



Georgia Department of Technical
and Adult Education

Module 2

CHARACTER

WORK ETHICS MODULES

LESSON TITLE: Character

INTRODUCTION: Upon completion of this lesson, students will understand the importance of good character traits in the classroom and workplace. In addition, the objectives listed below should be met.

OBJECTIVES:

- Maintain honest behaviors in all situations
- Be trustworthy, dependable, and reliable in meeting all job responsibilities
- Be willing to initiate projects and follow them through to completion
- Demonstrate self-discipline and self-responsibility

EQUIPMENT AND MATERIALS:

Module 2 Character
Handouts as required by selected activities
Overhead projector as required by selected activities
TV/VCR as required by selected activities

MODULE OVERVIEW

Desirable character traits include those of responsibility, loyalty, honesty, trustworthiness, dependability, reliability, initiative, and self-discipline. Employers as well as instructors require evidence of these traits from their subordinates.

This module examines instructor and employer expectations and the outcomes resulting from the lack of the character traits deemed necessary for employment success. In addition, the student will have an opportunity to gain an understanding of the importance of character traits by participating in various activities chosen by the instructor.

CHARACTER TRAITS

An employer expects employees to work together toward achieving the objectives of the company. The wise employee who is interested in having a good relationship with an employer will try to help the employer achieve success. An employer, in return for salary or wages and fringe benefits paid to employees, expects employees to develop certain desirable traits that will help them to perform their jobs well so that the company can succeed. Some of these traits include the following:

- Loyalty
- Honesty
- Trustworthiness
- Dependability
- Reliability
- Initiative
- Self-discipline
- Self-responsibility

Loyalty

An owner of a company might say, "If you don't like something about our company, tell *me*. If there is something you really like about us, please tell *others*." In other words, in return for salary and benefits, the firm does expect loyalty from its employees.

Loyalty to a company means going to your supervisor with any problem or complaint that may arise. Part of a supervisor's job is to handle employee problems. Employers prefer to solve their own internal problems. They do not want dissatisfied employees complaining about their work to outsiders. In the same manner, employers do not want their employees to criticize the company's goods or services to others outside the company. In fact, all employees should remember that they are goodwill ambassadors and salespeople for their company.

Another aspect of loyalty concerns keeping company "secrets" (or strategies) within the company. Always keep in mind that if the company can succeed, you will be more likely to succeed also.

With loyalty comes a sense of pride. You should be proud of the work your company does and the work you do for the company. If conditions are such that you cannot feel faithfulness and allegiance to your company, you should seek a job elsewhere.

Honesty

Establishing a reputation for honesty is important in developing a good relationship with employers and co-workers. An honest employee is extremely valuable to businesses because one of their biggest problems is dishonest employees.

Employers are looking for honest employees—employees that will not steal anything from them, not even office supplies. You may be asking yourself, “How does taking a couple of \$1 pens home with me damage my company? A \$7 stapler? \$2 out of the petty cash fund for a coke and some crackers? A \$5 tool? My company can afford these little things, can’t it?” Think about this: If you actually did take these items—which is really **stealing**—you would have taken around \$14 from your company. Let’s assume that your company has at least 30 other employees and that each of them pilfered the same amount. The company would lose \$420 just from these *small* items. If this kind of thievery goes on every week, the company would be losing the equivalent of one employee’s salary to theft! If the company is not making money because of employee theft, the company may not have the extra money to give you the new equipment you need, to hire the new employee that is needed, or to give you the upcoming raise.

Honesty is not only defined by the actual act of stealing objects from your company. If you are scheduled to work 8 hours a day with two 15-minute breaks and a 1-hour lunch break, you need to work 8 hours a day. However, many people will not stay on task, will arrive to work late, and will take extra breaks during the day. They might bring their breakfast to work with them and eat on the job. They might extend break or lunch times or spend too much time socializing with co-workers or with personal callers. These kinds of behaviors are theft also—time theft. People who engage in these behaviors are taking the company’s money to sit around while the company is paying them to work. Therefore, stay on task!

Another honesty issue involves phone abuse. If you make personal long distance calls on your company phone, you’re actually stealing money from the company. You should always charge these calls on your calling card or to your home telephone. Again, the more money you lose for your company, the more money **you** will lose. In fact, you might not only lose money but also lose your job completely!

Honesty involves telling the truth in all work matters. You would never lie on your job application, timesheets, or expense statements. You would never cheat a customer, another employee, or your employer in any way. You would always tell your employer and others the truth when you are questioned.

If you can prove to be an honest employee, you will be well on your way to acceptability and good human relations in any business.

Trustworthiness

Many cases exist when an employer or supervisor needs to be able to place an employee in a position of trust. When the employer trusts an employee, it often means that the employer can ask the employee to do something beyond the call of duty and expect the employee to accomplish it. The special task could be closing up a business at the end of the day. It might involve supervising others. An employer would want someone who handles the company’s cash or keeps a tool room or supply room to be

trustworthy. Each of these situations requires that the employer trust the employee to carry out the task. When the employee completes the task, he or she earns the employer's trust.

Dependability and Reliability

Dependability and reliability are related to trustworthiness. A responsible, dependable employee is one who agrees to carry out a task under agreed-upon procedures.

Employees are often put in positions in which they are responsible for money, for other people's safety, for other people's production, for merchandise, for customers' goodwill, for company equipment, and so on. Employers are quick to see which employees can handle positions and situations of responsibility and which cannot. When you are careful to make sure that any job you are given is done well and completed on time, you will build up your reputation for being dependable and reliable. Such work ethics are valuable to any employer.

Initiative

When employees have initiative, they are willing to take the first step in seeing that work gets done.

People with initiative are motivated to do well and are enthusiastic about their jobs. They are industrious, which means they are hard workers. In other words, they are diligent about completing their work responsibilities. People who display initiative make sure they do what they are paid to do, and then more. They see a job or a task that needs to be done, and they do it without being asked to. They go beyond the call of duty. Suppose that you have caught up on your work for a short time. Rather than sit and wait for someone to tell you what to do next, take the initiative to find another task: take inventory of tools, reorganize the supply cabinet, clean, and so on.

Although you may be hired for a specific type of work or job, situations arise in most companies that require helping out beyond one's immediate responsibility. For instance, employees become ill or have emergencies in their families that require their absence, but their work still has to be done. Or perhaps you see a co-worker who has an unforeseen overload and really needs a hand to get a project completed. If you show a willingness to pitch in and help out in such cases, you are displaying initiative. Although union contracts or licensing may limit what employees are allowed to do outside their own jobs, an overall attitude of helpfulness makes the organization run more smoothly and improves everyone's work situation.

Self-Discipline and Self-Responsibility

Everything in life is choice—even being alive. You don't *have* to work, go to school, eat, or even get up in the morning. You decide to do things because they are profitable to you and the best choice among the alternatives available to help you along toward your

goals. Thus, you accept responsibility for yourself when you are motivated to accomplish your goals.

Being self-disciplined is a part of accepting responsibility for your own actions. We are the only ones from whom we can steal time, talent, and accomplishment. Self-discipline requires that you structure your time so that you can cultivate and use your talents and abilities for the betterment of your company and you.

Self-discipline also requires that you learn to handle your emotions. Emotional, childish outbursts and unreasonable displays of anger cause others to question your maturity. Avoid the irrational assumption that you have to express *all* your feelings. You are in control of your feelings; they are not in control of you. Your anger and irritation can be changed without compromising your personal integrity.

MODULE 2

Character Activities

Suggested Activities For Module 2 CHARACTER

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Module 2 ■ Activity 1 ■ CHARACTER

Activity: Attitudes That Affect Co-Workers

Materials Needed: Handouts/Transparency: Attitudes That Affect Co-Workers
Overhead projector

Directions: The class should discuss each of the attitudes listed on the transparency. No answer key is needed.

**Time Required:
10 Minutes**

Attitudes That Affect Co-Workers

Instructions: Discuss each of the attitudes listed below that affect your relationships with co-workers. Give examples of both positive and negative behaviors that are characteristics of each attitude.

Example: Employees who are enthusiastic--smile, are interested in others, are easily excited about new things.

Loyalty

Employees who are loyal
Employees who are disloyal

Dependability

Employees who are dependable
Employees who are undependable

Patience

Employees who are patient
Employees who are impatient

Willingness to accept criticism

Employees who are willing to accept criticism
Employees who are unwilling to accept criticism

Enthusiasm

Employees who are enthusiastic
Employees who are unenthusiastic

Honesty

Employees who are honest
Employees who are dishonest

Helpfulness

Employees who are helpful
Employees who are not helpful

--Derived from Common Essential Elements, Successful Employment

Module 2 ■ Activity 2 ■ CHARACTER

Activity: Discussion Questions About Character Traits

Materials Needed: Handouts/Transparency: Character Traits Discussion Questions

Directions: Choose from the discussion questions and solicit students' opinions. No answer key is necessary.

**Time Required:
10 Minutes**

Character Traits Discussion Questions

1. Explain the importance of a proper job attitude.
2. List some advantages of accepting and handling responsibility.
3. Why is patience an important character trait for a worker?
4. How does enthusiasm help one advance on the job?
5. Just how far should an employee go with loyalty? Are there boundaries?
6. How can a failure to contain your emotions harm your advancement prospects?
7. What does trustworthiness mean to you?
8. How does initiative affect your school behaviors? Your work behaviors?
9. What are some examples of dishonest behaviors on the job?
10. What does self-responsibility entail?

Module 2 ■ Activity 3 ■ CHARACTER

Activity: Categorizing Character Traits

Materials Needed: Handouts/Transparency: Categorizing Character Traits

Directions: Using the transparency, lead your class in a discussion of the behaviors listed. Answers may vary from the following, but students should give examples of displays of loyalty, dependability and honesty they've experienced at school and at work.

Answers:

1. D, H
2. D, H
3. L
4. H
5. D
6. D, H
7. L
8. D

**Time Required:
5 Minutes**

Categorizing Character Traits

Below are eight statements dealing with positive character traits. Determine whether each of the statements refers to loyalty (L), dependability (D), or honesty (H).

1. Getting to work on time
2. Being fully trustworthy
3. Standing up for friends and employer
4. Admitting mistakes
5. Calling in when work must be missed
6. Giving an honest day's work
7. Working hard and keeping private company policies confidential
8. Doing what one promises to do

--Derived from Common Essential Elements, Successful Employment

Module 2 ■ Activity 4 ■ CHARACTER

Activity: Making Excuses

Materials Needed: Handouts/Transparency: Making Excuses

Directions: Using either a transparency or handout of the activity, let students come up with suitable answers to the items. Answers may vary.

**Time Required:
5 Minutes**

Making Excuses

The sentences below deal with handling responsibility and making excuses. Write the word or words that best complete the sentences. Answers may vary.

1. Making excuses can become _____.
2. Many times people begin to _____ their own excuses.
3. People who always make excuses are usually _____ with themselves.
4. Making excuses may be your way of avoiding _____.
5. Constantly making excuses can cause an employer to avoid giving you _____.
6. Bosses get fed up with excuses when they expect to see work _____.
7. Not making excuses can lead to a _____.

—Derived from Common Essential Elements, Successful Employment, p. 174

Module 2 ■ Activity 5 ■ CHARACTER

Activity: Responsible or Not?

Materials Needed: Handouts/Transparency: Responsible or Not?

Directions: Using either a transparency or handouts of the activity, allow students to decide whether the person in each designated situation is showing or avoiding responsibility. When "avoiding" is the answer, have them tell why.

Answers:

1. avoiding
2. showing
3. avoiding
4. avoiding
5. showing
6. showing
7. avoiding
8. avoiding

**Time Required:
5 Minutes**

Responsible Or Not?

Decide whether the individual described is showing responsibility or avoiding responsibility.

Situation	Showing Responsibility	Avoiding Responsibility
1. I'm not going to pick our seats. You decide.	_____	_____
2. I'm taking a lab assistant job. That's what I want.	_____	_____
3. I'll take any job you have. I don't care.	_____	_____
4. The movie was terrible! Why did you tell me to go?	_____	_____
5. This job is just what I'm looking for. I'll take it.	_____	_____
6. Get the silver one. I know she will like it.	_____	_____
7. I'll do what you suggest. If it doesn't work out, it's your fault!	_____	_____
8. I did the best I could. It didn't work out because the instructions were wrong.	_____	_____

--Derived from *Common Essential Elements, Successful Employment*, p. 172

Module 2 ■ Activity 6 ■ CHARACTER

Activity: Excuses

Materials Needed: Handouts/Transparency: Excuses

Directions: Using either a transparency or handouts of the activity, lead your students in a discussion of the items. An answer key is not required.

**Time Required:
5 Minutes**

Excuses

A. List five tasks you avoid doing by making excuses.

B. List your five "favorite" excuses.

C. List the ways you could avoid having to make excuses in the situations you listed in A.

--Derived from Common Essential Elements, Successful Employment, p. 174

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Activity: The Top Eight Behaviors That Cause On-The-Job Difficulties

Materials Needed: Handouts/Transparency: The Top Eight Behaviors That Cause On-The-Job Difficulties

Directions: The handout/transparency lists the top behaviors that cause employee/employer and student/teacher problems. Use those topics as a springboard to discuss whether students feel they display these negative traits or not. If so, make sure they verbalize the probable outcome of displaying such behaviors.

**Time Required:
10 Minutes**

The Top Eight Behaviors That Cause On-The-Job Difficulties

1. Dishonesty and lying
2. Irresponsibility, goofing off, and attending to personal business on company time
3. Arrogance, ego problem, and excessive aggressiveness
4. Absenteeism and lateness
5. Not following instructions or ignoring company policies
6. Whining or complaining about the company or the job
7. Absence of commitment, concern, or dedication
8. Laziness and lack of motivation and enthusiasm

Other negative behaviors include lack of character, inability to get along well with others, disrespect, displays of anger or pettiness, making ill-informed decisions, and taking credit for work done by others.

Source: Office Administration and Automation (February, 1985), p. 8

Module 2 ■ Activity 8 ■ CHARACTER

Activity: Do/Don't List

Materials Needed: Handouts/Transparency: Do/Don't List

Directions: Several comments are listed on the handouts/transparency which may or may not be indicative of honest behavior. Students should decide whether each sentence should begin with "do" or with "don't."

Answers:

1. don't
2. don't
3. do
4. don't
5. do
6. do
7. do
8. do
9. don't

**Time Required:
10 Minutes**

Do/Don't List

Listed below are behaviors that either do or do not describe a person's activities when he/she is proficient at displaying integrity and honesty. Indicate in each blank whether **Do** or **Don't** should be the first word in the sentence.

	DO	DON'T
1. Consider that listening to a good mentor and studying philosophy will be enough to help you develop integrity and honesty.	_____	_____
2. Agree that you can still have personal integrity even though you do things required by the company or your boss that you know are basically dishonest or illegal.	_____	_____
3. Consider that a work procedure that your boss set up that wastes time and money is also your problem.	_____	_____
4. Acknowledge that the company's ethical code is really only there for show.	_____	_____
5. Know that character and conduct cannot actually be separated.	_____	_____
6. Be concerned about keeping ALL your commitments.	_____	_____
7. Believe that to be ethical, you have to be consistent.	_____	_____
8. Think that taking small company items like pens for your personal use is actually being dishonest.	_____	_____
9. List your mileage on your expense report higher than actual in order to cover the cost of an over-limit business lunch expense.	_____	_____

Source: TEJAS Module, Texas Higher Education Coordinating Board, Richland College, Instructional Design Division.

Module 2 ■ Activity 9 ■ CHARACTER

Activity: Honesty on Company Expense Statements

Materials Needed: Handouts/Transparency: Honesty on Company Expense Statements

Directions: Students should work through the handout to determine whether Rhonda, the employee at XYZ Zipper Company, was honest in her handling of her expense report. Part A gives the background and the actual expenditures. Part B shows the expense statement Rhonda submitted. Part C is a blank expense statement for students to use in revising her expense report. Part D gives the corrected answers in a revised statement.

**Time Required:
20 Minutes**

Honesty on Company Expense Statements

- A.** XYZ Zipper Manufacturing Company requires their employees to complete an expense report so that they may be reimbursed for expenses incurred while traveling on company business. An example of XYZ's blank expense report form follows. The company has the following restrictions on travel reimbursement rates:

MEALS	Breakfast \$7.50 Lunch \$8.00 Dinner \$18.00 ◆ No receipt necessary
MILEAGE	\$.31 per mile when traveling in personal vehicle ◆ This rate includes gas and wear and tear on the employee's vehicle. Mileage is not reimbursed when an employee travels in a vehicle owned by XYZ Zipper Manufacturing. The employee will, however, be compensated at his or her normal hourly rate for the transition time.
LODGING	\$120.00 per night ◆ No receipt necessary
AIRFARE	All airfare will be arranged and charged directly to the company.
MISCELLANEOUS	A receipt must be submitted for each miscellaneous expense.

Rhonda Ashley recently returned from a customer visit at Best Fit Jeans Company and submitted an expense report for \$290.72.

A company-owned car was available to Rhonda, but she preferred to use her personal vehicle for the trip. After eating breakfast at home, Rhonda left on Tuesday morning at 8:00 and arrived at Best Fit's headquarters at 10:30. Her trip odometer showed that she had driven 125 miles.

Rhonda stopped once to put \$10 worth of gas in her car (Receipt #1). Rhonda had lunch with some of her friends at Best Fit. They went to a new restaurant called S&T. Rhonda had the daily special and a small Coke. Her total bill was \$4.56.

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The trip required Rhonda to spend the night away from home. She stayed at 3 Star Inn. Her total bill including a \$2.72 phone call to her husband was \$111.75. Rhonda did not have any meeting scheduled for Tuesday night so she decided to treat herself to a nice dinner and a movie. Her dinner was \$20.00. Receipt #2 shows that the movie was \$4.00 and her popcorn and small coke were \$3.50. The theater was five miles from her hotel thus adding 10 miles round trip to her odometer.

Rhonda overslept on Wednesday morning and did not have time for breakfast. After her meeting at Best Fit, she left to return home at 1:00 on Wednesday. She stopped in at Sub World and had a \$7.00 lunch.

Rhonda drove the 125 miles and arrived back into town at 3:00 but decided to run by the Post Office and the Dry Cleaners before she returned to work. She put an additional 11 miles on her car and stopped by the Jiffy Mart to buy herself a mid-afternoon snack of a bag of chips and a coke. The bill was \$2.21 as shown in Receipt #3.

Rhonda's completed expense report is attached. Is her expense report accurate? Is it honest? What amount should be reimbursed to Rhonda?

Module 2 ■ Activity 10 ■ CHARACTER

Activity: Emotional Self-Discipline Case Study

Materials Needed: Handouts/Transparency: Emotional Self-Discipline Case Study

Directions: Using handouts of the activity dealing with self-discipline, lead the students through a discussion of the errors Victor made in his handling of his disappointment and how he could have handled it differently. A suggested answer is provided below.

Suggested Solution:

Vic was justified in feeling somewhat frustrated and doubtful, but not in his outburst. The outburst showed a lack of emotional self-discipline that will no doubt hurt his future chances for promotion. Even though he got this promotion, the personnel officer will remember the outburst.

Vic could have prevented having the outburst if he had approached the personnel manager or his immediate supervisor immediately upon perceiving that a misunderstanding had possibly occurred. At that point, Vic's using a problem-solving approach to the simple problem at hand could have changed his whole future.

**Time Required:
5 Minutes**

Emotional Self-Discipline Case Study

It took Victor three months to make up his mind to switch to the new company. His decision to do so was based primarily upon the promise that they would push him ahead as fast as possible. In his opinion his previous firms had never given him the opportunity to move ahead at a pace that was satisfying to him.

Shortly before Vic had completed six months with the company, he was asked if he would accept a transfer to another plant some 200 miles away. He immediately interpreted this to mean he was getting a big promotion. He accepted and became very excited about the move.

On reporting to work at the new plant, however, he discovered he had little more responsibility than the one he had left. There was no discussion of a pay increase. Having built up his hopes, Vic felt let down.

Then other things happened. He soon learned that his living expenses were higher in the new location. His wife told him that the schools there were not as good. One negative thing after another happened until Vic became increasingly frustrated. One afternoon after two weeks in the new assignment, he walked into the personnel department and explosively released his pent-up feelings.

Halfway through the outburst the personnel officer said, "Slow down. Take it easy. Cool off. Relax." Then he proceeded to read a letter just received from the home office announcing that Vic was to replace a man who had just received a promotion himself. It was a big jump.

Was Vic justified in his outburst? What might he have done to prevent it? Did he harm himself permanently, even though he did receive the promotion?

Module 2 ■ Activity 11 ■ CHARACTER

Activity: Decisions, Decisions

Materials Needed: Handouts/Transparency: Decisions, Decisions

Directions: Divide your class into three groups and assign one case study to each group. Students are to read the scenarios and as a group come up with options and possible solutions to the situations. A spokesperson for each group should share findings with the rest of the class.

**Possible
Answers:**

- A. She was wrong for not notifying her supervisor. It is her responsibility to notify her supervisor. This could be grounds for termination.
- B. Marie must take a firm stand with her friend and stop doing her work. If it continues, Marie must notify the supervisor.
- C. John should explain to the workers that there is work to be done and they have two hours to complete it. He should also inform his co-workers that they are "all in this together." If the work is not completed when the supervisor returns, everyone will be subject to disciplinary action.

**Time Required:
10 Minutes**

Decisions, Decisions . . .

Read each scenario. As a group, discuss options and solutions for the person. Be prepared to discuss answers in class.

- A. **MILLIE** will miss work Friday to take her daughter to the hearing specialist in a nearby town. She told one of her fellow employees where she would be in case she was needed. She didn't say anything to her employer. What do you think of her actions? Why?
- B. **MARIE** works with a close friend in the shipping department of a large store. The two of them are responsible for shipping out all merchandise that is ordered. For the past two weeks, Marie's friend has been taking long, unscheduled coffee breaks when there was plenty of work left to do. Marie has been doing the work for the two of them during these breaks. (If she doesn't do the work, the orders would get backed up and other people could lose their jobs.) Marie has tried to hint to her friend about the problem, but all the friend says is, "You worry too much. The job will get done." What should Marie do?
- C. **JOHN** works for the Bellinger Construction Company as a construction worker. He has been on the job for one month. John's boss, Mr. Smith, has to leave the worksite for two hours to attend a meeting. He puts John in charge, with specific instructions to complete (in two hours) a ditch that is 17 feet long, 9 feet wide, and 3 feet deep. There are eight co-workers John must supervise to get the job done.

As soon as Mr. Smith leaves the worksite, John's co-workers sit down and begin to play cards. What should John do?

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Activity: Accepting Self-Discipline and Self-Responsibility

Materials Needed: Handouts/Transparency: Accepting Self-Discipline and Self-Responsibility

Directions: Using the handout *Accepting Self-Discipline and Self-Responsibility*, the students will begin searching for some strategies for achieving positive self-discipline and self-responsibility. No answer key is required, but a discussion of individual answers could be beneficial.

**Time Required:
10 Minutes**

Accepting Self-Discipline and Self-Responsibility

Ask yourself these questions: How much control do you have over your own life? What innate and environmental factors influence us? Why and to what degree do we allow this?

Whatever your responses, you can and must accept responsibility for your own behaviors and life without blaming and accusing others or excusing yourself. Work through the following to develop some strategies for achieving positive self-discipline.

1. Take the credit and the blame for your position in life honestly and openly.

What do you take credit for:

School _____
Family _____
Yourself _____
Society _____
Other _____

What do you take blame for:

School _____
Family _____
Yourself _____
Society _____
Other _____

2. Choose:

"I've decided to: _____
(Instead of "I have to")

"I'm more comfortable doing this" _____
(Instead of "I'm afraid to do that.")

3. Set aside a specific time each week, preferably each day, to initiate action letters and action calls in your own behalf.

Do something you have been meaning to do for a long time. Do it now!

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If someone has not responded to a request from you within two weeks, follow it up with a phone call or another letter. If you still get no response, take an alternate approach with someone else.

"I will call" _____

"I will do" _____

4. Practice this motto: ACTION TNT (meaning Action Today Not Tomorrow)
5. Make a commitment to give your schoolwork your best. Only you can take the initiative to maximize your learning opportunities.
6. Set your alarm a half-hour early tomorrow and leave it at the earlier setting. Use this extra time to wake up and take charge of your life.

--Derived from: Psychology for Success—A Positive Approach to Lifelong Learning, Denis Waitley, Irwin, 1990.

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Activity: Selecting Work Characteristics

Materials Needed: Handouts/Transparency: Selecting Work Characteristics

Directions: Students complete the handout and discuss their reasons for arranging the characteristics in the order they chose. Answers will vary.

**Time Required:
15 Minutes**

Selecting Work Characteristics

INSTRUCTIONS: Study the factors listed below, all of which are thought to be important to job success. Place each factor in the partial pyramid in the order of importance to you. The factor you feel is least important should be placed at the bottom of the pyramid. Be sure to list all ten factors and be prepared to discuss the reasons for your rating.

Work characteristics your employer seeks:

Willingness to assume responsibility

Attitude

Loyalty

Ambition

Reliability

Initiative

Good human relations skills

Punctuality

Personal productivity

Honesty

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

--Derived from Common Essential Elements, Successful Employment

Module 2 ■ Activity 14 ■ CHARACTER

Activity: Being a Good Worker

Materials Needed: Handouts/Transparency: Being a Good Worker Situations

Directions: Divide the class into small groups. Give each group at least one situation from the "Being a Good Worker Situations" worksheet. Give them 5 minutes to come up with an answer. Have a spokesperson for each group report to the entire class. Answers may vary.

**Time Required:
15 Minutes**

Being a Good Worker Situations

- 1. Situation:**
Sally is not a very dependable worker.
Question:
What happens to the other employees when Sally does not show up for work?
How would you feel about Sally if you were one of her co-workers?
What might happen to Sally?
- 2. Situation:**
Sally just found out that the childcare provider cannot keep her son. Sally is afraid to tell her boss. Sally does not know what to do.
Question:
What do you think she should do?
- 3. Situation:**
Eric doesn't understand part of the job he is to do. This makes him angry.
Question:
What should Eric do?
- 4. Situation:**
Ann is loyal to her employer. Cathy is not loyal to her employer.
Question:
How can Ann help Cathy be more loyal?
- 5. Situation:**
Don's car won't start and it is time to go to work.
Question:
What should he do? Why?
- 6. Situation:**
Pam took 3 candy bars from the grocery store where she works.
Question:
Is this okay to do?