

Attitudes Case Study

INSTRUCTIONS: Study the situation below concerning attitudes by reading the information and discussing the questions within your group.

Kay, 17, is a nurse's aid working in a nursing home known for its excellent patient care. Kay has the following assets: She dresses neatly, she is well groomed, she has a good memory, and she is excellent at charting patients' records. Even though Kay is a good worker, smiling is not one of her characteristics, and it affects how patients feel toward her.

Open House is the busiest day of the year for the nursing home, and all personnel are expected to be on call that day. Kay wants to be off to visit a relative in another town. The nursing home supervisor gave Kay the day off without pay but feels Kay let the staff down (the staff feels the same way toward Kay).

Because Open House is a busy day, all the staff has to work much harder to fill in for Kay. Kay returns to find it even more difficult to get along with the other employees, and becomes cranky with the patients. The supervisor decides to fire Kay.

1. What kind of attitudes does Kay show?
2. Could Kay have done something to save her job? If so, what?
3. What would you have done to deal with this situation?
4. Do you feel Kay was dealt with fairly?

—Common Essential Elements, Successful Employment

Module 3 ■ Activity 14 ■ TEAMWORK

Activity: Work Habits

Materials Needed: Handouts/Transparency: Work Habits

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity.

Suggested Answers:

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. F
11. F
12. F

**Time Required:
5 Minutes**

Work Habits

The majority of people who lose their jobs lose them because of poor work habits rather than because they cannot do their work. Usually you are aware of any poor work habits that give you trouble.

INSTRUCTIONS: To see if you know what work habits are good ones, read each statement carefully to see if it is true or false. Circle either T or F at the beginning of each statement.

- | | | |
|---|---|--|
| T | F | 1. It is better to ask questions than to make mistakes. |
| T | F | 2. Being late is okay if you work harder than anyone else when you are there. |
| T | F | 3. If possible, mistakes should be covered up. |
| T | F | 4. Following directions shows you are willing to learn. |
| T | F | 5. It is necessary to call your supervisor when you are sick. |
| T | F | 6. Cleanup is necessary only if you finish early. |
| T | F | 7. When overtime work is necessary, employees should be willing to work. |
| T | F | 8. It is okay to return late from break if other employees do it. |
| T | F | 9. Personal appearance is always important. |
| T | F | 10. Employees can expect promotions to be automatic. |
| T | F | 11. It is okay to criticize your boss if he/she gives you a hard time. |
| T | F | 12. It is okay to talk with your fellow employees during work time about what is happening on the weekend and after hours because this is helping interpersonal relations. |

--Common Essential Elements, Successful Employment

Module 3 ■ Activity 15 ■ TEAMWORK

Activity: Bad Attitudes

Materials Needed: Handouts/Transparency: Bad Attitudes

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity.

**Time Required:
5 Minutes**

Bad Attitudes

INSTRUCTIONS: As an employee, bad attitudes can be observed by actions of the employee. Think about what you, as the employer, would do with employees exemplifying the following attitudes. Write down your response under each category.

1. Fails to call in when absent from work.
2. Tells other employees he/she is not making enough money.
3. Has a negative attitude toward everything and everybody.
4. Talks against the agency.
5. Is continually late.
6. Is sick often, especially Mondays and Fridays.
7. Stands around, not doing anything, a great deal of the time.
8. Spends too much time in the lounge or restroom.
9. Does not get along with co-workers.
10. Talks when he/she should be working.
11. Gets several telephone calls every day that are not business-related.

--Common Essential Elements, Successful Employment

Module 3 ■ Activity 16 ■ TEAMWORK

Activity: Advancing Attitudes

Materials Needed: Handouts/Transparency: Advancing Attitudes

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each assigned activity.

**Time Required:
10 Minutes**

Advancing Attitudes

Various attitudes will either help bring success to an employee or will cause failure on the job. Most people do not reflect all of the attitudes represented below; however, one or more could definitely hurt your chances of success. Think about each of those listed below. Although you may not think of some of the following as attitudes, each of the items listed is an attitude reflection.

INSTRUCTIONS: Select any seven terms below, and discuss how each of the terms could hurt an individual's chances for advancing in a job. You can probably think of more attitudes than these—these are some of the most probable.

Absenteeism

Tardiness

Irresponsibility

Gossip

Hygiene and health

Lack of cooperation

Personal problems (transportation, marital, child care, emotional, housing)

Lack of communication

Wanting off work excessively, or leaving work early regularly

Inability or unwillingness to follow directions

Poor performance (low quantity, poor quality of work)

Poor job ethics (dishonest, uncooperative, etc.)

Lack of alertness, interest

Example: "Absenteeism"—How does this relate to a certain type of job failure?

1. Being absent from the job can cause problems for everyone concerned in getting a particular task done.
2. If you are not there, someone is going to have to do the work for you.
3. Frequent absenteeism or unexcused absenteeism, whatever the duration, will make your fellow workers resent you and eventually will show up on your job record.
4. The supervisor will eventually have to do something about a person who is absent much of the time.

--Common Essential Elements, Successful Employment

Module 3 ■ Activity 17 ■ TEAMWORK

Activity: Positive/Negative Attitudes

Materials Needed: Handouts/Transparency: Positive/Negative Attitudes

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each activity. When it has been determined that an item is negative, ask for a more positive revision of the item. Revisions may vary.

**Suggested
Answers:**

1. negative
2. negative
3. positive
4. negative
5. positive
6. positive
7. negative
8. positive

**Time Required:
10 Minutes**

Positive/Negative Attitudes

INSTRUCTIONS: The following is a list of behaviors that have come from positive and negative attitudes. Under each statement, list whether a positive or negative attitude has been shown.

EXAMPLE: "I am finished with my work and I have 15 minutes before my shift is over. I think I will help Mary finish her work."

ANSWER: Positive Attitude

1. "This day is going slowly. I want it to get over with so I can go out on my date with Bob tonight."

ANSWER: _____

2. "I am so bored with this job. There never is enough to do, but I do not want to help Joan out or she will think I should do it all the time."

ANSWER: _____

3. "Mr. Jones, there is a two-day workshop being offered at the community college for management. They are offering programs on time management, supervision, decision-making skills, and many others. I would like to attend as I think it would help me be a more effective supervisor."

ANSWER: _____

4. "Even though we worked on this project together, I think these mistakes you are talking about are Lee's fault."

ANSWER: _____

5. "I see what you mean, Ms. Perez. Perhaps this would be a better way to do it. I will try it."

ANSWER: _____

6. "I will correct these errors right away, Mrs. Fox."

ANSWER: _____

7. "Nothing ever goes right around here. The boss is too cheap to buy new typing equipment. No wonder my work looks so sloppy."

ANSWER: _____

8. "I was certainly uncomfortable when Mr. Santos was criticizing my work on this project. But some of the things he said made sense. I will learn from this experience and do a better job next time."

ANSWER: _____

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 18 ■ TEAMWORK

Activity: Showing A Positive Attitude

Materials Needed: Handouts/Transparency: Showing A Positive Attitude

Directions: Students will complete handout. Instructor should lead students in a discussion of their responses to the situation. Answers may vary.

**Time Required:
10 Minutes**

Showing A Positive Attitude

INSTRUCTIONS: After reading the situation below, answer and discuss the questions that follow.

Pat is a clerk in a local pharmacy and enjoys the opportunity to meet and talk to customers daily. Pat displays a friendly smile on the job and performs all aspects of the position quite well.

As time passes, the pharmacy owner notices that Pat is spending an unusual amount of time talking to customers, which results in other customers waiting in line 10 to 15 minutes. The owner is uncertain about confronting Pat about the problem because of her friendliness and good work.

Finally, the owner discusses the problem with Pat, who understands the situation. Later, the owner notices Pat trying to be less talkative while continuing to be pleasant to customers.

1. What kind of attitude do you think Pat had?
2. If a customer starts and continues the conversation, would you agree with the saying, "The customer is always right?" Why or why not?
3. Is it possible to be overly friendly in this type of job? Discuss.

Module 3 ■ Activity 19 ■ TEAMWORK

Activity: Ideal Working Conditions

Materials Needed: Handouts/Transparency: Ideal Working Conditions

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each activity.

**Time Required:
5 Minutes**

Ideal Working Conditions

INSTRUCTIONS: Check the situations that you feel would be the ideal working conditions for your future ideal job.

My ideal job will allow me to:

- work on my own.
- be challenged creatively.
- use my skills to the fullest.
- see the end product of my work.

My ideal job will have:

- parking nearby.
- an attractive office for me.
- a quiet place for me to work.
- flexible work hours.
- public transportation nearby.

The people I work with will:

- be fun to be around.
- become good friends.
- leave me alone to do my work.
- want to work as hard as I do.
- be able to work as a team.

My ideal job will provide me with:

- at least \$_____ per year.
- a chance to advance in the company.
- paid vacation time.
- extra pay for overtime.
- good health benefits.

My boss will:

- involve me in decision making.
- watch my work closely.
- be a good leader.
- be open and honest.

--Common Essential Elements, Successful Employment

Module 3 ■ Activity 20 ■ TEAMWORK

Activity: Increase Self-Awareness

Materials Needed: Handouts/Transparency: Increase Self-Awareness

Directions: Students will complete handout. Instructor should lead students in a discussion of responses to each activity.

**Time Required:
5 Minutes**

Increase Self-Awareness

INSTRUCTIONS: People react to different situations in different ways which can give clues to increase self-awareness. Complete the following sentences. Think about the reasons that would make you react this way.

1. Nothing makes me more angry than _____
2. What people like most about me is _____
3. I feel bad when _____
4. I like to have my picture taken when _____
5. People think of me as _____
6. What gets me in trouble is _____
7. When people tell me what to do, I _____
8. I am really happy when _____
9. I just cannot _____
10. I get nervous when _____
11. I get really frightened when _____
12. I like _____
13. I wish _____
14. I really worry about _____
15. My best friend is _____
16. My biggest goal in life is _____
17. I really like to _____
18. If I could be an animal I would like to be _____
19. When I have some free time, I really like to _____
20. I wish my friends would _____
21. I wish my parents would _____
22. I am really sad when _____
23. I dream of _____

—Common Essential Elements Human, Relations and Personality Development

Module 3 ■ Activity 21 ■ TEAMWORK

Activity: Self-Analysis

Materials Needed: Handouts/Transparency: Self-Analysis

Directions: Students will complete handout. Instructor should lead students in a discussion of their responses to each follow-up question to the activity. Answers may vary.

**Time Required:
5 Minutes**

Self-Analysis

INSTRUCTIONS: Read each sentence carefully. There are no right or wrong answers. Mark how you really feel about yourself. Y = YES, N = NO, NS = NOT SURE. No one will see this paper except you.

I like myself.
 I often get angry.
 I can read fairly well.
 People can depend on me.
 I am a very shy person.
 I get into lots of fights.
 I am afraid of many things.
 I am good in spelling.
 I have many friends.
 I tell the truth.
 I look okay.
 Sometimes I am clumsy.
 I often feel sick.
 I am good in arithmetic.
 My handwriting is good.

I am successful most of the time.
 Other people often laugh at me.
 Most of the time I enjoy helping others.
 I have a hard time making up my mind.
 I like to be with my friends.
 I am sad and depressed sometimes.
 I would like to be someone else.
 I wish I lived somewhere else.
 I like school most of the time.
 I am often nervous and upset.
 I am good at sports and games.
 Most people dislike me.
 I am a happy person most of the time.
 Other people enjoy my company.

1. Go back over your answers. Are you happy with the results? With how you feel about yourself? The way others feel about you?
2. Is there a pattern to your answers?
3. Will your answers influence the career you choose? Why or why not?
4. Would you change anything about yourself? If so, what?
5. How would you describe your self-concept?
6. If you had a negative self-concept, will it influence your ability to succeed?

—Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 22 ■ TEAMWORK

Activity: Masking

Materials Needed: Handouts/Transparency: Masking

Directions: Students will complete handout following the directions given on the handout. Instructor should lead students in a discussion of the activity.

**Time Required:
10-30 Minutes**

Masking

Most people wear masks as a way of keeping themselves from having hurt feelings. You may find your own mask in the list below. If you look carefully, you will find the masks of some people you have met. Once someone considers you his/her friend, he/she will feel like taking off their mask. You may be allowed to "peek under the mask" if you understand the person and why he/she has chosen that mask to wear.

INSTRUCTIONS: Choose a member of the group to play the part of one of the personality types described. Have the others in the group apply the suggested methods and any other methods they can suggest for getting the person to remove his or her "mask." You may choose to write a script and practice before presenting it to the group as a whole or you may choose to make up the lines as you go along.

1. Do you know someone who wears the mask of the SHY PERSON? A shy person has learned to guard against being hurt by sometimes acting rude or stern. He/she may seem like a snob to others, but the shy person is really afraid of people. These shysters may act as if they are better than another person but really feel that they are not as good as the next person. It is very painful for shy people to be around people they do not know very well. You can help the shy person take off the mask if you:
 - a. Act as if you do not know he/she is shy.
 - b. Ask him/her to do favors for you.
 - c. Look into the shy person's eyes when you talk, even if he/she does not look into yours.
 - d. Ask his/her opinions and really listen to what the shy person has to say.

2. Do you know someone who wears the mask of the WORRIER? A person who wears the mask of the worrier is someone who is full of fear. The worrier is afraid that he/she will make a mistake, afraid that he/she will lose his/her job, afraid that he/she will not learn fast enough. The worrier does not want to let people know he/she is afraid, but fear is hard to hide. You can help the worrier remove the mask by:
 - a. Showing the person that you believe in him/her.
 - b. Keeping the worrier busy so that he/she forgets his/her fear.
 - c. Being extra kind to him/her.
 - d. Being relaxed with him/her.
 - e. Letting the worrier know that you have fears, too.

Module 3 ■ Activity 22 ■ TEAMWORK

3. Do you know someone who wears the mask of the BUSY BEE? The person has learned to act busy because he/she would not want others to think that he/she is lazy. The busy bee will have every minute of his/her day planned and may brag about it. You can help the busy bee relax and take off the mask by:
 - a. Asking the person about his/her interests.
 - b. Trying to get the person to talk about things outside school such as movies, sports, television, music, or family.
 - c. Ask the person to join you in something that would be fun for both of you. Do not take no for an answer the first time; keep asking. The busy bee needs to be pushed to relax and have fun.

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 23 ■ TEAMWORK

Activity: Seven Ways To Improve Your Self-Image

Materials Needed: Handouts/Transparency: Seven Ways To Improve Your Self-Image

Directions: Teacher leads a discussion on self-image using the transparency.

**Time Required:
10 Minutes**

Seven Ways To Improve Your Self-Image

1. **Take an inventory.** Write down all the positive things you can think of yourself. Also list the negative things. In this way, you will gain an awareness of your strengths and good qualities—and your weaknesses will not seem so overwhelming.
2. **Make changes.** Change the things you do not like about yourself. If you are like most people, your list will contain comments such as, “I smoke too much,” and “I’m impulsive.” In most all instances, the negative traits are habits and therefore can be changed.
3. **Sell yourself.** When you focus attention on your best qualities, you reinforce your feeling of self-worth. You must constantly remind yourself of areas of competence.
4. **Forget about past shortcomings.** Many of the things that contribute to an individual’s poor self-image are relics of the past. It’s never too late to bury the past.
5. **Avoid overcritical associations.** Some people are not happy unless they are finding fault with those around them. Even if their criticisms are undeserved, these people often contribute to a poor self-image and should be avoided.
6. **Reinforce your improve self-image with positive feedback.** When you do something praiseworthy, tell yourself, “Hey, I did great!”
7. **Keep polishing your self-image.** Keep working on becoming a better and more effective human being. The more pleased you are with your self-improvement efforts, the happier and more successful you’ll become.

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 24 ■ TEAMWORK

Activity: Personal Habits

Materials Needed: Handouts/Transparency: Personal Habits

Directions: Students will complete the handout. Instructor should lead students in a discussion of responses to each item.

**Suggested
Answers:**

- | | | | |
|-----|------|-----|---|
| 1. | H, A | 11. | E |
| 2. | L | 12. | K |
| 3. | N | 13. | Q |
| 4. | I | 14. | B |
| 5. | V | 15. | F |
| 6. | W | 16. | M |
| 7. | D | 17. | S |
| 8. | C | 18. | X |
| 9. | O | 19. | T |
| 10. | P | 20. | J |

**Time Required:
15 Minutes**

Personal Habits

INSTRUCTIONS: Match the terms related to human relations and personality to their definitions by placing the correct letter in the blank at the left.

- | | | |
|-------|---------------------------|---|
| _____ | 1. Attitude | A. A state of mind which reflects an individual's attitude towards his/her job, fellow workers, and employers |
| _____ | 2. Characteristics | B. The combination of personal traits that make one person different from another |
| _____ | 3. Communication | C. Checking with the person with whom you are communicating to make sure the message is understood |
| _____ | 4. Conscientious | D. The ability to see and feel things from another person's point of view |
| _____ | 5. Constructive criticism | E. Being a self-starter; seeing work that needs to be done, and doing it without waiting to be told to do so |
| _____ | 6. Dependable | F. Looking for and finding good |
| _____ | 7. Empathy | G. A sense of knowing what to do or say in order to maintain good relations with others and to avoid offense |
| _____ | 8. Feedback | H. The way a person acts or feels about a situation |
| _____ | 9. Human relations | I. Always trying to do the right thing; doing your work with care in a way you know is right |
| _____ | 10. Improvise | J. Your personal beliefs as to what is good or bad, right or wrong |
| _____ | 11. Initiative | K. Looking for and finding only the worst |
| _____ | 12. Negative attitude | L. Traits, features, or qualities of a person |

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 24 ■ TEAMWORK

- | | | | |
|-----------|--------------------------|----|--|
| _____ 13. | Nonverbal communications | M. | An opinion formed without sufficient knowledge |
| _____ 14. | Personality | N. | The exchange of an idea or a message which results in a high amount of understanding between the sender and the receiver |
| _____ 15. | Positive attitude | O. | Refers to the relationships between people |
| _____ 16. | Prejudice | P. | To make do with what one has |
| _____ 17. | Self-awareness | Q. | To communicate by body language |
| _____ 18. | Self-concept | R. | One's truthfulness in all words and deeds |
| _____ 19. | Tolerance | S. | How well you know yourself |
| _____ 20. | Values | T. | The ability to endure irritations, habits, or mannerisms that may bother you |
| | | U. | The support for a cause |
| | | V. | Statements which include both critical evaluation and suggestions for improvement |
| | | W. | Reliable and trustworthy |
| | | X. | How you feel about yourself depending on the situation and by how other people react toward you |

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 25 ■ TEAMWORK

Activity: Tips On Human Relations

Materials Needed: Handouts/Transparency: Tips On Human Relations

Directions: The instructor should lead students in a discussion of the items on the activity as a review of good human relations techniques. Ask for examples of situations which illustrate the truth of each item.

**Time Required:
10 Minutes**

Tips On Human Relations

1. Learn to like yourself (no one else can if you cannot).
2. Believe in your own personal worth.
3. Expect people to like you.
4. Be natural--be yourself.
5. Be sincere.
6. Be on the lookout for the good qualities in others.
7. Be interested and concerned about others.
8. Give praise when it is due.
9. Let your friends know you like them.
10. Do not take your friends for granted.
11. Be appreciative, kind, and considerate.
12. Smile--smile--smile.
13. Form your own opinions about others. Find out for yourself whether you like someone...not judge second-hand.
14. Do not always have to have your own way.
15. Speak your mind when asked what you think of a particular situation.
16. Do not hold grudges.
17. Be dependable.
18. Do not give your word unless you intend to keep it.
19. Do not criticize others.
20. Be able to take constructive criticism.
21. Be happy for the good that comes to others.
22. Do not exaggerate.
23. Try to be understanding.
24. Be willing to admit your mistakes.
25. Learn from your mistakes.

--Common Essential Elements, Human Relations and Personality Development

Module 3 ■ Activity 26 ■ TEAMWORK

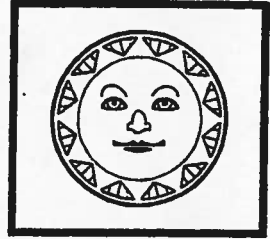
Activity: Attitudes

Materials Needed: Handouts/Transparency: Attitude Toward Yourself, Attitude Toward Your Job, Attitude Toward Your Co-Workers, Attitude Toward Customer/Clients

Directions: The instructor should use the four handouts/transparencies as a springboard for discussion of the positive attitudes necessary for school and employment success. Students should be encouraged to give examples of situations which illustrate the validity of each item.

**Time Required:
20 Minutes**

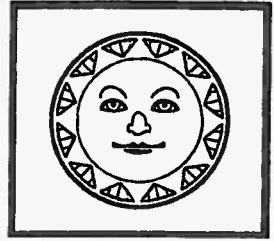
Attitude Toward Yourself



- ◆ Think well of yourself personally--self-esteem, self-confidence.
- ◆ Think well of yourself professionally--competency.
- ◆ Project a professional image at all times.
- ◆ Appreciate and understand the importance of the work that you do.
- ◆ Seek professional self-development on your own--don't wait to be told!
- ◆ Carefully select professional and/or community organizations for membership.
- ◆ Consider the value system of others while examining your own values.
- ◆ Realize your personal worth.

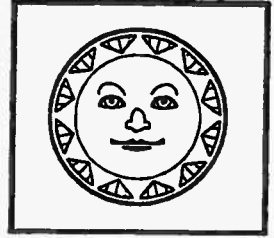
If you don't think well of yourself, it is difficult for others to respect you.

Attitude Toward Your Job



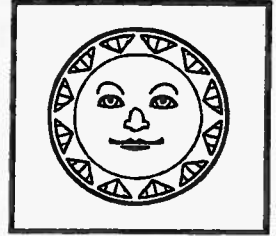
- ◆ **Accept change.**
- ◆ **Maintain honesty and integrity.**
- ◆ **Understand cultural diversity.**
- ◆ **Understand the entire business operation and where your job fits in.**
- ◆ **Understand the importance of teamwork.**
- ◆ **Avoid office politics.**
- ◆ **Observe office hours--and other company regulations.**
- ◆ **Accept constructive criticism concerning your work.**
- ◆ **Accept responsibility.**
- ◆ **Remain loyal.**
- ◆ **Respect privacy of others.**
- ◆ **Learn to work under pressure and while being pulled in many directions at once.**
- ◆ **Respect time--make every minute count.**
- ◆ **Look for the challenges of your job--enjoy doing a job well!**

Attitude Toward Your Co-Workers



- ◆ Respect privacy of others.
- ◆ Understand cultural differences.
- ◆ Be supportive of each others' relationships.
- ◆ Promote teamwork.
- ◆ Help others to accept change.
- ◆ Use positive language, even in conflict situations.
- ◆ Strive to settle differences before they become a problem--don't carry a grudge.
- ◆ Work to achieve common goals.
- ◆ Do not overemphasize winning—you may lose more by winning than by losing a few arguments.
- ◆ Be a good negotiator.
- ◆ Think before you speak (don't shoot from the hip!).
- ◆ Learn to be assertive, not aggressive.
- ◆ Refuse to participate in malicious grapevine information.
- ◆ Don't brag constantly (or whine!).
- ◆ Pay value to co-workers--their feelings do count. Show appreciation. Genuinely care about your co-workers.
- ◆ Listen!

Attitude Toward Customer/Clients



- ◆ Understand cultural diversity--including race, religion, sex, and mental and physical disabilities.
- ◆ Be service oriented.
- ◆ Always greet people with a smile.
- ◆ Always stand to greet people (if possible).
- ◆ Practice making proper introductions and greetings.
- ◆ Observe nonverbal communication of others--and be careful with your own.
- ◆ Use positive language--especially in negative situations.
- ◆ Do not *react* to irate customer/client--learn to diffuse the anger.
- ◆ Practice courteous and efficient telephone techniques.
- ◆ Make a good first impression.
- ◆ Always endeavor to be helpful.
- ◆ Be sympathetic with a customer who has a problem with the company--but do not admit any guilt prematurely. Don't take the blame too quickly!

Put yourself in the customer's place.

Understand "no customer--no job."

Activity: Improving Customer Service

Materials Needed: Handouts/Transparencies: Chosen from the following activity sheets

Directions: Each of the activity sheets deals with some aspect of customer service. You may use handouts or transparencies in discussing customer service or in completing the activities. Lead your students in a discussion of each activity. (Answers may vary). The following transparencies are included:

1. Success Skills
2. Basic Customer Needs
3. Skills To Make You Successful With Customers/6 Basic Customer Needs
4. The Good, The Bad, & The Ugly
5. Responding Assertively

**Time Required:
5-10 Minutes
each activity**

Success Skills

- ◆ Customers ARE your job
- ◆ Co-workers ARE your job
- ◆ Being kind, thoughtful, and friendly makes you a winner!



--Life Skills: Job Skills - Lesson 9 - Customer Service
1997 The University of Georgia Cooperative Extension Service

Basic Customer Needs

- ◆ Friendliness
- ◆ Understanding and empathy
- ◆ Fairness
- ◆ Control of situations
- ◆ Options and alternatives
- ◆ Correct information



—Life Skills: Job Skills - Lesson 9 - Customer Service
1997 The University of Georgia Cooperative Extension Service

Customer Service

Skills to Make You Successful With Customers



- ◆ Learn to view helping the customer as your job, rather than the interruption of it.
- ◆ Give co-workers the same understanding and respect you give customers.
- ◆ Excellent service is everyone's job, from the manager to the truck driver. Being kind, thoughtful, and friendly doesn't cost you anything and doesn't take much effort.

Six Basic Customer Needs



1. Fairness
2. Friendliness
3. Correct Information
4. Control of Situations
5. Options and Alternatives
6. Understanding and Empathy

--Life Skills: Job Skills - Lesson 9 - Customer Service
1997 The University of Georgia Cooperative Extension Service

The Good, The Bad And The Ugly . . .

1. Think of an example of receiving **GOOD CUSTOMER SERVICE**. List two characteristics that made you feel this was **GOOD CUSTOMER SERVICE**.

Characteristic #1: _____

Characteristic #2: _____

2. Think of an example of **BAD CUSTOMER SERVICE** and list two characteristics that you feel made this service **BAD**.

Characteristic #1: _____

Characteristic #2: _____

Notes:

--How To Get Good Customer Service

Responding Assertively

1. *Actively listen to the complaint.*
2. *Repeat the complaint. Obtain acknowledgement.*
3. *Apologize, if appropriate.*
4. *Acknowledge the person's feelings.*
5. *Explain the action you will take to solve the problem.*
6. *Thank the party.*

You are the customer. Describe what is wrong and the proper response to the following situations:

1. **YOU:** "I delivered the patient's add-orders one week ago. Have they been signed?"

Employee: "The doctor has not had time to sign them."

2. **Patient:** "Why are your prices higher than your competitors?"

YOU: "I don't think they are high."

3. **Patient:** "The nurse was supposed to come this morning and I've been waiting all day!"

YOU: "The nurse's car broke down and she's behind schedule."

NOTES:

--How To Get Good Customer Service

Module 3 ■ Activity 28 ■ TEAMWORK

Activity: Updating Skills

Materials Needed: Markerboard, markers, paper, and pencils

Directions:

1. As a group, brainstorm a list of all the equipment that might be found in an office today.
2. Circle the equipment that would have been found in this same office 20 years ago.
3. Point out the technical changes that have taken place over the years.
4. Have students answer the following questions:
 - a. What does this exercise teach regarding learning new skills?
 - b. How does your attending a technical institute contribute to this situation?

**Time Required:
15 Minutes**

Module 3 ■ Activity 29 ■ TEAMWORK

Activity: Synergy

Materials Needed: Glue, Pre-cut paper strips (1/2" x 4 1/4")
"SYNERGY" handouts/transparency

Directions:

1. Divide class into 2 groups.
2. Explain that each group will be manufacturing paper chains. Give each participant glue and pre-cut paper strips.
3. Instruct the first group to form teams of three. Give the teams time to plan how they will perform this task.
4. While the first group is planning, explain to the second group that they will work alone. They are not to communicate with each other in any way.
5. Allow the two groups to begin working at the same time. After 5-10 minutes; stop the workers.
6. Compare the work of the two groups. The teams of three should have produced longer chains.
7. Display transparency of synergy.

**Time Required:
20 Minutes**

SYNERGY

Synergy describes the extra energy and capability that results in combined group effort to accomplish an objective. It means that a team can accomplish more than the same number of people working individually. In this case:

$$1 + 1 = 3.$$

This is why teamwork is so important to an organization. You should cooperate in every effort to develop synergy between you and your co-workers.

Module 3 ■ Activity 30 ■ TEAMWORK

Activity: Human Relations

Materials Needed: Handouts/Transparencies: Basic Human Relations, Case Study A, Case Study B, Case Study 1-4

Direction:

1. Read over "Basic Human Relations" transparency together.
2. Say "Each person is a unique individual. Your co-workers will all have different ways of viewing life. In spite of these differences, you need to respect your co-workers. The way you react to differences could affect work relationships. Consider the following work situations and how you, as co-workers, could react positively or negatively."
3. Complete Case Study A and Case Study B together as a class. Answers may vary.
4. Divide class into 4 groups. Have each group complete one case study from those numbered Case Study 1, 2, 3, and 4.
5. Allow one representative from each group to orally share their reactions. Encourage the rest of the class to add their views as well. Answers may vary.

**Time Required:
30 Minutes**

Module 3 ■ Activity 30 ■ TEAMWORK

Basic Human Relations

Some steps you can take to help you get along better with all the workers on your team.

Step 1. **Get to know other workers.** Take lunch breaks with the other employees. Join employee recreational and social activities. Listen to the things your co-workers share about their personal lives and interests.

Step 2. **Don't try to change everything.** You are the "new kid on the block" when you start a new job. Know and understand the organization before you think about changing something. Listen to others. Talk to co-workers about your ideas and get some feedback before you suggest changes.

Step 3. **Be honest.** One of the most important things you possess is a good reputation. Honesty with your co-workers will build up your reputation. It is one of the best ways to gain and keep their respect.

Step 4. **Be direct.** Let people know when they have done something that bothers you. Most people want to know when there is a problem rather than have you be uncomfortable around them. Don't be a complainer or whiner. Make sure your problem is important before you take it to others.

Step 5. **Avoid gossip.** Don't listen to other people gossiping about co-workers. More importantly, never gossip about others. When you gossip, people wonder what you say about them and will avoid you.

Step 6. **Be positive and supportive.** Listen to the ideas of other people. When someone makes a mistake, don't criticize. It is irritating to have someone else point out a mistake. When you realize you've made a mistake, admit it and try to do better the next time.

Step 7. **Show appreciation.** Be sure and thank a co-worker who does something to make your job easier. Let co-workers know that you appreciate their contributions to the team. People like to be recognized and praised.

Step 8. **Share credit when it's deserved.** Take credit for the work you do. When other co-workers assist you, make sure you credit them. People will feel they have been taken advantage of if someone else takes credit for their work.

Step 9. **Return favors.** A co-worker may help you out by exchanging a day off with you. Return that favor. A sure way to make people dislike you is to only take and never give.

Module 3 ■ Activity 30 ■ TEAMWORK

Step 10. ***Live in the present.*** Avoid talking about the way things used to be. People don't want to hear about how great your job was or how great former co-workers were.

Step 11. ***Ask for help and advice when it's needed.*** People like to feel needed. Your co-workers can be a great resource. When you aren't sure what to do, they can give you advice and assistance.

Step 12. ***Avoid "battles."*** Let co-workers with problems work out their own differences. Do not take sides in these situations. This is a sure way to develop problems with your co-workers. When you take sides, the other person will resent your interference.

Step 13. ***Follow group standards.*** Every group has standards. For example, they may take a coffee break at 9:15. Stop work and go on break with them if you are able. These group standards help build a team. Most standards are not major and require little effort to follow.

Step 14. ***Take interest in your co-worker's jobs.*** People like positive attention. Taking an interest in another worker's job will give that person positive attention. It also helps you better understand how your team works together.

Module 3 ■ Activity 30 ■ TEAMWORK

Case Study A

Rosa's family has seven children and enjoys doing everything together. Her grandmother is celebrating her 85th birthday next Thursday. The family has planned a surprise party for her. On Monday when the work schedule is posted, Rosa finds out she is scheduled to work Thursday evening. She is very upset, though she knows she should have asked for that evening off before the schedule was made.

1. What could be your positive reaction to Rosa's problem?

2. What could be your negative reaction?

Case Study B

Tyler belongs to an animal rights organization. He brings literature about animal rights and leaves it in the break room. He refuses to eat meat because he believes killing animals for food is wrong. Tyler has invited you to join him at the next meeting of his favorite animal rights organization.

1. What could be your positive reaction to Tyler's problem?

2. What could be your negative reaction?

Case Study 1

Don is a baseball fan. He has a season ticket to the hometown team's games. He collects baseball cards and brings them to work to trade with his co-workers' kids. He manages a little league team. During the World Series, Don brings his portable TV to work and watches the games during his breaks. From the time practice starts in March until the season ends in October, his conversation is about one subject—baseball.

1. What could be your positive reaction to Don?

2. What could be your negative reaction?

Case Study 2

Rochelle belongs to a religious group that doesn't celebrate any holidays. Next Tuesday afternoon, the boss is closing the office early. The entire staff is planning a big Christmas party for that day. Rochelle has asked to leave work early on the afternoon of the party.

1. What could be your positive reaction to Rochelle's request?

2. What could be your negative reaction?

Module 3 ■ Activity 30 ■ TEAMWORK

Case Study 3

Gwen is a very hard worker. She comes to work early and stays late. She has to be reminded by her supervisor to take breaks. Her main interest is her job. Sometime, she seems to be trying to out perform her co-workers.

1. What could be your positive reaction to Gwen's work habits?

2. What could be your negative reaction?

Case Study 4

Chang attends church on Saturday. He doesn't work on Saturday because it is considered a holy day by his church. Last Saturday, all personnel were required to work due to a special project. Chang was excused from working Saturday. Your entire work group is upset with him.

1. What could be your positive reaction to Chang's request?

2. What could be your negative reaction?

Module 3 ■ Activity 31 ■ TEAMWORK

Activity: Number Express

Materials Needed: Handout: Number Express Puzzle

Directions:

1. Instruct participants to form teams of three to four members each. Distribute a copy of the Number Express Puzzle to each participant.
2. Explain that each clue in the puzzle is presented in the form of a two-part equation. The team as a whole should discern the answers to both parts, perform the calculation indicated, and write the result in the box corresponding to the letter of the clue. After all the boxes have been correctly filled in, each horizontal and vertical line will total a key number.
3. Signal for the activity to begin. When a team completes the entire puzzle (filling all the squares and determining the key number), all group members should stand. The facilitator should note the order in which teams finish. When all teams have finished, have everyone be seated.
4. Review the answer to each block using participant feedback and referring to the Number Express Solution Sheet.

Discussion for Follow-Up (answers will vary):

- ◆ How was the task approached by the team?
- ◆ How well did team members work together?
- ◆ What significance did working with numbers have on the task as a whole?
- ◆ Were any special problems encountered? If so, what kind?
- ◆ Were these problems resolved in a mannerly way?
- ◆ How did pressure to complete the task quickly affect overall team performance?

**Time Required:
5-10 Minutes**

--Source: Working Together: 55 Team Games, Lorraine Ukens, Jossey-Bass/Pfeiffer, 1997, pp. 91-94.

Number Express Puzzle

A	F	K	P	U
B	G	L	Q	V
C	H	M	R	W
D	I	N	S	X
E	J	O	T	Y

KEY NUMBER = _____

- A) Ounces in lb. minus "Uno"
- B) Fourscore divided by Quarters in dollar
- C) RPM of a "single" divided by _____ Ring Circus
- D) Number of winks in a nap minus Olympic Rings
- E) Dalmatians minus Piano Keys
- F) One gross divided by Inches in ft.
- G) Supreme Court members times Seasons in year
- H) Lives of a cat times Pair
- I) Deadly Sins times Sides on square
- J) Piano Keys divided by "Catch _____"
- K) Strikes in an out plus Apostles
- L) _____ Mile Island times Days in a week
- M) Ali Baba's Thieves minus Bakers Dozen
- N) "Blackjack" minus Trivial Pursuit categories
- O) "Calling Birds" times Points on a star
- P) Sawbuck plus Quarts in gallon
- Q) Minutes in hour divided by "Little Indians"
- R) Decade plus Months in year
- S) Octopus legs plus "Commandments"
- T) Days in April plus Legs on Spider
- U) Feet in fathom times Days in week
- V) Months in year plus _____ Stooges
- W) Route _____ minus U.S. states
- X) Alphabet letters divided by Original U.S. colonies
- Y) Days in fortnight plus Tic-Tac-Toe squares

Number Express Puzzle

A 15	F 12	K 15	P 14	U 42
B 20	G 36	L 21	Q 6	V 15
C 15	H 18	M 27	R 22	W 16
D 35	I 28	N 15	S 18	X 2
E 13	J 4	O 20	T 38	Y 23

KEY NUMBER = 98

- | | |
|----------------------|---------------------|
| A) 16 minus 1 | N) 21 minus 6 |
| B) 80 divided by 4 | O) 4 times 5 |
| C) 45 divided by 3 | P) 10 plus 4 |
| D) 40 minus 5 | Q) 60 divided by 10 |
| E) 101 minus 88 | R) 10 plus 12 |
| F) 144 divided by 12 | S) 8 plus 10 |
| G) 9 times 4 | T) 30 plus 8 |
| H) 9 times 2 | U) 6 times 7 |
| I) 7 times 4 | V) 12 plus 3 |
| J) 88 divided by 22 | W) 66 minus 50 |
| K) 3 plus 12 | X) 26 divided by 13 |
| L) 3 times 7 | Y) 14 plus 9 |
| M) 40 minus 13 | |