned the role of note-taker and another will present the final suggestions to the class.
- After the discussion, ask students which suggestions they would use if they had an absence.

Case scenario: Harry has a headache. He is returning to school after having multiple absences. He has failed to inform his instructor of why he has not been in class.

How to For Faculty

You may have students come to the board to write their suggestions out, type them into a Power Point presentation, or verbally make their suggestions.

Encourage students to explain why they chose their particular protocol. A discussion regarding proper protocols following an absence will ensue.

Assessment:

- Ask the students how these suggestions might be applicable in other areas of their life.
- The instructor can check whether their students apply these suggestions to their own absences throughout the semester.

Problem Solving - Jeremy's Late Again

Workplace Skills Addressed:

- Effective oral communication
- Responsibility
- Self-management
- Reasoning
- Leadership
- Decision-making
- Teamwork

Level: Intermediate

Duration: 1-2 class periods

Goals: This activity will allow students a chance to collaborate to solve a problem in the workplace. The activity involves the use of a case scenario and a team role-play to act out solutions.

Suggested Structure or Procedure:

1. Divide students into teams of three.
2. Read the following scenario to the students: Linda has been working in customer service for the past nine hours. Her Supervisor, Brenda, needs her to stay an extra hour because Linda's relief, Jeremy, has called to say he will be late. Linda, however, has to pick her children up from school.
3. Ask the teams to come up with effective strategies for how Linda and Brenda would find a solution for the situation. Students must write actual dialog depicting communication between the parties.
4. After the teams have finished collaborating, have them go up to the front of the class and act out their strategy.
5. Include a class discussion about effective and ineffective communication.

Assessment:

Use the rubric to evaluate the each team's solution to the problem. Prizes can be given for the top three teams who devise the most effective strategies.

Criterion	A	B	C	D	F
Communication was direct/clear					
Courteous					
Effectiveness of the solution					
Brenda, Linda, & Jeremy gained something from the solution					

Problem Solving: Step One

Level: Beginning

Duration: 30 minutes

Description: This activity will reinforce importance of defining/understanding a problem and analyzing its possible causes before suggesting solutions.

Goals:

1. Students will have an understanding of the problem solving steps
2. Students will understand the concept of identifying or defining a problem.
3. Students will understand the dangers of proposing solutions before defining a problem.

Suggested Structure or Procedure:

1. Students should be introduced to problem solving steps, either through a textbook reading assignment (+ quiz over the material) or in a lecture. For the exercise below to be effective as reinforcement, avoid repeating the problem solving steps immediately before the students begin the exercise below.
2. Put students into teams of three or four.
3. Present the teams with a problem to solve, for example:
 - At your company, Lightfinger Industries, the Business Manager appoints you to a committee. He tells you tools are disappearing from the tool crib and he wants your committee to come up with some ideas about what to do. Where do you start? What do you report to the Business Manager?
4. Have the teams list their ideas. Give them 15 minutes or so to discuss and list.
5. Ask teams to share their lists. Record their ideas on the board without commenting on them. A number of the listed ideas, if not all of them, are likely to be potential solutions.
6. After all ideas are recorded on the board, ask students for the problem solving steps and list them somewhere else on the board.

7. Direct the students' attention to the list of ideas and ask for comments related to problem solving steps. Did your team follow the problem solving steps?
8. If the students did not define the problem, ask students what they would need to do, what information they would need to collect, in order to identify/define/understand the problem, which could include whether a problem really exists.
9. Review the problem solving steps with emphasis on beginning with identification and analysis.

How to for Faculty -- Problem Solving Steps (number of steps vary depending on source consulted):

1. Identify or define the problem (What really is the problem? Is there a problem?)
2. Analyze the problem
3. Decide the goals/standards a solution must meet
4. Consider possible solutions
5. Select the best solution
6. Implement that solution
7. Evaluate the results

SELF ESTEEM

Self Esteem – Being Successful

Time Required: 30 minutes

General Skill Level: beginning

Structure of Module: This module focuses on developing awareness of skills necessary to be successful students and eventually successful employees.

Have students take a piece of paper and draw a line across the middle of the paper. Ask them to turn the paper to landscape orientation and draw a tree with branches on each half of the paper. Have them turn their paper over and consider the following questions:

- What makes a successful student? List all responses on the board.
- What makes a successful employee? List all responses on the board.
- What makes a successful human being? List all responses on the board

Review the lists.

Debriefing/Assessment:

Instruct students to focus on their trees. On the first tree, have them add the leaves by listing the qualities they currently possess that demonstrate who they are now.

On the other tree, ask students to project where they would like to be in 3- 5 years. What qualities they would like to possess?

Lastly, have students write a brief paragraph to reflect how their trees may look different. In the paragraph they should also address what they have to do to obtain the fullness of the tree they desire.

Self Esteem – Strengths and Weaknesses

Time Required: 30 minutes

General Skill Level: beginning

Structure of Module: This module focuses on a student's strengths and weaknesses.

Ask students to identify their strengths. They could answer the following question(s) in writing:

What are your strengths as a friend, person, student, future employer, leader....

They could do the same for their weakness (answer the question in writing) and think about what they need to do to turn the weaknesses into strengths

Debriefing/Assessment: In quads, they could share one of their weaknesses. The members of the quad could share ideas about how they could change the weakness into strength.

Then each student could write a short journal entry explaining what weakness they plan to work on and how they plan to achieve their goal.

Self Esteem and Decision Making

Time Required: 50 minutes

General Skill Level: beginning

Principles to be introduced:

- Decision making
- Self esteem
- Overcoming obstacles

This module focuses on decisions that people make and how those decisions can affect self esteem and the directions of their lives.

See Power Point entitled “Self Esteem and Decision Making”
Hang on to your R.O.P.E.”

Structure of Module: Students read the story “Oh the Places You’ll Go” by Dr. Seuss. Students individually complete an exercise that accompanies the ideas from the story (see below). After students complete the exercise, as a group or in pairs they can share their choices.

Following the sharing of their self reflection, students can complete the Did You Know section (see below). This section identifies key famous people who had obstacles to overcome.

Debriefing/Assessment: This module can be wrapped up by asking students to discover one other person, a famous person or someone they know personally, who has had obstacles to overcome. The students can then share the positive outcomes that resulted from the person’s hard work, determination and sense of self-fulfillment. Students could also identify one positive quote that has meaning to them - a quote they could keep in their wallet or in a folder that they can recite in their time of need.

Exercise to accompany “Oh the Places You’ll Go”

GOAL- What is a goal?

What is one goal you have?

Have you had a problem to deal with? “Bang up”			

What are some good ways to deal with disappointments or bad choices?

1. _____

2. _____

If you could become anything you wanted, or accomplish anything you wanted in life, what would it be? _____

What can you do to make that happen? _____

Are you doing it? _____

Write about a time when you succeeded at something because you made it a goal and you did it:	
-----------------------------------------------------------------------------------------------	--

Did you know.....

This person ran for political office seven times and lost each time:

This writer's book was rejected by 23 publishers:

This cartoonist was told he had no talent for drawing:

This athlete, a baseball player, struck out more than any player in the history of baseball (1330 times): _____

This person almost died from a car accident. When he was a teenager many people thought he was nothing and gave up on him. He did not do well in school because he did not do his school work. After his car accident, he realized he survived for a reason and began to put his imagination to work:

From failures can come better people. The only difference between "bitter" and "better" is the letter "I" - "I" have the choice as to be better or bitter. (character ed, p3)

Are you a Super Ball  or a Raw Egg  ?

Raw eggs splatter when they hit an obstacle. Super balls bounce back. They bounce back even more when they try harder

Remember, you will never know where your path will take you. Stand tall as Dr. Seuss says, "Kid, You'll Move Mountains".



"Never give up. Never give up. Never, never, never give up." Winston Churchill

ANSWERS TO DID YOU KNOW QUIZ

The person who lost seven runs for political office: Abe Lincoln

The writer whose book was rejected by 23 publishers: Dr. Seuss


The cartoonist who was told he had no drawing talent: Walt Disney

The baseball player who struck of 1,330 times, more than any player in history of baseball: Babe Ruth


The person who put his imagination to work after he nearly died in an auto accident: George Lucas

POWER POINT: "Self Esteem and Decision Making"

Self Esteem
and Decision Making



Emotional Intelligence
Hang on to your R.O.P.E.




R.O.P.E.

- *Resilience
- *Optimism
- *Perseverance

In

- *Employment




Raw egg vs. Superball

- *Which are you?
- *What happens when you throw a raw egg at a wall? What happens when you try really hard to throw the raw egg at a wall?
- *What happens when you throw a superball at a wall? What happens when you try really hard to throw the superball at a wall?
- *Which are you?

RESILIENCE

- *SPRING BACK INTO SHAPE OR POSITION; ELASTIC
- *RECOVERING STRENGTH, SPIRITS




HELPLESSNESS

- *Without power to help oneself
- *Weak
- *Without help or protection
- *Inefficient

OPTIMISM

- *The belief that good ultimately prevails over evil
- *The tendency to take the most hopeful or cheerful view of matters




PESSIMISM

- *The belief that evil ultimately prevails over good
- *The tendency to expect the worst outcome in any circumstances

PERSEVERENCE

- *To continue doing something in spite of difficulty, opposition




LAPSE

- * A small error
- * A falling into a lower condition
- * Failure to meet requirements
- * To deviate from virtue
- * To become void because of failure to meet requirements

R.O.P.E.

- * How people explain success/failure to themselves
- * Optimism predicts academic success
- * Capacity to stand defeat
- * Keep going when things get frustrating
- * Can be learned
- * Power of positive thinking
- * Self efficacy: belief one has mastery over the events in one's life and can meet challenges


Hang on to your R.O.P.E.



- * "There is only one thing more painful than learning from experience and that is not learning from experience."

-Archibald McLeish, Poet

Resilience, Optimism, & Perseverance in Education



- * Optimism is the facilitator of all E.Q. competencies
- * Optimists
 - live longer
 - enjoy better health
 - accomplish more

Hang on to your R.O.P.E.

TEAMWORK

Handling Conflict

Workplace skills addressed:

- Decision making
- Handling conflict
- Listening
- Communicating

Time Required: 30 minutes

General Skill Level: beginning

See Power Point entitled “Handling Conflict”

Structure of Module: This module asks students to focus on positive ways to resolve conflicts.

Ask students to individually think about a situation in which they were in conflict -- had a disagreement or argument with - a member of their family, a friend, co-worker or supervisor.

- What was the conflict about?
- Did you try to understand the other person’s position?
- How did you handle the situation?
- Did you handle it well?
- What was the outcome of the conflict?

After the students think about these questions individually, put them in small groups (three or four) and have them share their experiences in the group. Instruct them not to identify people by name and to listen carefully to each other’s stories.

Next, direct the groups to select a story shared by one of the members that did not end well—in which the conflict was not resolved positively. Ask the groups to review the situation and suggest alternatives. How might the conflict have been resolved in ways to make both people more satisfied?

Have groups share the conflict situations and their suggestions.

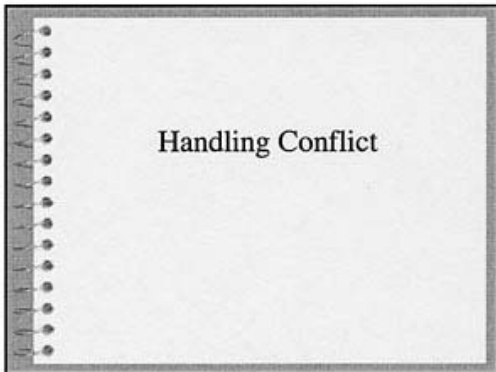
Debriefing:

Ask groups to brainstorm and make a list of tips for resolving conflicts. What can they do in a conflict situation to promote more positive outcomes and to be more persuasive?

Compile and discuss the tips from each group.


See Power Point “Handling Conflict”

POWER POINT: "Handling Conflict"




TIPS ON CONFLICT RESOLUTION/PERSUASION

- ☑ Don't try to find out who started it. Instead, work together.
- ☑ Attack problems, not people
- ☑ Listen to the other person, try to understand his concern without judging

An illustration of two stylized human figures. One is solid black, the other is white with black stripes. They are facing each other with their arms raised and hands clasped in a handshake.

Tips on Conflict Resolution

An illustration of two men in business attire. The man on the left has dark hair and a mustache, while the man on the right has glasses and light hair. They are standing close together, looking at each other as if in conversation.

- ☑ Start with "I" not "You"
- ☑ Be respectful
- ☑ Avoid name calling or inflammatory words
- ☑ When you state the problem, follow up with a positive, constructive suggestion

Acceptable ways to resolve conflicts

- ☑ negotiating
- ☑ compromising
- ☑ taking turns
- ☑ explaining
- ☑ listening
- ☑ apologizing
- ☑ mediating
- ☑ invoking chance
- ☑ establishing guidelines
- ☑ adopting team approach
- ☑ using humor

An illustration of a hand with fingers curled, holding a peace symbol (a circle with a vertical line and a diagonal slash).

Team Work – Cooperative Learning Debriefing

Time Required: 30 minutes

General Skill Level: beginning

Structure of Module: This module will focus on students reviewing their work on teams.

See Power Point entitled “Team Work and Cooperation in Learning”

Following a team project, have the students individually list what worked in their group and what did not work. They should do this anonymously and without naming any individuals to avoid conflict from other group members. Ask them to share the ideas and list them on the board and begin a discussion. Look especially at areas that groups had in common.


Follow up with each student individually completing the questions below:

- What specifically did you contribute to this project in terms of research, writing, technology, organization?
- Did you carry your full fair share of the work load?
- Did you encourage your team members to participate?
- Which course objectives or work skills did you meet while completing this project?
- What should you keep in mind when working in a group?
- What skills have you used and/or gained from this group project?

Put the student in small groups and have them come up with a list of teamwork qualities or characteristics? What is needed to make teams work? Share those ideas with the class

POWER POINT: "Team Work and Cooperation in Learning"

Team Work and Cooperation in Learning




Team work

- How did your team work go?
- What worked?
- What did not work?

Let's Brainstorm

- What is needed to make a team work?



Successful Team Work

- All members must participate
- All members must commit to the work
- Members must communicate
- Members must respect each other
- Teams must have enough time

Misuses of Group Work

- Students may pay more attention to procedures than to learning
- Misunderstandings may be supported and reinforced
- Socializing with friends may come before learning
- Students may pick a leader and shift dependency to that student
- Social loafing may occur
Ex. One student letting the others do the work

Things to consider

- To be a good listener
- To cooperate in constructive feedback
- To respect differences of opinion
- To support judgments with evidence
- To appreciate diverse points of view (gender, culture...)
- Disagree without put downs
- See controversy as opportunity not a problem



Benefits of team work

- Can boost self confidence of students
- Invites students to build closer connections to others and to learning
- Calls for ingenuity, inventiveness, flexibility, adaptability to change
- Prepares students for workplace teams

Teamwork Exercise Followup Assessment

1. Was the exercise enjoyable?
2. Do you feel the exercise was productive or useful?
3. Will your experience in this exercise affect your behavior in group work in the future?
4. Suggestions for future exercises?

ALSO ADMINISTER AN INDIVIDUAL EVALUATION OF PERSON'S PARTICIPATION

Teamwork Icebreakers

Before beginning a teamwork exercise or if the class seems sluggish, use an icebreaker.

ICEBREAKER – LINE UP:

Ask group to line up by any of a number of measures:

- Shoe size
- Date of birth (month and day only to avoid issues with older adults)
- Longest time you worked for the same employer or shortest time you worked for someone
- Number of
 - Pets
 - Vehicles in your household
 - People in your household
 - Siblings you have
- Alphabetically by
 - Favorite color
 - City of residence
 - First name
 - Last name

ICEBREAKER – GROUP:

Ask students to form groups using any of the above measures.

Ask them to limit each group to a certain size (four people?), but each group's composition must be logical, each person must fit in only one group, and no one can be left out.

The grouping icebreakers require more organization and discussion than the line up exercises.

Teamwork Trust Building

Skills Addressed:

Communication
Listening
Perception

Lecture before activity:

If activity is primarily for trust building, discuss role of trust in teamwork.

If activity is primarily for communication issues, it may be used to introduce and create interest in the communication topics.

Activity: Popularly called “Mine Field”

In an area large enough to clear a field, distribute objects (“mines”) such as cones, foam objects, bowling pins, etc.

Organize participants into pairs. One person is blind-folded and the other gives instructions for the blind-folded person to cross the room avoiding the objects.

Blind-folded person can be instructed not to talk or ask questions. The person giving instructions can’t touch the blind-folded partner.

If some students are uncomfortable with blind-folds, ask them to keep eyes closed.

Can be done one person at a time or can be done as a group with all blind-folded participants on one side of the mine field and the communicators on the other. Having the participants operate concurrently also requires the participants to concentrate on one voice.

Can allow participants some time at the start to establish their communication commands before beginning.

Can be done repeatedly until partners work very well together.

Can be a competition with points deducted for hitting an object, or making them start over, and points can be earned based on time to cross the area.

Suggested debriefing:

- Discuss problems pairs had with the exercise.
- Discuss communication commands that were confusing and those that worked. Commands were “common” words that don’t have “common” understanding – opportunity to introduce/reinforce individual differences in communication/perception/observation: we don’t hear, see, perceive the same as other people.
- Discuss problems with listening.

Teamwork- Complexity/change/environmental matrix

Principle to be introduced: How to work in teams on a real-world application.

Workplace Skills addressed and level: Advanced

- Written Communication
- Oral Communication
- Self-Management
- Reasoning/Using Logic
- Problem Solving
- Critical Thinking
- Decision-Making
- Teamwork

Suggested Lecture structure:

- Lecture on proper teamwork skills.
- Have the students get into self-managed groups to perform the tasks.
- Oral Presentation by all groups.
- Class discussion on each groups decision.

Activity to reinforce principle:

- Select any company you want, such as Motorola, Caterpillar, Wal-Mart, Coca-Cola, etc.
- Get into teams of 5. Identify where your group would position that company on the complexity/change environmental matrix (see Figure 3.3 in “Management: Meeting and Exceeding Customer Expectations” by Plunkett and Attner) and **DEFEND** your position.
- Assume that your team is a group of top managers in your organization. The CEO wants this information in written form and wants your team to present your findings to the Board of Directors. Your group will include

the three most important factors that will affect the firm in the next five years. * Your group should identify any general and/or task environmental factors that seem important. You might need to do some library research on your company of choice.

How to for Students

- Listen to lecture on Teamwork skills
- Perform the activity listed above.
- Discuss the ways to improve the teamwork process.

How to for Faculty

1. Lecture on Teamwork
 - Size: 3 to 12 members
 - Team Roles: Task Specialist Role, Socio-Emotional Role, Dual Role, and Non-participator Role
 - DIVERSITY: heterogeneous teams result in a broader range of viewpoints
2. Perform the activity listed above.

Teamwork: Team Roles

Time: Approximately 1 class period

Group size: 4 or 5

Goals: To familiarize students with group roles as preparation of group activities.

Process:

1. Hand out summary of team roles and discuss with class. (Utilize any listing of team roles, task and social functions, functional and dysfunctional ones, available in speech/teamwork textbooks)
2. Form groups.
3. Assign each student a task role as well as a social or dysfunctional role. Suggested combinations of social/dysfunctional roles include the following.
 - a. Group 1: Blocker/Gatekeeper/Initiator/Information Giver
 - b. Group 2: Information Giver/Clarifier/Dominator/Tension Reliever
4. Assign each group a specific topic. (Suggestion: Using material already covered in the course could serve as a review.)
5. Each group will write a 2 minute script that portrays their group working towards the topic and includes the assigned social/dysfunctional roles.
6. Each group will perform their script to the class and the class members will identify the roles performed.
7. Additional activities (as time allows)
 - a. Each group can discuss roles exhibited during preparation.
 - b. Class can discuss strategies for conflict demonstrated in the script.

TIME MANAGEMENT

Time Management Module 1

Principle to be introduced:

How to improve time management skills in the business world and your personal life

Workplace Skills addressed and level: Beginner

- Listening Skills
- Oral Communication Skills
- Self-Management Skills
- Life Application Skills

Suggested Lecture structure:

Lecture on time management skills.

Class activity: write down all your activities for 1 week and see what free time you have and if better time management skills can be incorporated.

Activity to reinforce principle:

1. Always leave $\frac{1}{4}$ of your time unscheduled.
2. Prioritize
3. Delegate
4. Say NO!!
5. Concentrate on most important activities.
6. Do most important work at your most alert times.

Then, spend one week writing down all your activities in 30 minute increments. Evaluate how you use your time and how many hours you waste time. Try to implement the time management skills introduced in class to improve your life. After your evaluation for that week, you will present your findings to the class. Hopefully, each person will have some good ideas about how to manage their time better and everyone in the class will be able to use other people's techniques.

How to for the Student

1. Listen to the lecture on Time Management Skills.
2. Use a spreadsheet to write down all your activities for one week in 30 minute increments.
3. After the week is over, evaluate how you spend your time and how many hours are spent talking on the phone, watching TV, playing on the Internet, going out with friends, etc.
4. Try to come up with 3 ways you can better manage your time.
5. Present your findings to the class in a 3-5 presentation on your findings and how you are going to improve your time management skills.

How to for Faculty

1. Lecture on time management skills. Here are some examples:
 - a. Always leave $\frac{1}{4}$ of your time unscheduled for emergencies.
 - b. Prioritize your responsibilities.
 - c. Delegate tasks that can be delegated.
 - d. Say NO to events that are not important to you!!
 - e. Concentrate on most important activities and do most important work at your most alert times.
2. Give the students a spreadsheet to write down their activities for one week.
3. When completed, have them present to the class their findings.
4. After the presentations, discuss as a class all the ways to improve time management.

Time Management II: How Much Time Do I REALLY Have?

Workplace Skills Addressed:

- Time management
- Responsibility
- Goal setting

Level: Beginner

Duration: 2 days – ideally the first day of class and one week later

Description: This activity will allow students to analyze their schedule and reflect on how they will accomplish their goals related to the course/courses they are taking.

Goals:

1. Students will gain an understanding of how much time they spend on specific tasks each day
2. Students will use an individual time grid to complete a questionnaire
3. Students will reflect on how they can optimize their time to accomplish their educational goals

Objectives:

1. Students will compile a personalized weekly schedule composed of one-hour blocks of time that includes time spent on major activities (class, sleep, work, meals, family time)
2. Students will complete a questionnaire which addresses the positive, neutral, and negative aspects of their schedule
3. Students will use the questionnaire to come up with personal goals related to time management and journal how they plan to be successful in the course

Materials:

1. Time grid
2. Questionnaire
3. Journal (paper/pencil or online)

Procedure:

Begin by discussing the various aspects of your course giving estimated time necessary outside of class to complete the course objectives. Ask students to begin thinking about their weekly obligations, such as work, school, family, and other activities. Do they feel they have enough time to devote to the course in order to successfully complete the course objectives?

Hand out the time management grid. Have the students write in which hours are already taken up by sleep, class, work or other obligations.

After giving them time to reflect on this, ask them to add in things like TV, driving, grocery shopping, housework, and other things that use up hours in the day.

Finally, ask students to include study time needed for each course they are enrolled in. Ask them if they are surprised at the appearance of their schedule.

Hand out the questionnaire. Give students class time to answer the questions. If they need more time, they can finish it outside of class. Point out the last part of the questionnaire, which asks students to journal about their schedule and commitments. Have them reflect on the answers they provided and have them set goals that are related to making time for their courses.

Assessment:

Students will complete and hand in their questionnaire and journal for credit. In order to receive full credit, students must have completed the questionnaire in its entirety and included time management goals for the semester in their journal.

TIME MANAGEMENT GRID

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4 a.m							
5							
6							
7							
8							
9							
10							
11							
Noon							
1 p.m.							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
Midnight							
1 a.m.							
2							
3							

Directions:

1. Put the following categories into the grid: sleep, eat, class work, family/significant other
2. Now put in shopping, household chores, TV/Internet
3. Finally, put in study time for each class you are taking. A basic rule is to include two hours of study time for each hour of class time, although this varies tremendously based on you as well as the difficulty or demands of the class
4. Complete the questionnaire

TIME MANAGEMENT QUESTIONNAIRE

1. What is your single most time-consuming obligation of the week, not including sleep?

2. Did you have enough time to include the two hours of study time for each hour of class you are taking this semester?

_____ yes _____ no

3. How much time was left over after your grid was complete?

4. Are there any areas where you can cut back in order to free up more time? If so, explain _____

5. Complete the activity by writing about your personal issues with time management and how you will address them. Include your perceptions regarding this course prior to coming to class and if they have changed since the introduction to the course. What will be the most difficult hurdle for you to overcome this semester and how will you address this specifically? When setting personal goals, remember to make them SMART:

Specific
Measurable
Attainable (reasonable)
Rewarding
Timely

For example, you might set a goal to get more than five hours of sleep each in order to be more rested so you can perform better at work and in school. This goal is specific, measurable, attainable (if it isn't, you will have a long semester), rewarding (your reward should be improved performance) and timely.

OTHER SKILLS

Appropriate Workplace Attire

Principle to be introduced: How to dress for the workplace

Workplace skills addressed and level: Beginning

Oral communication
Reasoning/using logic
Self-management
Critical thinking
Decision making
Teamwork
Understanding employer expectations

Suggested structure:

1. Begin by showing Power Point slides of people in variety of clothing
“Appropriate Workplace Attire: Employer Expectation Exercise”
2. Ask students to individually record on paper whether each image, by number, is appropriate clothing for the workplace.
NOTE: If a student(s) asks about type of workplace or job during this part of the exercise, ask them to explain in their answers if the clothing would be appropriate for some workplaces but not others. Types of jobs and workplaces will be part of the later discussion.
3. Put students in small groups.
4. Show slides again and ask them to discuss their earlier answers in those groups and also discuss, and if possible, agree on the following:
 - a. If you believe the clothing is appropriate, why?
 - b. For what types of jobs or workplaces?
 - c. If it is not, why is this clothing inappropriate?
5. Ask groups to report their conclusions, going image by image.
Discuss the results.

Followup discussion after slide show: Ask students to discuss or to write responses to the following types of questions:

- Are there times or situations in a workplace in which your employer might expect you to dress differently? Are there situations which require more casual or more formal attire?

- Do you think an employer would make an instant judgment based on a person's attire? (Use a rating scale)
- How do you feel about that?
- If you were hiring someone, what would you look for in workplace attire? Would the type of job make a difference? If so, how?
- What other things besides clothing can lead to a positive or negative impression?
- In informal settings that the company sponsors, should a dress code still apply? (e.g. a company picnic) Justify your answer.
- In informal event with coworkers, should a dress code still apply? (e.g. a holiday party at a coworker's house) Justify your answer.
- Do you have clothing appropriate for a job in your career field? For an interview for that job?

Variation on the above exercise: Use the images to discuss appropriate attire for a job interview

Resources for Appropriate Workplace Attire

1) Dickinson College Career Center – Dress for Success... Some guidelines about dressing in the working world

<http://www.dickinson.edu/career/student/dressforsuccess.html>

2) George's Employment Blawg – Friday Humor: Casual Day

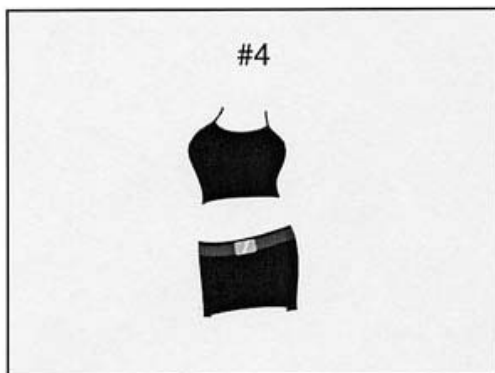
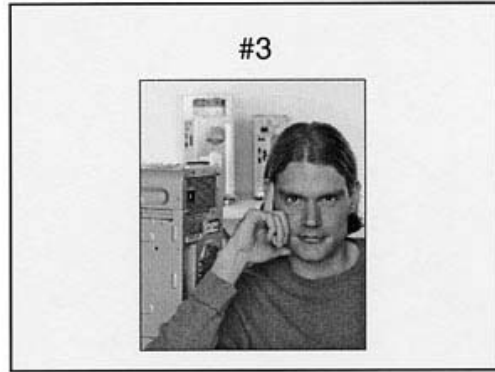
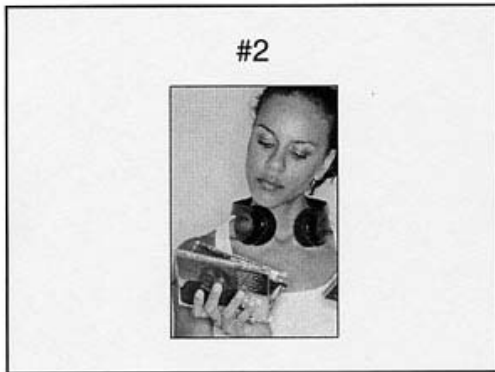
<http://www.employmentblawg.com/2006/friday-humor-casual-day/>

3) Cartoon Examples of Company Dress Code

<http://www.tconl.com/~clowns/dresscode.html>

POWER POINT: "Appropriate Workplace Attire"

Appropriate Workplace Attire
Employer Expectation Exercise



#6



#7



#8



#9



#10



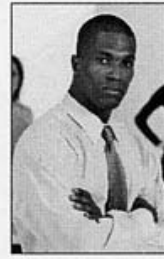
#11



#12



#13



#14



Career Development

Objectives:

1. Discuss the outlook for jobs in the management field.
2. Describe the characteristics of successful managers.
3. Analyze their strengths and weaknesses in the management field.
4. Develop an action plan for their future career goals.
5. Identify what employers look for in managers

Workplace Skills addressed:

1. Written Communication Skills
2. Listening Skills
3. Reading and Understanding Material
4. Decision-making
5. Reasoning/Using Logic
6. Responsibility/Goal Setting
7. Self-management Skills
8. Application to Life
9. Critical Thinking Skills

Level: Intermediate

Suggested Lecture structure:

Lecture on different management careers.
Guide students on their research.

Activity to reinforce principle:

1. Assume that five years from now you will be required to occupy a managerial position. Indicate the position and the industry.
2. Research this job and industry for the current and future trends/outlooks.
3. Identify three current strengths and three current limitations you have regarding skills needed for this position.
4. Develop a hypothetical action plan for monitoring or increasing the current strengths.

5. Develop a hypothetical action plan for minimizing or decreasing the current weaknesses.
6. Turn in written report and present your action plan to the class.

How to for Students

1. Listen to lecture on Management careers.
2. Perform the activity listed above.
3. Present your findings to the class and a written report to your professor.

How to for Faculty

1. Lecture on different Management Careers
 - a. Retail Manager
 - b. Bank Manager
 - c. Supervisor
 - d. Human Resource Manager
 - e. Financial Manager
 - f. Etc.
2. Have the students do the activity listed above and guide them through the process.

Diversity

Time Required: 30 minutes

General Skill Level: beginning

Materials needed: One deck of cards, including the jokers and tape that is not difficult to remove. Larger size print on the cards is helpful.

Structure of Module:

Part 1: Randomly distribute the cards, one to each student, with the cards face down. Instruct students not to look at their card. Without looking at the card, each student is to place the card on his/her forehead – using tape.

Part 2 requires the students to walk around each other, mingle and treat each other according to the cards. Instruct the students to group themselves according to their cards, still not looking at the card they are wearing. Observe the strategies and dynamics of how they chose to group themselves.

Debriefing/Assessment:

First address how they felt about the comments made by the others. What was it like? What did they say? Were the comments negative or positive? How did the comments make them feel?

Next, address the dynamics of grouping. Where did they end up, in which group? How where they grouped?

Finally, discuss your observations and their observations of being in a group/placed in a group. If there are students who were singled out, discuss their experience. This can all be related to diversity issues- inclusion, exclusion.

Motivation

Time Required: 30 minutes

General Skill Level: beginning

See Power Point entitled “Motivation”


Structure of Module: This module focuses on motivation.

Select a video that illustrates people doing strange, peculiar or untraditional things or read from the World Records Book some of the things people do to obtain a world’s record. Discuss what would motivate them. One man has the world’s longest finger nails. Another man has the record for eating the most worms. Discuss why they would do that. What would motivate them?

Debriefing/Assessment: For a debriefing, have students reflect on the emotional aspect of motivation. Explore how our culture may affect some of our decisions in regards to motivation. Explore multiple perspectives to understand what motivates some people to do/say the things they do/say.

POWER POINT: "Motivation"

How many of you enjoy fingernails on a chalk board?




SCREECH!!!

Motivation

- ↪ **1 a:** the act or process of **motivating**
- ↪ **b:** the condition of being **motivated**
- ↪ **2:** a **motivating** force, stimulus, or influence
- ↪ **b. incentive, drive**


↪ Merriam Webster Online Dictionary

Motivation




How many of you like worms?
How many of you like to touch worms?

How many of you like to eat worms?



Fingernails & Worms

- ↪ What are your feelings **now**?
- ↪ What motivates people?
- ↪ How do emotion and learning work together?



The WHYS?

- ↪ Why do people do the things they do?
- ↪ Can you see those actions from their point of view?

What about you?

- ↪ **What motivates you?**
- ↪ **What have you tried?**
- ↪ **How did it work?**
- ↪ **Would you be willing to try it again or to try something else?**

Motivation

- ↪ Motivation is what gets you started. Habit is what keeps you going.
- Jim Ryon
- ↪ People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily.
- Zig Ziglar

Motivation

- ↪ In my experience, there is only one motivation, and that is desire. No reasons or principle contain it or stand against it.

- Jane Smiley

- ↪ Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly.

- Stephen R. Covey