

Table of Contents

| | |
|----------|---------------------------------------|
| Lesson 1 | Preparing for a Job Interview |
| Lesson 2 | Effective Communication Skills |
| Lesson 3 | Effective Teamwork in the Workplace |
| Lesson 4 | Problem Solving and Critical Thinking |
| Lesson 5 | Using Technology in the Workplace |
| Lesson 6 | Time Management at Work |

Alignment to National Standards for Family and Consumer Sciences Education

1.2, 7.1, 7.3, 13.3, 13.5, 13.6

Common Career Technical Core Standards – Career Ready Practices

1, 2, 4, 6, 7, 8, 9, 11, 12



Lesson Structure

Each lesson begins with an overview, lesson objectives, and a *Lesson-at-a-Glance* table, which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The overview is followed by the actual lesson, which will contain some of the sections described below. Most lessons are designed to be completed within 45 minutes.

- FOCUS

Every lesson begins with a FOCUS activity intended to capture students' attention. This may be in the form of a small or large class discussion, game, review of previous lesson information, or demonstration. During this activity, students are introduced to the topic of the lesson.

- LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a PowerPoint® presentation, group activity, or demonstration.

- SUMMARIZE

The majority of lessons end with a SUMMARIZE activity intended to briefly review the lesson's key messages or main points; or, if it is the last lesson in the unit, the SUMMARIZE activity will serve as the unit formative assessment. Participant scores on these short assessments will help you determine what concepts or skills may need reinforcement or review.



Lesson – Preparing for a Job Interview



Lesson Overview

In this lesson, participants will learn about various types of interviews and how to prepare for and experience a mock interview.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the purpose of an interview
- Identify different types of interviews
- Prepare for and successfully experience a mock interview
- Be able to write a thank you letter

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|---|---|---|
| FOCUS | <ul style="list-style-type: none"> • Whiteboard and markers • <i>Types of Job Interviews</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Types of Job Interviews</i> – one per student | 15 minutes |
| LEARN | <ul style="list-style-type: none"> • <i>Stages of a Job Interview Graphic Organizer</i> handout • <i>Tips for Preparing for a Job Interview</i> handout • List of sample interview questions • Paper for the recorder • Job postings • <i>Job Interview Preparation Guide</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Job Interview Graphic Organizer</i> – one per student 2. Print/photocopy the <i>Tips for Preparing for a Job Interview</i> handout – one per student 3. Internet search for sample interview questions (optional) OR 4. Type of a master list of interview questions based on the group exercise completed in class and distribute to students | Part 1 – 45 minutes Part 2 – 45 minutes Part 3 – 45 minutes |

| | | | |
|--------|--|--|------------|
| | | <ol style="list-style-type: none"> 5. Print/photocopy <i>the Job Interview Preparation Guide</i> – one per student 6. Contact local HR professionals to participate in mock interviews 7. <i>Mock Interview Evaluation Rubric</i> – one per student for the interviewer to complete | |
| REVIEW | <ul style="list-style-type: none"> • <i>Thank You Letter Template</i> | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Thank You Letter Template</i> – one per student | 45 minutes |



Lesson – Preparing for a Job Interview

FOCUS: Class Discussion

15 minutes

Purpose:

High schools students will soon be graduating and need to find a job or pursue post-secondary education. Good interview skills are essential to both. In the previous lesson, students created personal resumes as well as practiced completing job applications. Students will explore the purpose of an interview and various types of interviews.

Materials:

- White board and marker
- *Types of Job Interviews* handout

Facilitation Steps:

1. Begin by asking students the following questions in a class discussion:
 - Have you ever competed against other people, or classmates to be chosen for a group, sport or activity? What did you do to get ready? Did you do anything special to make yourself stand-out or apart from the others?
 - Have you ever participated in a job interview before? If so, what did you do to

get ready? Did you say or do anything to make yourself stand out or apart from the other candidates in order to get hired?

Explain that a job interview is similar to trying out for something. You need to be prepared and put forth your best effort.

2. Ask the following question, “What is the purpose of a job interview?” Record student answers on a whiteboard.
3. Explain that the primary purpose of an interview is for a company or organization to take a closer look at you and your skills. It is their opportunity to ask you questions about your experience and see if you would be a good fit for the position. However, the interview is also YOUR chance to take a closer look at prospective employer. You also get to ask questions about the position, the organization and see if you believe it is a good fit for you.
4. Ask students to brainstorm different types of interviews that they could be asked to participate in when applying for a job. Write these on the whiteboard. Give students the *Types of Job Interviews* handout and review each one on the list. Did the class brainstorming list include any that aren’t on the handout?

Types of Job Interviews

This is a list of different types of job interviews that candidates may participate in. This is not a complete list but includes some of the more common types of interviews.

One-on-One – This is the most traditional type of interview. Many times the interviewer will ask all candidates the same questions for comparison sake. They are looking for candidates who give good, complete answers and also have no answers inconsistent with their resume or application. Many times applicants will have the opportunity to ask questions of the employer as well.

Screening Interview by Telephone – This type of interview is usually done after a candidate completes an application. The goal is to decide which candidates will make the first cut.

Screening Interview in Person – This type of interview is commonly done at job fairs or employment ‘open house’ type events. The company or organization takes applications on the spot at the event and will have interviewers there to speak briefly to interested candidates. Those who are qualified may be invited for a full interview.

Panel or Committee – This type of interview usually consists of a panel from different departments within an organization. It usually involves an HR representative, the manager of the department where the position is, potential coworkers or other departments that interact with the position being hired for.

Group – This type of interview involves many applicants being interviewed simultaneously. It allows the interviewer to compare candidates against each other. You will be judged on your professionalism, leadership, communication and reasoning. It may be with a single interviewer or a panel.

Behavioral – During this type of interview, the candidates will be asked a series of questions related to specific job skills that apply. Questions may relate to conflicts, problem-solving, scenarios, leadership examples etc.

Working Interview (i.e. audition) – This type of interview is appropriate for very specific types of jobs such as performers (singers/dancers), sales people, technology positions, or any position that would allow the interviewer to see or sample the work of the candidate.

Follow-up – This is sometimes known as a ‘second’ or serial interview. The company has narrowed the list of prospects down and wants to have another look at those top potential candidates. You may be asked many of the same questions again. You may also be interviewed by the same people, or a blend of the same and new. This gives the interviewer a chance to listen for consistency in answers.

Interview via a meal (i.e. lunch or breakfast) – In this setting, the interview takes place over a meal. It may appear less formal, however it is still an interview. Candidates will be judged by their answers as well as etiquette and communication ability.



Informal – This type of interview has a less ‘structured’ feel and flow. The interviewer may change their mind about the questions they will ask once they see where the conversation goes. This will give the interviewer the chance to communication skills, rapport and personality fit for the organization. This could happen in a meal format or as a screening.

Structured/formal – This type of interview is opposite of informal. The interviewer will have a prepared list of questions based on job requirements. The same questions will be asked of each candidate. This may be done as a one-on-one interview or a panel.



Lesson – Preparing for a Job Interview

LEARN: Preparation and Mock Interview

135 minutes (3 – 45 minute classes)

Purpose:

The purpose of this activity is to have participants learn about the key phases of a job interview. They will learn how to successfully prepare for and participate in a job interview.

Materials:

- *Stages of a Job Interview* graphic organizer
- *Tips for Preparing for a Job Interview* handout
- List of sample interview questions
- Job postings
- *Job Interview Preparation Guide* handout
- *Mock Interview Evaluation Rubric*

Facilitation Steps:

Part 1 – Stages of a Job Interview

- Give students the *Stages of a Job Interview* graphic organizer. Review each of the stages and the importance of each step in the process. Have students complete the graphic organizer as you review the information.

Instructor Information:

Introductory Stage: The candidates make their first impression. The interviewer will establish rapport and form an opinion based on your handshake, appearance and demeanor. They may discuss the interview format. You may also offer a copy of your resume to the interviewer if they do not have one.

Information Stage: The interviewer may provide more information about the position and the company or organization. They may explain why they are hiring, more about the department or

structure, typical day on the job etc. You may already have some information from the employer if there has been a phone interview or from your own research. If there is information shared during this time that you want to explore further later on the interview, make a note of it.

Background and Probe Stage: This is the point where you will be asked a wide range of questions. At this point they will be asking you about your work history and other information from your resume or application. Be prepared to answer questions about yourself, the organization, industry or field, and the position. Focus on positive information and what you can offer. Be concise but give thorough and thoughtful answers. Make yourself stand out from other candidates.

Matching Stage: The interviewer will give the candidate an opportunity to ask question at this point. Be prepared with a list of questions or it will look like you are not prepared. Show that you have some knowledge about the organization. The interviewer is trying to determine if there is a match in your qualifications and requirements of the position.

Conclusion: The interviewer may have some final questions at this time that may determine if you advance to the next level or lead to an offer. You should also understand what the next steps are in the hiring process for that position. If you do not understand, ask! The employer should also let you know if there is anything else expected of you and when/how the next point of contact will be. Thank the interviewer for the consideration and be professional.

Follow Up: Make sure to complete anything the interviewer has asked of you. This may be to



provide additional information, complete a job-related task, provide a work sample, provide references, complete a drug-screening etc. It is important to write a thank you note promptly and send it out!

- Now that students understand the types of interviews and the typical stages of an interview, they need to learn how to prepare for one. Tell students that in this scenario, they are preparing to be interviewed by Nike for a sales position. What should they do in order to prepare for the interview? Do this as a class discussion and write student answers on the board.
- Give students the *Tips for Preparing for a Job Interview* handout. Review each tip with them, explaining the relevance and importance of each.

Part 2 – Interview Questions

- One of the most important things a person can do to prepare for a job interview is practice answering questions. If you do an Internet key word search on “interview questions” you will find hundreds of websites that have lists already put together that you can use to practice from. In this group exercise, students will work together to create a master list of interview questions.
- Divide your class into small groups of three or four students. Give each group one category of questions to brainstorm and write down. Each group should assign a recorder. The categories for each group are:

Questions to ask candidates

About education and training
About skills
Behavioral questions/scenarios

Questions to ask interviewers

About the organization
About the position
About employee benefits and compensation

Have each group present their list of questions to the class. Create a master list of practice questions, putting together a list from each group in the class. Make a practice list available for students.

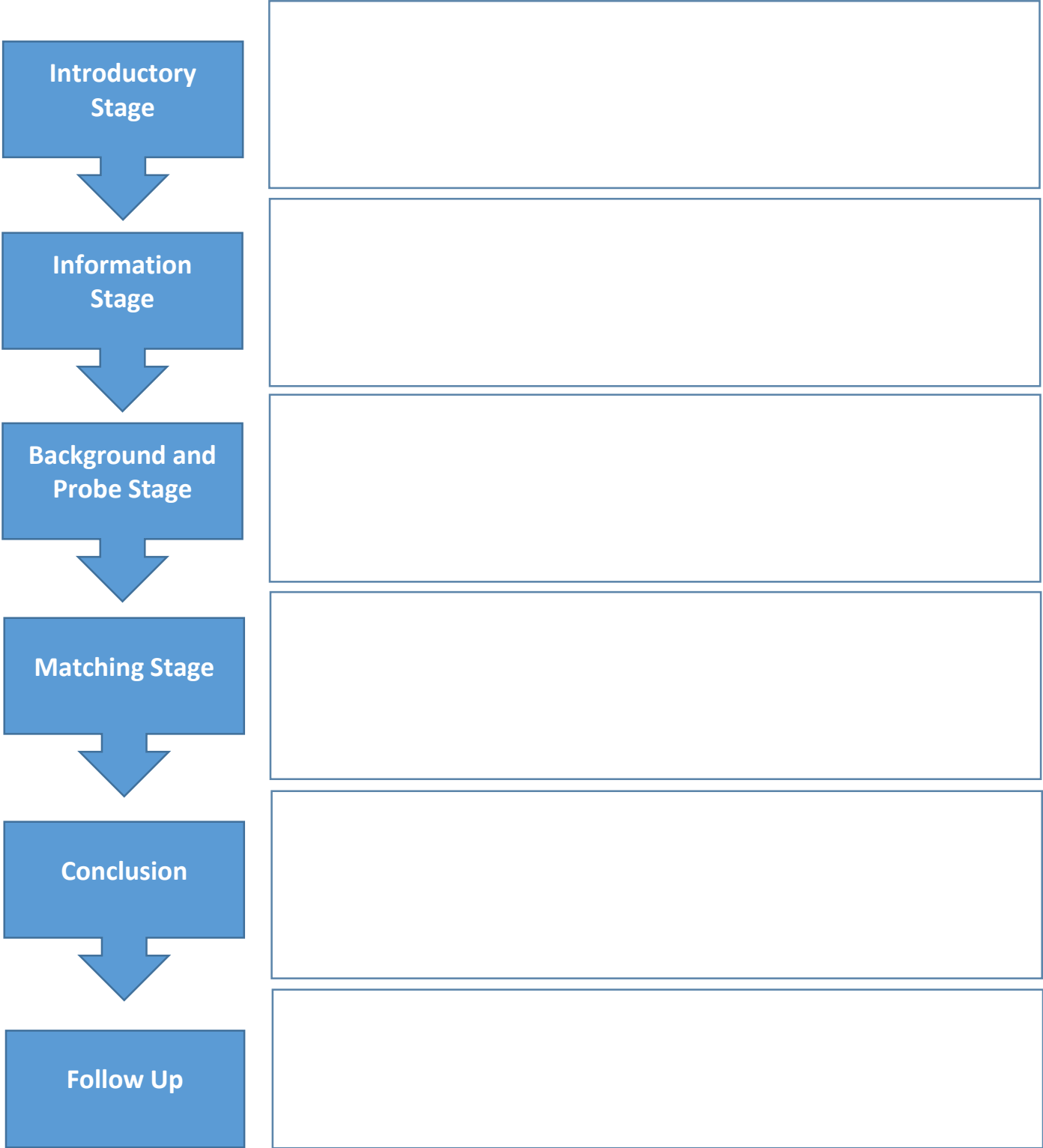
- Have students go online and choose a job to apply for from a local company. Students should print out the job posting. They will use this to go through the steps for preparing for an interview, including answering the list of practice questions.
- Have students refer to the list of *Tips for Preparing for a Job Interview* handout. They should complete the *Job Interview Preparation Guide* handout – This could be assigned as homework.

Part 3 – Mock Interview

- Give students the master list of interview questions. They should prepare answers to these frequently asked interview questions.
- Schedule a mock interview. Contact local Human Resources professionals and invite them into your class to conduct 10 minute interviews with each student. Contact enough HR professionals to be able to get through all of the students in one class.
- Divide the class into small groups with one HR professional assigned to each group. While each student participates in their mock interview, the other students will observe. This will give students a chance afterward to discuss what went well and what they could improve upon. Students should give the HR professional the job description of the position and the name of the company they prepared for. The students should make sure that they also come prepared to the interviewer questions.
- Give each interviewer the *Mock Interview Evaluation Rubric* to use as part of the student assessment for this lesson. Check the box in each row that is appropriate. Total the points at the bottom of the table.

Stages of a Job Interview

Here are the stages of a typical interview. In the space provided, write the most important information you need to know about each stage of a job interview.



Tips for Preparing for a Job Interview

Here are a list of suggested tips that you can use for preparing for a job interview. Never go into an interview without taking the time to research the organization beforehand and arm yourself with information.

- Do your homework. Research the company beforehand by going to their website, or doing Internet searches on the organization. See what you can learn about the history and current focus.



- Look at various social media sites such as Facebook, Twitter or LinkedIn. See what they are talking about and what is of interest to the organization.
- Prepare a list of relevant questions that showcase your newfound knowledge of the organization, but also show interest and understanding of the position.
- Map your route. Make sure you know where you are

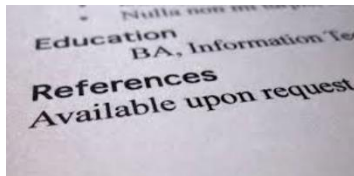


going and how to get there. Also know how long it will take you to get there so you are not late. Investigate where to park. Make sure you plan to leave early enough in case something unexpected happens. It is also a good idea to have the contact information for the interviewer with you in case you need to reach them.

- Practice, Practice Practice. Find or prepare a list of questions you expect to be asked and write down your answers. There are hundreds of websites that have lists of interview questions to get you started. Rehearse your answers out loud to help commit them to memory. Ask a friend to do a mock interview with you to get even more practice.

- Contact your references. Decide who you'd like to use as a reference and contact them beforehand to make sure it is okay with that person.

Make sure you have the current



contact information for each reference and their preferred method of contact so that the employer can reach them if needed. Have a hard copy of your references available at the interview so you have it if asked for it.

- Find any needed documentation requested. You may be asked to bring in documentation such as a driver's license, Social Security card, passport, insurance information or other relevant employment records. You may also need additional resumes or your work



portfolio for reference as well.

- Dress for success. Make sure you decide what you are going to



wear ahead of time so it is clean and pressed. It is better to dress too conservatively than casual. Even if the position you are applying for is casual in nature, dress professionally to make the best impression possible. Make sure you are clean and neatly groomed, including hair and nails.

- Arrive early. Keep this quote in mind: "Early is on time, on time is late, and late is unacceptable!" A good rule of thumb is not to arrive more than 15 minute early.

Job Interview Preparation Guide

As you prepare for your job interview, write your research notes and information in the space provided below.

Interview Date and Time:

Interview Location:

Documentation I Need to Bring:

What I Will Wear:

Company/Organization Research:

References:



Mock Interview Evaluation Rubric

Name: _____ Date _____

| | 5 points | 3 points | 1 point |
|--|---|--|--|
| Introductory Stage | Your first impression is professional. You are dressed appropriately. Your handshake is firm and greeting is appropriate. Your demeanor is enthusiastic and engaging. You have required documentation with you. | Your first impression is average but not outstanding. You are dressed nicely but could be more professional. Your handshake is a bit limp and your greeting is appropriate. Your demeanor is courteous but guarded. You have you some documentation but forgot something. | Your first impression is not professional. You are not dressed appropriately for an interview. You forget to shake hands and your greeting lacks enthusiasm. You rare not energetic but lethargic. The interviewer wonders why you are here. You have no documentation with you. |
| Background and Probe Stage | You are knowledgeable about the organization and it is obvious you have researched beforehand. You give good complete answers about your work history and information on your resume. You are positive and give good clear examples of how your experience will benefit the organization. | You are knowledgeable about the position but are not very familiar with the organization. You have a small amount of knowledge but could have researched more. Your display confidence and your answers are positive. You do not clearly state how your experience relates to the position and what you can offer. | You are not knowledgeable about the organization nor the position. It is obvious you spent little to no time preparing for the interview. You are not confident and your answers are rambling. You do not relate how your skills and experience apply to the position. |
| Matching Stage | You ask many very good and thoughtful questions. You questions show that you have good knowledge about the organization. Your qualifications are a good match for the position. | You ask some good questions but other questions are a bit vague. Your questions show that you have some knowledge about the organization. If it is unclear whether your experience is a good match for position. | You do not have many questions prepared ahead of time. You show no knowledge about the organization in your questions. You clearly are not a good match for the position and it is unlikely you would be hired. |
| Conclusion | Your successfully show your interest in the position. Your clearly understand the next steps in the process. You thank the interviewer for her time and consideration. | You successfully show some interest in the position. You think you understand the next steps in the process but aren't totally clear. You thank the interviewer. | You show little interest in the position. You do not understand what comes next in the process nor do you ask any questions. You do not thank the interviewer. |
| Interview Skills and Techniques | You have excellent eye contact. Your speech is appropriate. You speak at a comfortable tone and rarely use words 'um,' 'and,' or 'like.' | You have acceptable eye contact. Your speech is adequate. You sometimes speak a bit too slow or fast. You say 'um,' 'and,' or 'like' a few times. | You do not make eye contact with the interviewer. Your speech is not appropriate. You speak way too fast or too slow for comfortable conversation. You frequently say 'um,' 'and,' or 'like.' |
| Total | | | |



Lesson – Preparing for a Job Interview

Review: Writing a Thank You Letter

45 minutes

Purpose:

The purpose of this activity is to have participants learn about standard format to writing a thank you letter and write an appropriate one for their interviews.

Materials:

- *Thank You Letter Template*

Facilitation Steps:

1. Introduce thank you letters. Tell students that an important part of the job interview process is sending a thank you letter to your interviewer. A good rule of thumb is to send it within two days of the interview. This will give you a chance to reiterate your interest and qualifications as well as anything else you forgot to mention during the interview.

Review the standard parts of a thank you letter with students:

- Heading

- Date
- Recipient Information
- Salutation
- Body Paragraphs
- Closing and Signature

This should be written like a standard business letter and follow the above flow including each of these parts.

2. Give each student the *Thank You Letter Template* to help with the initial draft.
3. After each student has completed an initial draft, each student should have another peer edit their initial thank you letter draft. Peer editors should follow the template and make sure that each part is included in the draft, along with spelling and grammar checks.
4. Have students prepare the final thank you letter and turn it in as part of their grade for this lesson.

Thank You Letter Template

When writing a thank you letter, follow the format below. Use the space in the boxes to draft your letter or use the space on the back of this page.

Heading (About you)

Name
Street Address
City, State, ZIP
Phone Number
Email Address

Skip 1 line

Date

Skip 2 lines

Name of the Interviewer

Interviewer's Job Title
Department the Interviewer Works Within (if applicable)
Name of the Company/Organization
Street Address
City, State Zip

Skip 2 lines

Salutation

(Dear... - use the person's formal title and a colon at the end)

Skip 1 line

Body Paragraphs

Thank the interviewer for the opportunity including the name of the specific position for which you interviewed. Summarize your qualifications and why you feel you are the best candidate for the position. Include any additional information that may have been requested during the interview. In the last paragraph, thank the interviewer again and mention that you look forward to speaking with them again about the job. Include a specific time frame you will follow-up within about the position. The body paragraphs should not exceed 3 paragraphs.

Skip 1 line

Sincerely,

Skip 3 lines

Your Typed Name (Handwritten Signature Above)



Lesson – Effective Communication Skills



Lesson Overview

In this lesson, participants will learn about various types of communication and how important effective communication is in the workplace.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the definition of communication
- Identify different types of communication
- Successfully practice written, verbal and non-verbal communication skills

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|---|---|---|
| FOCUS | <ul style="list-style-type: none"> • Whiteboard and markers | <ol style="list-style-type: none"> 1. None | 15 – 20 minutes |
| LEARN | <ul style="list-style-type: none"> • <i>Using Clear Verbal Communication</i> handout • <i>Images for Directors</i> handout • <i>Drawing Space for Creators</i> handout • <i>Business Letter Block Format</i> handout • <i>Effective Written Communication on the Job - Business Letter Scenarios</i> handout • <i>Business Letter Assessment Rubric</i> • <i>Non-verbal Communication Brainstorming Activity</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Using Clear Verbal Communication</i> – one per student 2. Print/photocopy the <i>Images for Directors</i> handout – one copy with images cut apart 3. Print/photocopy the <i>Drawing Space for Creators</i> – one per group 4. Print/photocopy the <i>Business Letter Block Format</i> handout – one per student 5. Print/photocopy the <i>Effective Written Communication on the Job – Business Letter Scenarios</i> – one per student | Part 1 – 30 minutes Part 2 – 60 minutes Part 3 – 30 minutes |

| | | | |
|--------|---|--|------------|
| | | <ol style="list-style-type: none"> 6. Print/Photocopy the <i>Business Letter Assessment Rubric</i> – one per student for the instructor assessment 7. Print/photocopy the <i>Non-verbal Communication Brainstorming Activity</i> handout – one per group | |
| REVIEW | <ul style="list-style-type: none"> • <i>None</i> | <ol style="list-style-type: none"> 1. <i>None</i> | 10 minutes |



Lesson – Effective Communication Skills

FOCUS: Class Discussion

15 - 20 minutes

Purpose:

Good communication skills, both verbal and written, are important to have on the job. This lesson will give students a chance evaluate effective communication and how they can improve their own communication skills.

Materials:

- White board and marker

Facilitation Steps:

1. Begin by introducing the definition of communication to the class. Communication is the exchange of information between a sender and a receiver. Communication involves speaking, listening, reading and writing. To be an effective communicator you need to be clear and direct. Ask students what types of communication occur. Some answers might be written, verbal or nonverbal.

2. Divide the class into small groups of three or four students. Assign a recorder to write down the group answers to the following question:

How do you use communication skills at school?

Give groups 5 minutes to brainstorm.

3. Call the class back together and have each recorder share their groups answers. Are there some that were on everyone's list?

Some responses might be:

- Talking in class
- Writing a report
- Making a class presentation

- Answering a question

4. Tell students that good communication is a key skill that employers need in the workplace. Now that they have identified a few ways they are using and developing their communication skills in school, discuss ways they may use communication skills in the workplace.
5. Have each student choose one occupation (it can be anything) and give one example of how communication is used in that position. (See below for examples)

Doctor – verbal communication explaining treatment to a patient

Journalist – writing an news article for a magazine or newspaper

Wait staff or server at a restaurant – verbal communication explaining daily specials to a customer

Marketing associate – writing a blog about a new product

6. Now that students have an understanding of what communication is and how it is used on the job, ask each student to answer the following question: Why are good communication skills important in the workplace? (Hint: Think about what can happen when communication is poor.)
7. Ask each student to share their answer to the question. Answers could include – so that tasks are carried out accurately, so customers get the information they need, to get things done in an efficient manner.

Lesson – Effective Communication Skills

LEARN: Active Practice

120 minutes

Purpose:

The purpose of this activity is to have participants actively practice effective communication in a series of different activities. To develop effective communication skills, students need practice just like any other skill.

Materials:

- *Images for Directors* handout
- *Drawing Space for Creators* handout
- *Using Clear Verbal Communication* handout - one for each group

Facilitation Steps:

Activity 1 – Using Clear Verbal Communication (30 minutes)

1. Divide the class into groups of four. If you do not have an even number of students, add one extra to various groups, making no group more than five.
2. Assign each person in the group one of the following roles:
 - Director
 - Manager
 - Creator
 - Observer(s)
3. Hand out the *Using Clear Verbal Communication* handout to each group. Review

the job of each of the roles in the group. Make sure students understand what they are to do in this exercise.

4. Give each Director the picture of their object. Ensure no other team members can see it. Give each Creator a blank sheet of paper and make sure they have a pencil and/or eraser. Observers should have paper for note taking. The Creators are to sit in the opposite corner of the classroom away from the Directors. They should not be able to hear the conversation between the Director and the Manager. Observers should be free to move where they need to in order to watch each step of the activity.
5. Have each group follow the written instructions on the handout.
6. Give each group five to ten minutes to complete the activity. When the time is up, call the class back together. Have each group share the original picture of the Director's object and the final product of the Creator. While comparing the before and after results, have the Observers share what worked, what didn't and how everyone reacted under pressure. Have them share anything they believe could have done differently and perhaps in a clearer way. This will provide a way for each group to reflect on how successful their communication was as a group.

Using Clear Verbal Communication Activity

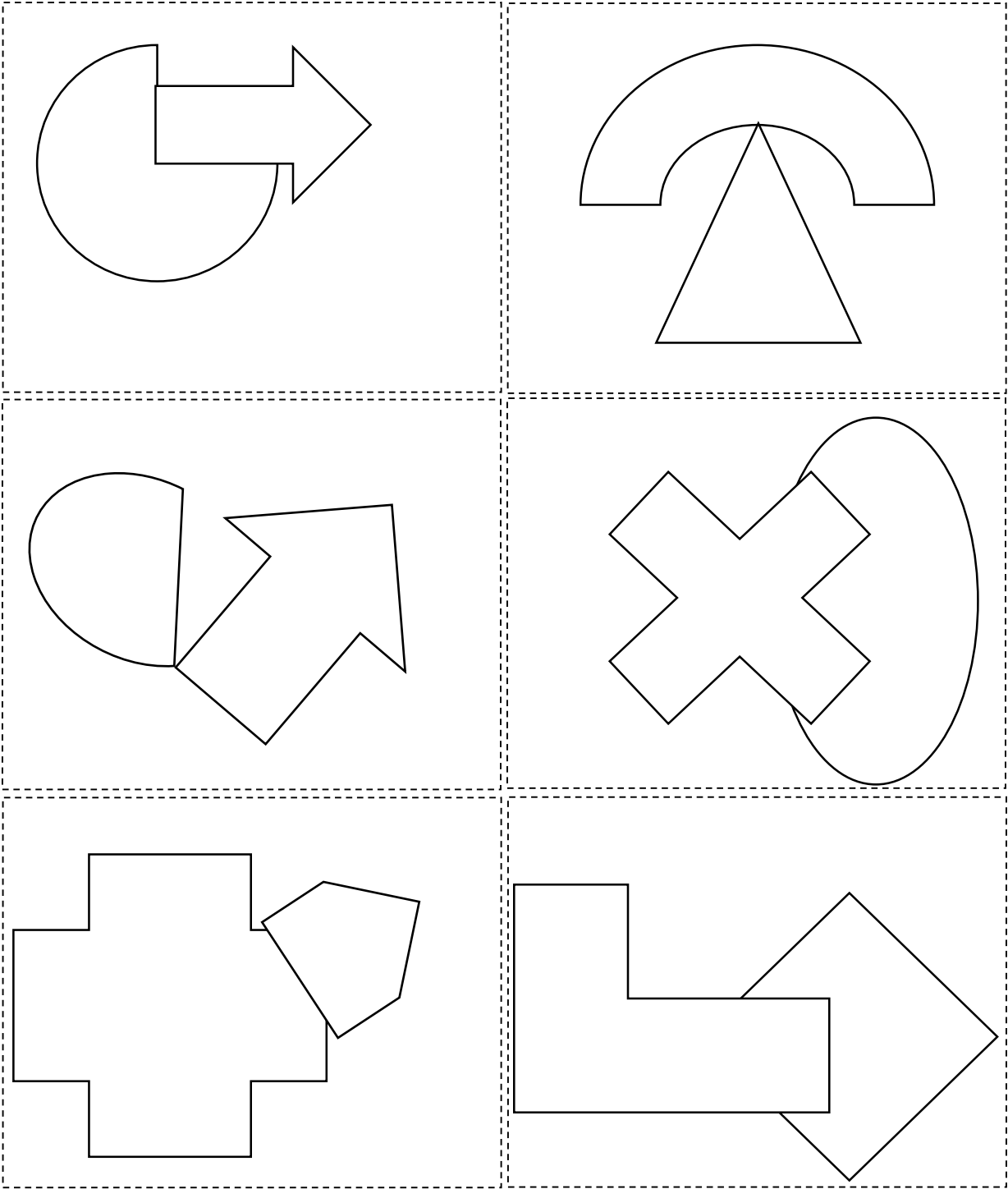
1. Assign one person to perform each of the following roles in this activity. If you have more than four people, have two people act as observers.
 - Director – Give clear verbal instructions to the Manager so that the Creator can make an exact copy of the original.
 - Manager – Listen to the Director’s instructions and then go to the other part of the room to where Creator is and pass on the instructions.
 - Creator – Recreate the image from the verbal instructions given by the Manager.
 - Observer(s) – Watch and make detailed notes about what worked, what didn’t and how each person reacted under pressure.

2. Instructions for activity:
 - a. The Director is given a picture of an image and this person is the only one allowed to see the picture.
 - b. The Director gives instructions to the Manager, explaining what the image looks like so that the Manager can give good instructions to the Creator. During this part of the activity, the Creator is located across the room so that they cannot see or hear the instructions as the Director gives them to the Manager.
 - c. The Manager then goes over to the Creator and verbally passes on the instructions from the Director as clearly as possible.
 - d. The Creator is given the Drawing Space for Creators handout and attempts to draw the image as instructed by the Manager.
 - e. The Observer(s) silently watch the entire activity and make notes about what has worked well, what has not worked well and how each person has performed under pressure. Write down suggestions for a different way to communicate the instructions if you believe there is a better way than observed.

3. Compare the Director’s picture of the image with the end result.

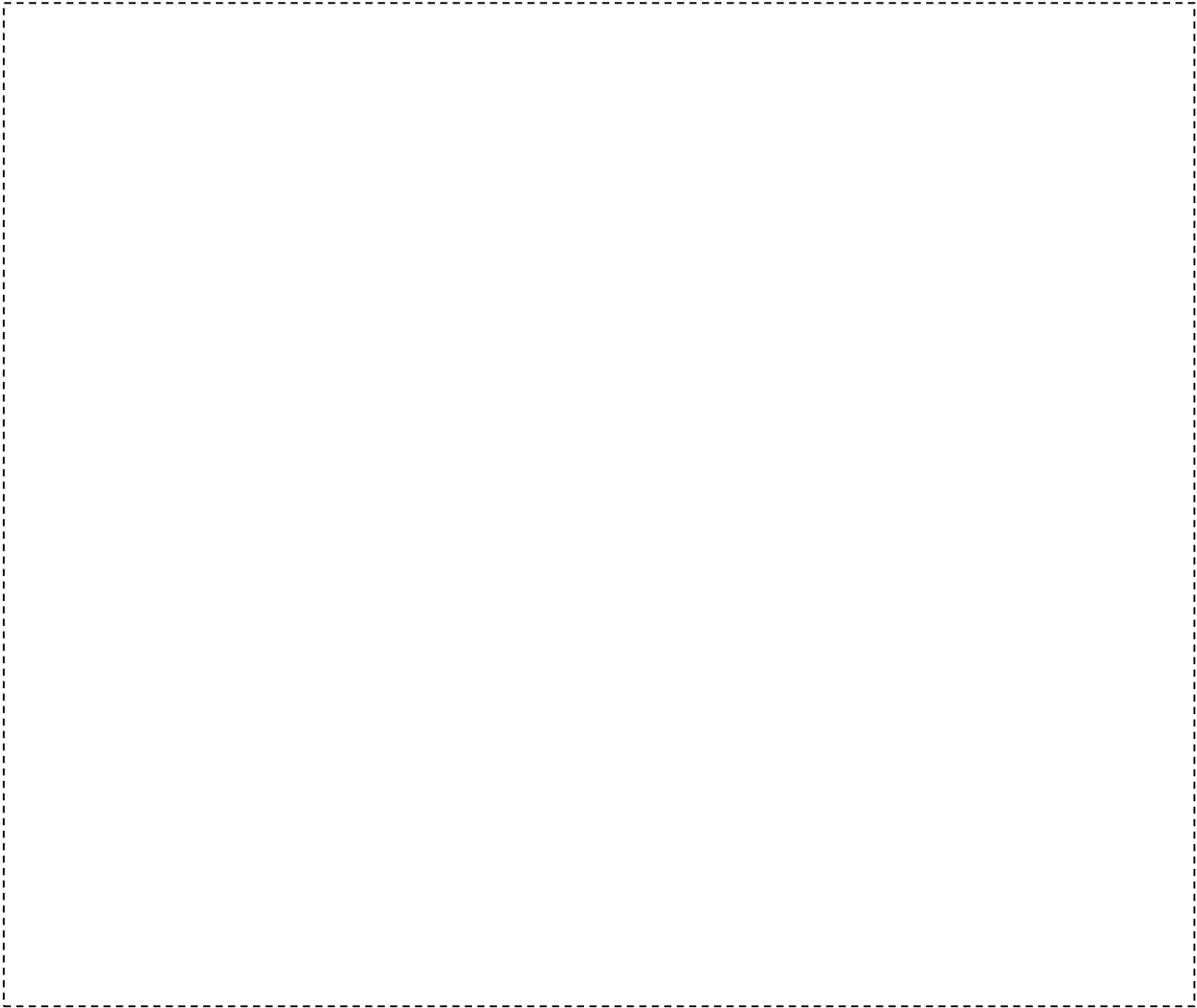
Images for Directors

Cut each of the following images apart and give one to each Director. Make sure that the Director is the only one to see the image in the group.



Drawing Space for Creators

Draw your image in the box provided below. Follow the instructions from the Manager as closely as possible. Good luck!



Activity 2 – Writing a Business Letter (60 minutes)

1. Introduce business letters. Tell students that an important skill in many job settings is to know how to write a proper business letter. One of the easiest and most widely used business letter formats is called the Block Format.
2. Give each student the *Business Letter Block Format* handout. Review the standard parts of a business letter with students:
 - Heading
 - Date
 - Inside Address
 - Subject
 - Salutation
 - Body Paragraphs
 - Closing and Signature
 - Enclosure
3. Give each student the *Effective Written Communication on the Job – Business Letter Scenarios*. Students should choose one of the scenarios on the handout and write a business letter to address the situation. They should follow the block style format.
4. After each student has completed an initial draft, each student should have another peer edit their initial business letter draft. Peer editors should follow the template and make sure that each part is included in the draft, along with spelling and grammar checks.
5. Have students prepare the final business letter and turn it in as part of their grade for this lesson. Use the attached *Business Letter Assessment Rubric* for your convenience.



Effective Written Communication on the Job – Business Letter Scenarios

Choose one of the following scenarios and write an appropriate and professional business letter. You can invent the name of the person you are writing to, and the address and/or business name if needed.

Scenario A: You work in the customer service department for Walmart. You receive a complaint regarding a customer’s experience in the electronics department of a local store. The customer was felt that they were disrespected.

Scenario B: You work in a sporting goods store. A customer has written to you asking if you have a product in your store called the Fitbit. Your store does carry it along with other competitive products.

Scenario C: You work in the marketing department for a cell phone company. You were recently approached in a phone call from an advertising firm asking if you would like to purchase pens with your company’s logo on it from them.

Scenario D: You are the Human Resources director at a large law firm. You need to send a letter to a candidate who interviewed but did not get the job.

Scenario E: You are a fifth grade teacher at Heritage Elementary School. You need to write a letter to your district superintendent informing her about an upcoming fundraiser you are doing to raise money for a field trip to Washington, D.C.

Scenario F: You are a manager at a local fast food restaurant. A customer recently contacted you via email to tell you that they found a piece of plastic in a hamburger. They are not happy about it and are threatening to sue.



Business Letter Block Format

When writing a business letter, follow the format below.

| | |
|---|--------------|
| Heading – Your Address Name Street Address City, State, ZIP | Skip 1 line |
| Date | Skip 2 lines |
| Inside Address Mr./Mrs./Ms./Dr. Full name of Recipient Job Title of Recipient (if applicable) Name of the Company/Organization (if applicable) Street Address City, State, ZIP | Skip 1 line |
| Subject: | Skip 1 line |
| Salutation (Dear Ms./Mrs./Mr. and Last Name and a colon at the end) | Skip 1 line |
| Body Paragraphs This is the content of the letter. The paragraphs should be single spaced with one line skipped between each paragraph. Body Paragraph 1 Body Paragraph 2 Body Paragraph 3 | Skip 1 line |
| Closing (Sincerely,) Your Typed Name (Handwritten Signature Above) Your Typed Title | Skip 3 lines |
| Enclosure Use this if your letter includes another document other than the letter itself. If it is more than one, you would type "Enclosures." | Skip 1 line |



Business Letter Assessment Rubric

Name: _____

| Topic (Weight) | 1 | 2 | 3 | 4 |
|---|---|--|--|---|
| Return Address & Date | <ul style="list-style-type: none"> <input type="checkbox"/> Return address or letterhead is missing. <input type="checkbox"/> Date is missing. <input type="checkbox"/> 4 or more spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Return address or letterhead is missing some information. <input type="checkbox"/> Date is there but format is incorrect. <input type="checkbox"/> 3 spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Return address or letterhead is complete & accurate. <input type="checkbox"/> Date is complete & positioned correctly. <input type="checkbox"/> 1-2 spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Return address or letterhead is complete & accurate. <input type="checkbox"/> Date is complete & positioned correctly. <input type="checkbox"/> No spelling, capitalization, or punctuation errors. |
| Inside Address & Salutation | <ul style="list-style-type: none"> <input type="checkbox"/> Inside address is missing. <input type="checkbox"/> Salutation is missing. <input type="checkbox"/> Subject line is missing. <input type="checkbox"/> More than 3 spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Inside address is missing information. <input type="checkbox"/> Salutation is inappropriate. <input type="checkbox"/> Subject line information is misleading. <input type="checkbox"/> 3 spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Inside address is complete & accurate. <input type="checkbox"/> Salutation is appropriate but incomplete. <input type="checkbox"/> A subject line needed or added correctly. <input type="checkbox"/> 1 - 2 spelling, capitalization, or punctuation errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Inside address is complete & accurate. <input type="checkbox"/> Salutation is appropriate & complete. <input type="checkbox"/> A subject line needed or added correctly. <input type="checkbox"/> No spelling, capitalization, or punctuation errors. |
| Content Organization & Accuracy | <ul style="list-style-type: none"> <input type="checkbox"/> No organization pattern is apparent. <input type="checkbox"/> Paragraph order does not follow suggested format. <input type="checkbox"/> Message has enough missing or incorrect information to be ineffective in meeting the writer's goal. | <ul style="list-style-type: none"> <input type="checkbox"/> Organization is not appropriate to the writer's purpose. <input type="checkbox"/> Paragraph order is close to the suggested model. <input type="checkbox"/> Two pieces of information are missing or incorrect. | <ul style="list-style-type: none"> <input type="checkbox"/> Organization is appropriate to the writer's purpose. <input type="checkbox"/> Paragraph order is close to the suggested model. <input type="checkbox"/> One piece of information is missing or incorrect. | <ul style="list-style-type: none"> <input type="checkbox"/> Organization is appropriate to the writer's purpose. <input type="checkbox"/> Paragraph order follows the suggested model. <input type="checkbox"/> Message is complete and correct. |
| Closing, Signature, & other End Matter | <ul style="list-style-type: none"> <input type="checkbox"/> More than two pieces are missing or inaccurate. | <ul style="list-style-type: none"> <input type="checkbox"/> Two pieces are missing or inaccurate. | <ul style="list-style-type: none"> <input type="checkbox"/> One piece is missing or inaccurate. | <ul style="list-style-type: none"> <input type="checkbox"/> Closing is appropriate. <input type="checkbox"/> Written & typed signatures are present. <input type="checkbox"/> Reference initials & enclosure reminder are included if needed. |
| Word Choice | <ul style="list-style-type: none"> <input type="checkbox"/> Word choice is unprofessional. | <ul style="list-style-type: none"> <input type="checkbox"/> Word choice is inappropriate for audience. <input type="checkbox"/> Writer sometimes uses action verbs. <input type="checkbox"/> Too much use of passive voice. | <ul style="list-style-type: none"> <input type="checkbox"/> Word choice is mostly appropriate for audience. <input type="checkbox"/> Writer uses action verbs. <input type="checkbox"/> Use of passive voice ONLY as needed. | <ul style="list-style-type: none"> <input type="checkbox"/> Word choice is appropriate for audience. <input type="checkbox"/> Writer uses action verbs. <input type="checkbox"/> Use of passive voice ONLY as needed. |
| Sentences Fluency, Paragraphs, & Mechanics | <ul style="list-style-type: none"> <input type="checkbox"/> More than 2 sentence fragments. <input type="checkbox"/> Message is lost in poor construction. <input type="checkbox"/> Paragraphs do not follow suggested format. <input type="checkbox"/> Spelling, capitalization, or punctuation errors make message unclear. <input type="checkbox"/> Grammar & usage errors makes message unclear. | <ul style="list-style-type: none"> <input type="checkbox"/> Two sentence fragments. <input type="checkbox"/> Message is there, but underdeveloped. <input type="checkbox"/> Awkward paragraph construction clouds the message. <input type="checkbox"/> 3-4 spelling, capitalization, or punctuation errors. <input type="checkbox"/> 3 - 4 grammar & usage errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Some variation in sentence length. One fragment. <input type="checkbox"/> Paragraph divisions are somewhat effective. <input type="checkbox"/> Main purpose of the message is clear. <input type="checkbox"/> 1-2 spelling, capitalization, or punctuation errors. <input type="checkbox"/> 1-2 grammar & usage errors. | <ul style="list-style-type: none"> <input type="checkbox"/> Complete sentences of varying length. <input type="checkbox"/> Paragraph divisions are effective. <input type="checkbox"/> Number of paragraphs fits suggested format. <input type="checkbox"/> Main purpose of the message is clear. <input type="checkbox"/> No spelling, capitalization, or punctuation errors. <input type="checkbox"/> Grammar & usage are correct.] |

Source: <http://rubistar.4teachers.org/176703>



Activity 3 – Using Nonverbal Communication (30 minutes)

1. Introduce nonverbal communication
Play an abbreviated version of charades. Pick three students and stand them at the front of the room. Tell them to pretend that they are all about to interview for a very important job and are waiting in a conference room for the interviewer. Have the rest of the class comment on what the students' postures convey to them. Change the scenarios and choose three new students for each of the following or come up with some of your own. Tell them they are just hanging out at home playing video games with a group of friends, or about to give a presentation to a group of 5000 conference attendees, or meeting their girlfriend or boyfriend's parents for the first time. Once you have gone through various scenarios, have everyone share their opinions on how body language affects the way others see you.
2. Form small groups of three to four students. Give them the *Non-Verbal Communication Brainstorming Activity* handout. Have small groups complete the handout brainstorming all of the non-verbal ways in which people communicate. Have students complete the rest of the handout giving them about 10 minutes to complete the activity.
3. Gather the class back together and have each group share some of items they brainstormed for non-verbal communication. Next have each group share one example for each category of how non-verbal communication may be perceived in the workplace.
4. Here are three tips for improving your non-verbal communication skills:
 - Body movements include using gestures to illustrate the message you are trying to convey verbally. Use good eye contact and appropriate gestures. Have good posture and do not send mixed messages.
 - Voice quality also is important. It's not always what we say, but how we say it. Be careful of your tone when you speak. It has the power to take a simple sentence meant with no ill intent and turn it into a chaotic mess. We also want to consider the volume at which we speak.
 - Space and personal boundaries are especially important in nonverbal communication. In order to communicate effectively, we have to be aware of our space as well as the space of others.

Non-verbal Communication Brainstorming Activity

Consider the many non-verbal ways in which people communicate. As a group, brainstorm and list all of the different non-verbal ways you communicate thoughts and feelings. (Example: crossed arms)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.



Consider how your non-verbal communication may be perceived in a workplace setting. What messages could you be sending to coworkers with your body language? Write a brief statement of how each of the following could be perceived by a coworker. (Example: Slouched posture may show you are not interested. Or minimal eye contact may signal lack of confidence)

Eye contact:

Facial expression:

Posture:

Handshake:

Personal space:

Vocal tone:



Lesson – Effective Communication Skills

Review: The Importance of Clear Communication on the Job

10 minutes

Purpose:

The purpose of this discussion is to have participants examine how they communicate differently when the setting or group of people change. Everyone needs to learn to adjust their communication appropriately.

Materials:

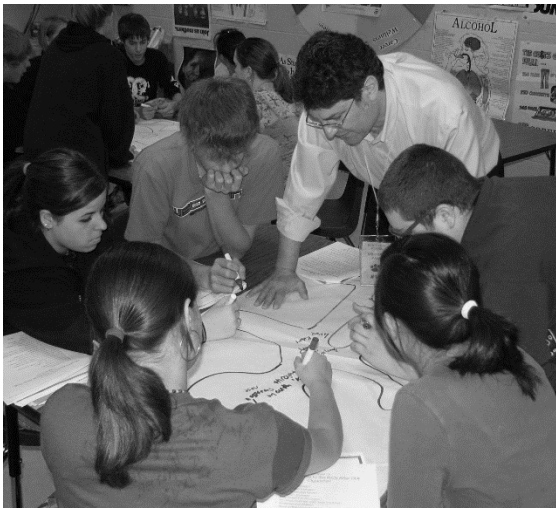
- *None*

Facilitation Steps:

1. Ask participants to consider how they communicate with their friends. Then ask how they communicate with family members. Finally, ask how they are likely to communicate with an employer at a job interview. Ask for volunteers to describe each way of communicating and interacting.
2. Discuss the differences and similarities in the students' responses. Ask:
 - Why is each situation different?
 - What are the expectations of each person?
 - What would happen if you greeted your friends in the way you greeted an interviewer?
 - What would happen if you greeted an interviewer the same way you greet your friends?
3. Knowing how to communicate with people in the right context for a given situation is an important skill, as there are often unspoken rules and standards that are just expected.



Lesson – Effective Teamwork in the Workplace



Lesson Overview

In this lesson, participants will learn about the importance of teamwork on the job. Students will identify the skills needed to be an effective team member as well as the criteria of a highly effective team.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the benefits of effective teamwork for the individual and the employer
- Identify characteristics of effective teams
- Successfully practice working as a member of a team as well as a leader of a team
- Identify teamwork skills that they need to strengthen

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|---|--|--|
| FOCUS | <ul style="list-style-type: none"> • <i>What are the benefits of effective teamwork?</i> handout (one per student) | <ol style="list-style-type: none"> 1. Print/photocopy the <i>What are the benefits of effective teamwork?</i> – one per student | 15 – 20 minutes |
| LEARN | <ul style="list-style-type: none"> • Index cards • <i>Characteristics of an Effective Workplace Team</i> handout – (one per student) • <i>Team Leadership Scenarios</i> handout (one per group) • <i>Teamwork Survival Scenario</i> handout (one per student) | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Characteristics of an Effective Workplace Team</i> – one per student 2. Print/photocopy the <i>Team Leadership Scenarios</i> handout (one per team) and cut them apart. 3. Print/photocopy the <i>Teamwork Survival Scenario</i> handout (one per student) | Part 1 – 20 minutes Part 2 – 60-90 minutes Part 3 – 60 minutes |
| REVIEW | <ul style="list-style-type: none"> • <i>Apollo 13</i> movie clip – <i>Fitting a Square Peg in a Round Hole</i> • <i>Apollo 13</i> movie clip – <i>Duct Tape and Cardboard</i> • <i>Teamwork Skills Self Inventory</i> handout (one per student) | <ol style="list-style-type: none"> 1. Have movie clips ready to play on the computer 2. Print/photocopy the <i>Teamwork Skills Self Inventory</i> handout (one per student) | 20 minutes |

Lesson – Effective Teamwork in the Workplace

FOCUS: Benefits of Teamwork

15 - 20 minutes

Purpose:

A team is defined as a group of people working together to reach a common goal. There are many benefits for team members and for employers. This activity will help students identify the benefits of effects teamwork for all parties involved.

Materials:

- *What are the benefits of effective teamwork?* handout

Facilitation Steps:

1. Begin by introducing the definition of a team to the class. A team is a group of people working together to reach a common goal. We will be focusing on teamwork in the workplace setting.
2. Give students the *What are the benefits of effective teamwork?* handout. Give them five minutes to identify as many benefits as they can by writing them in the spaces provided.
3. Call the class back together and have students share benefits that they have identified. Write this list on a white board. Some potential benefits could be:
 - Increased performance in work production
 - A bond or sense of camaraderie
 - Job satisfaction
 - Increased creativity

- Easier to communicate faster
- Mentorship or learning from one another

Here are the three most common types of work teams:

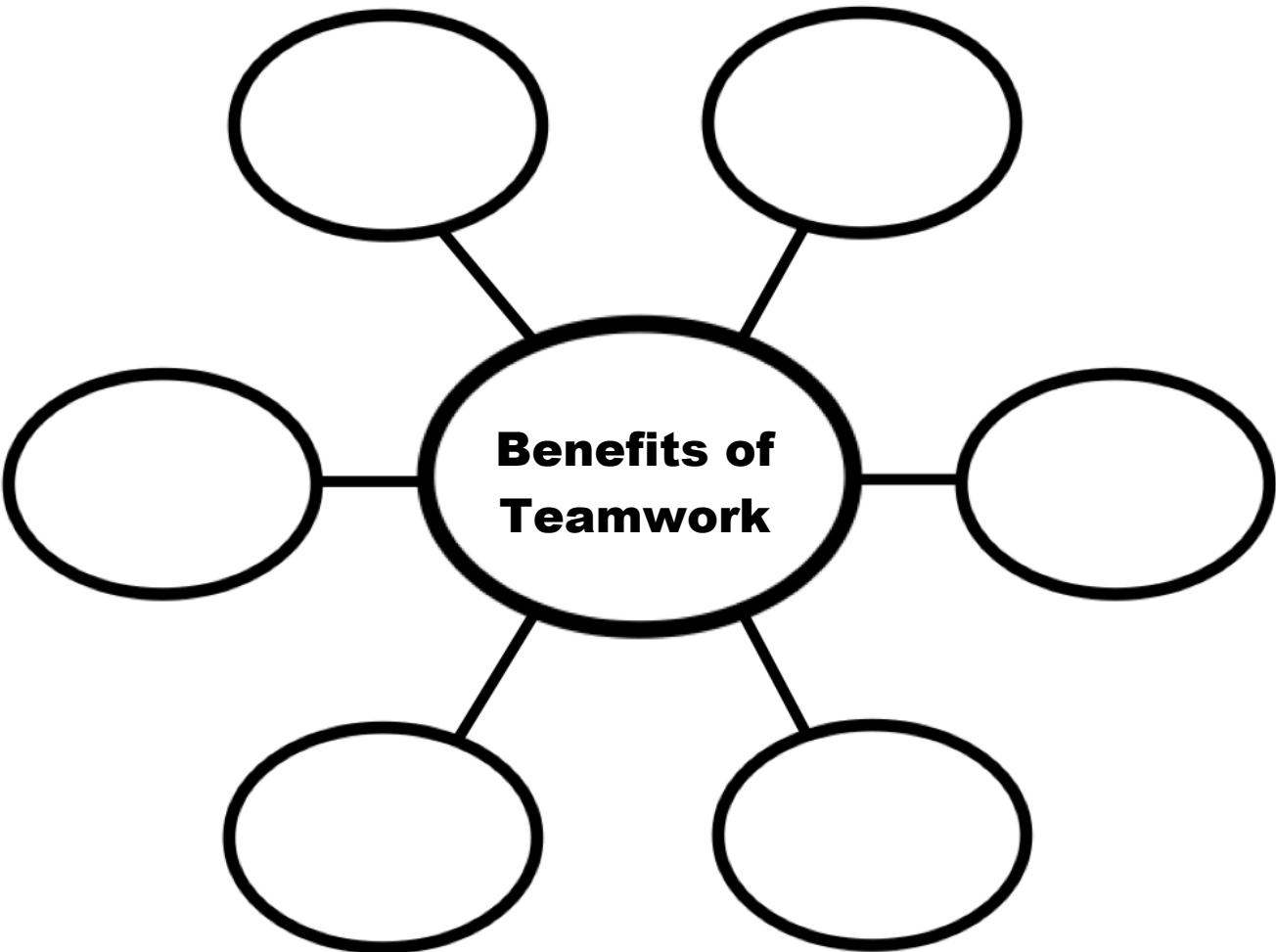
- **Project team:** A *project team* is a group of people brought together to accomplish a particular project. (Sometimes project teams are referred to as *steering committees* or *task forces*.) Typically, when the project ends, the team ends.
- **Cross-functional team:** A cross-functional team is made up of employees from different departments or areas of the business.
- **Self-directed work team:** Like a project team, a *self-directed work team* is a team that determines how it will get a job done and has the authority, and often the budget, to carry out decisions.

A team can also be managed by assigning a leader. A leader guides, directs and influences team members. An effective leader will give clear direction to a team. To be an effective team you should set clear goals, assign roles and communicate regularly with team members.



What are the benefits of effective teamwork?

Think about the benefits that good teamwork has for the employer and employees in the workplace. Write them in the spaces provided. Add circles if you need additional space.



Lesson – Effective Teamwork in the Workplace

LEARN: Active Practice

140-170 minutes

Purpose:

The purpose of this activity is to have participants actively practice being an effective team member in a series of different activities. To develop effective teamwork skills, students need practice just like any other skill.

Materials:

- Index cards
- *Characteristics of an Effective Workplace Team* handout
- *Team Leadership Scenarios* handout
- *Team Survival Scenario* handout

Facilitation Steps:

Activity 1 – Individual vs. Team Solutions (20 minutes)

1. Give each student three blank index cards. Place a few on a table in the classroom in case students come up with more than three ideas. Explain to the class that this is going to be a brainstorming session where they will have to identify solutions individually.
2. Tell students that there are no wrong or right answers in this activity. You are going to read a scenario to them and they are going to have five minutes to write down as many solutions to the problem as possible. They should write each solution on a separate index card. If they identify more than three solutions, invite them to get additional cards.
3. Read the following scenario to the class:

You work in a restaurant that also caters special events. A customer calls the morning of an anniversary party that the restaurant has agreed to cater that evening, to make sure everything is all set. You find that the order was taken by an employee who is no longer employed there and she didn't let anyone else know about this event. What options does the restaurant and catering staff have to solve this problem?
4. Once the five minutes is up, pick up all of the index cards and shuffle them. Read through them and as a class choose the top five by show of hands.
5. Distribute the *Characteristics of an Effective Workplace Team* handout. Review each of the eight characteristics of an effective team.
6. Tell students to think back to the problem scenario they just worked with. How would this activity have been easier if they had worked in teams to identify solutions?

Characteristics of Effective Teams

Think about the characteristics that teams should have in order to be effective. Here are eight to consider. What other characteristics would you add to this list?

1 The team must have a clear goal.

2 The team must have competent, knowledgeable team members.

3 The team must be collaborative, with all members being honest, open and respectful of other members.

4 The team must have a unified focus and commitment.

5 The team should have a results-drive structure.

6 The team must have high expectations that are understood by everyone.

7 The team should receive support and encouragement from external sources.

8 The team must have an effective leader who works for the good of the team.

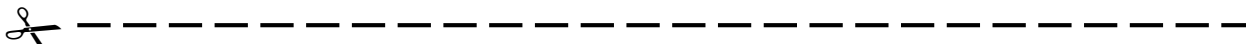
Activity 2 – Effective Team Leadership (60-90 minutes)

1. Review number eight from *Characteristics of an Effective Workplace Team* handout which was: “The team must have an effective leader who works for the good of the team.”
2. What does “effective” mean? What attributes or qualities make an effective team leader? Get suggestions from the class and write them down on a white board.
3. Tell students that there are many different lists that identify the qualities of an effective team leader. Here are ten to consider.
 - Clear communicator
 - Strong organizational skills
 - Confident in his or her abilities
 - Respectful of team members
 - Treats team members fairly
 - Has integrity
 - Influential to team members
 - Shares leadership through delegation
 - A strong facilitator
 - Uses negotiation skills to achieve results
4. Tell students that in this activity they will each have the opportunity to lead a small group through an activity. Divide the class into groups of four students. If there are additional students left, add one to each group but no more than five per group.
5. Each group will participate in four or five leadership scenarios. Each student will lead one activity/discussion. Give each student a sealed envelope. Inside of the envelope is the scenario that the student has been assigned to lead. Assign one person to be the observer who takes notes and gives feedback to the group. The remaining team members will work with the leader on the activity/discussion.
6. Each leader will have seven minutes to present their scenario and have the team solve the problem. The observer will be given three minutes to give feedback on what they saw. Each leadership task will take ten minutes.
7. Get the class back together again and ask students to answer the following questions as a reflection exercise:
 - What kind of a leader were you? What characteristics of an effective leader do you possess? What leadership qualities would you like to improve upon?

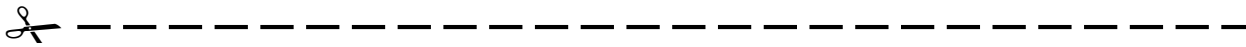
Team Leadership Scenarios

Note to the instructor: Photocopy this sheet, one for each group, and give one scenario to each student.

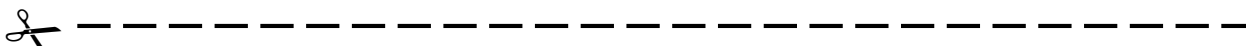
Scenario A: Your team is lost in the wilderness on a camping trip. The leader must ensure that the group is safe for the night and have a plan to get them back to their base camp in the morning. Discuss with your team about what needs to be done to make this happen. The team members are experienced campers and have tents and food along.



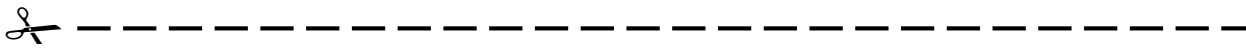
Scenario B: The company you work for has a great idea for a new cell phone that has five times the battery life of the closest competitor. The leader needs the team to come up with a name for the product that fits with the company logo of “We Connect the World.”



Scenario C: You work in the marketing department for a clothing company. You were recently approached by a customer who would like a special t-shirt designed for a fundraiser they are hosting. The fundraiser is to raise money for a local food pantry. The name of the food pantry is “Everyone’s Kitchen.” Your team must design the t-shirt for this fundraiser.



Scenario D: You are the director of a childcare center. Recently a three year old at your center found a way to leave the center during recess time and was found wandering two blocks away. You and your team of childcare teachers need to come up with a solution to ensure that this doesn’t happen ever again.



Scenario E: You are the captain of the local high school track team. Your coach tells you about several teammates who have behaved like poor sports after losing a race recently. As captain, you need to work with your track team to put together a policy on sportsmanship including some basic behavioral guidelines and consequences.

Activity 3 – Teamwork Survival Exercise (60 minutes)

1. Introduce the activity to the class. Explain that today they will be working in small teams making decisions on a survival scenario. They will read the scenario together as a group. The goal is to choose the 12 most useful items to survive. First they will make their own individual list. Then they will create a team list based upon the contents of all individual lists. Finally they will discuss the choices, make rankings and then come to a group consensus.
2. Give each student the *Teamwork Survival Scenario* handout. They should read through it and write down all of the items they would want to have in order to survive.
3. Divide the class into small teams of four or five students. The teams should begin by sharing each of their individual lists and then compiling one master list that they will use for their discussion and rankings.
4. During the discussion with their team, remind them that they will need to come to a consensus. This will require some give and take in order to move forward towards a solution. Try not to vote or average. Try to reason and come together avoiding conflicts. Tell students they will have 30 minutes to come up with their master list of the top 12 items they will need to survive the scenario. They should also rank their final list in order of importance with one being most important to 12 being the least.
5. Some of the items on the list could include flares, spear, fishing pole, tent, matches, lighter, antibiotics, bucket, rope, ham radio, sunscreen, solar powered generator etc.
6. Have each team present their top 12 list.
7. Debrief by asking the class the following questions:
 - Did team members listen to each other?
 - How did you reach your final decision?
 - How could the decision-making process have been easier or more effective? What could you have done differently as a team?
 - How was conflict or differences of opinion managed?
 - How did everyone feel about the final list? Did anyone feel that they weren't listened to? Did anyone feel like they just 'gave in'?
 - Did someone assume the role as the leader of the team?
 - What situations at home/work/school do you think are similar to this activity?



Team Survival Scenario



Read through the following scenario:

Your work team was given a trip as a reward for exceeding your sales goals last year. You all boarded the S.S. Super Clipper for a relaxing luxury week long cruise in the Pacific Ocean. You encountered a bad storm and the clipper ship limped to shore and partially sank. Only the top is still visible off the north tip of the island. You are all now stranded on an uninhabited island in the middle of the Pacific Ocean. The storm basically ruined most things on board, leaving very few useful items.

Your task is choose the 12 most useful items to help you survive on this deserted island. First, write a list of 12 items on the back of this sheet of paper that you would individually like to have on hand to survive on the island.

Next, work with your team to create a master list of items to choose from. Your next task is to work together with your team to come up with a list of the 12 most important items you feel would help the group survive on this island for the next 6-12 months. Rate the final list of 12 with 1 being the most important item through 12 being the least important item on your list.

For example, one item you may wish to have on hand is matches or a lighter.

Lesson – Effective Communication Skills

Review: Self Inventory of Teamwork Skills

20 minutes

Purpose:

The purpose of this activity is to have participants take an inventory of their teamwork skills. They will identify their strengths and also plan how they can improve skills that they think may need to be strengthened.

Materials:

- *Apollo 13 Movie Clip – Fitting a Square Peg in a Round Hole* 1:34
- *Apollo 13 Movie Clip – Duct Tape and Cardboard* 3:01
- *Teamwork Skills Self Inventory* handout (one per student)

Facilitation Steps:

1. Show the movie clip from Apollo 13 (1995) where the NASA Team has to fix the broken ventilation system on the space shuttle. It is a life or death task as the CO2 levels are reaching dangerous levels on the shuttle. Team members are tasked with figuring out how to fit a ‘square peg in a round hole’ using only the items found aboard the shuttle. The clip can be found here:

<https://www.youtube.com/watch?v=C2YZnTL596Q>

Or you can do an internet search for Apollo 13 movie clip square peg round hole.

2. Think back to the list of *Characteristics of Effective Teams* handout and lesson. What characteristics did this team have from this list?

- The team must have a clear goal.
- The team must have competent, knowledgeable team members.
- The team must be collaborative with all members being honest, open and respectful of all team members.
- The team must have a unified focus.
- The team should have a results-drive structure.
- The team must have high expectations that are understood by everyone.
- The team should receive support and encouragement from external sources.
- The team must have an effective leader who works for the good of the team.

3. Show the movie clip from Apollo 13 that shows the solution that the team came up with. The clip can be found here:

<https://www.youtube.com/watch?v=Zm5nUEG5Bjo>

Or you can do an Internet search for Apollo 13 movie slip duct tape and cardboard.

Were they able to solve the problem?

4. Give each student the *Teamwork Skills Self Inventory* handout. They should complete it honestly and return it to you with the final question answered on how they can improve teamwork skills.

Teamwork Skills Self Inventory

Skills are learned behaviors and abilities. There are many different types of skills that are relevant to career development. Effective teamwork skills are very important. What do you think makes a good team member? Do you have the teamwork skills it takes to be a good team member? Take this self-inventory rating your strengths and areas you'd like to improve upon. Check the box that matches how you rate each skill.

| Skill | Strong | Average | Needs Improvement |
|---|--------|---------|-------------------|
| Willing to Listen – you listen to and respect various points of view | | | |
| Self-Motivated – you are responsible and dedicated to completing the task at hand | | | |
| Honest – you are fair and willing to share openly with others | | | |
| Reliable and Trustworthy – you can be counted on | | | |
| Effective Communicator – you clearly express your thoughts and ideas | | | |
| Organized – you are prepared and ready to participate and contribute | | | |
| Cooperative – you enjoy working with other team members to reach a common goal | | | |
| Flexible – you embrace change and aren't afraid to try new things | | | |
| Problem Solver – you can identify the issue and find a solution | | | |

What are ways you can strengthen the skills in the 'needs improvement' column?



Lesson – Problem Solving and Critical Thinking



Lesson Overview

In this lesson, participants will learn the steps to solving a problem effectively. They will use this process to critically think through various work-related problems to find a workable solution.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify the seven steps to solving a problem effectively
- Practice solving work problems as an individual and as a member of a team
- Understand how the same problem solving process works in many settings

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|---|---|---|
| FOCUS | <ul style="list-style-type: none"> • <i>Seven Steps to Solving a Problem Effectively</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Seven Steps to Solving a Problem Effectively</i> – one per student | 15 minutes |
| LEARN | <ul style="list-style-type: none"> • <i>Problem Solving Organizer</i> handout • <i>Problem Solving Team Scenarios</i> handout • <i>Problem Solving Case Scenario</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy the <i>Problem Solving Organizer</i>– one per student 2. Print/photocopy the <i>Problem Solving Team Scenario</i> handout – one per team 3. Print/photocopy <i>Problem Solving Case Scenario</i> – one per student | Part 1 – 30 minutes Part 2 – 30 minutes Part 3 – 30 minutes |
| REVIEW | <ul style="list-style-type: none"> • Panel of local employers (optional) | <ol style="list-style-type: none"> 1. Contact a panel of local employers from varying occupations to form a panel | 10-30 minutes |

Lesson – Problem Solving and Critical Thinking

FOCUS: Steps to Solving a Problem

15 minutes

Purpose:

Problem solving and critical thinking are defined as the ability to use facts, knowledge and data to successfully solve problems. Employers greatly value the ability to develop a well thought out solution within a reasonable time frame. This activity will give students a process for solving problems effectively.

Materials:

- *Seven Steps to Solving a Problem Effectively* handout

Facilitation Steps:

1. Give each student the *Seven Steps to Solving a Problem Effectively* handout.
2. Go through each of the seven steps highlighting each with the following information:

Step 1 – Clearly identify the problem. What issue(s) are you trying to solve? Be specific.

Step 2 – Remember to see the problem from other perspectives than your own. Remember

that the best solution satisfies everyone's interests. Practice active listening to all parties.

Step 3 – This is the brainstorming step. At this point just make a list of potential options without evaluating them. That comes next.

Step 4 – What are the pros and cons of each?

Step 5 – What is the best solution? What has the potential for the best outcome? What are the possible consequences of your solution?

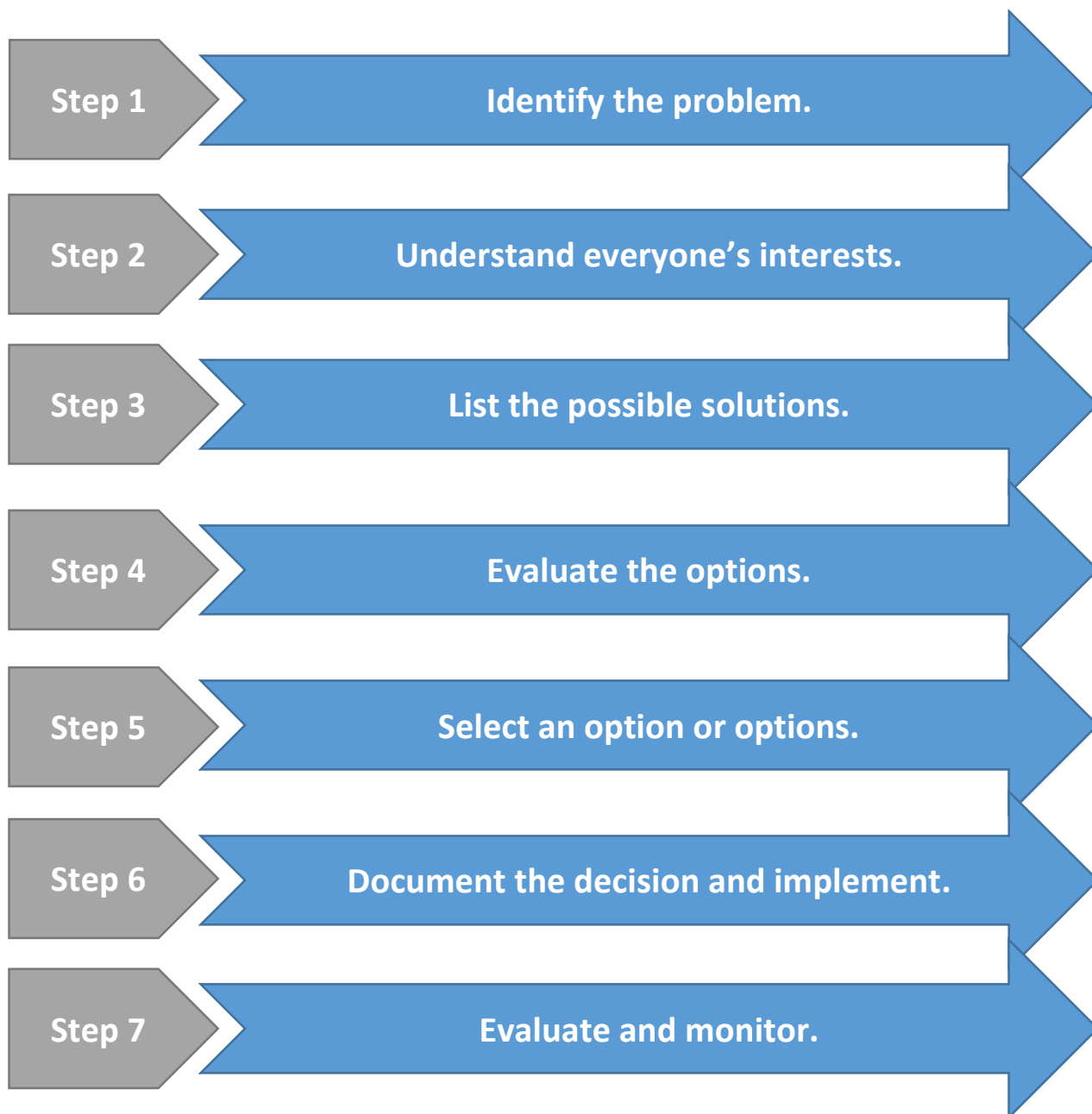
Step 6 – Put your decision in writing. Think about how you will get it done and the resources you may need. Then implement it!

Step 7 – Decide how to monitor or track the decision and follow-through. Are their contingency plans if circumstances change in the future?

3. Tell students that they are going to be put into a variety of problem solving situations in this lesson and they should keep this process in mind as they work through to a solution.

Seven Steps to Solving a Problem Effectively

Employers want employees who can work through problem solving, critical thinking and decision making as an effective member of their staff. If you follow this seven step process to effective problem solving, you will increase your chance for a successful resolution to the issue.



Lesson – Problem Solving and Critical Thinking

LEARN: Active Practice

110-140 minutes

Purpose:

The purpose of this activity is to have participants practice solving different types of problems. They will learn how to successfully go through each step in the problem solving process to reach a viable solution through a variety of activities.

Materials:

- *Problem Solving Organizer* handout, one per student
- *Problem solving Team Scenarios handout*, one per team
- *Problem Solving Case Scenario* handout, one per student

Facilitation Steps:

Part 1 – Problem Solving as an Individual Employee (30 minutes)

1. Give students the *Problem Solving Organizer* handout. Briefly review each of the step in the process. Have students complete the graphic organizer as you read the following worked-related problem scenario to them.

Scenario:

You work in a deli. Your busiest time of the day is the lunch hour rush when many working people from nearby factories and businesses come to grab something quick. A new fast food

restaurant is opening up next door to you. How can you avoid losing your lunch customers to this new competitor?

2. Explain to students that problems like this, both small and large, are an everyday part on the job. Being able to successfully offer solutions to problems that occur is a skills greatly valued by employers. This is true both of the skill as an individual employee as well as problem solving in a group. In this scenario you have done so as an individual. Let's review your answers.
3. Answers will vary but here are some potential answers to the various steps.

Step 1 – You may lose customers to a new competitor

Step 2 – Deli owner, deli workers, customers

Step 3 – Do nothing; lower prices, advertising campaign for awareness of what makes the deli unique; special giveaways; lunch specials; play up strengths

Step 4 – This will vary

Step 5 – This will vary but make sure students can justify the reasoning for choosing the solution they chose

Step 6 – Make sure steps are logical to solution in step 5

Step 7 – Make sure monitoring is logical based on the solution chosen



Problem Solving Organizer

1 Problem

2 Other points of view

3 Options

4 Evaluate the options

Pros

Cons

5 Solution

6 Documentation and steps to implementation

7 Evaluation and monitoring



Part 2 – Problem Solving on a Work Team (30 minutes)

1. Problem solving by yourself may be challenging. However, working together on a team may be even more difficult. One bad attitude or large ego can derail the problem solving process. It requires different skills than solving a problem as an individual. The purpose of this activity is to explore how to overcome common challenges when you problem solve on a team. It is recommended to teach the lesson *Effective Teamwork in the Workplace* prior to this activity.
2. Divide your class into small groups of three or four students. Give each group one *Problem Solving Team Scenario* handout. Have each group act out the scenario, allowing team members to take turns acting as the difficult team member. Then they should come up with at least one solution for solving this problem behavior so that this work team can be productive.
3. Bring the class back together and have each group read their scenario. Then have each group share what their best solution was for the scenario. Solicit additional solutions from the class.



Problem Solving Team Scenarios

Here are a list of suggested workplace scenarios. Give each small group one scenario to act out and work through as a team. Team members may take turns acting as the difficult team member. Each problem solving team should act out and come up with ways to solve the problem behavior.

Scenario 1: The leader of the team wants to do everything him or herself. They have a very big ego and are difficult to work with.

Scenario 2: One team member is extremely shy. However, he or she has the most expertise and background to help solve the technical issue your team is experiencing in your best product.

Scenario 3: Two of your team members do not get along. There are many hard feelings between the two and they refuse to communicate with one another.

Scenario 4: One of your team members is very social. In fact, he or she believes they are the life of the party. This team member enjoys telling jokes continually which derails the conversation.

Scenario 5: One team member is very sensitive and emotional. This member gets upset when he/she doesn't feel listened to and is extremely offended if all of his or her ideas do not get used. To further complicate matters, most of this team member's ideas are not practical.

Scenario 6: One of your team members enjoys hearing themselves talk. They dominant the discussion and expect everyone to listen to them. This person is not the assigned leader of the problem solving team.



Part 3 – Problem Solving/Critical Thinking Case Scenario (30 minutes)

1. Review the steps to effectively solving a problem. Tell students that you will be reading through a case scenario. They will need to complete a problem solving organizer for this activity.
2. Have each student read through the *Problem Solving Case Scenario* handout or do it aloud for the whole class.
3. Have each student work through the *Problem Solving Organizer* handout. Give students approximately 15-20 minutes to work through the steps to a solution.
4. Call the class back together and go through each step of the problem solving process.
 1. What was the problem? The airman's wife was ill and he needed more money and time to help her.
 2. Points of view - The airman, his wife, his commanding officer, his unit
 3. Options – They can list some of what he tried in the scenario as well as thinking of additional options he didn't try
 4. Evaluation – Students should list the pros and the cons of each option he tried as well as any they came up with
 5. Solution – What should he have done? What should the Air Force have done for him?
 6. Implementation – Come up with a short list of steps he could follow for the solution chosen
 7. Evaluation – How will he and the Air Force know if the solution worked? What circumstances may change and need flexibility for in the future?

Problem Solving Case Scenario

A young man joined the Air Force, attended tech school and was assigned to his first permanent duty station. After being on duty for 14 months, he deserted. He was apprehended two years after he deserted, was court martialed and pled guilty to a single charge of desertion. He was sentenced by a military judge to a reduction in his rank and given a dishonorable discharge.

On the surface, this seems like a very light sentence for desertion. But now for the rest of the story.

The young man had joined the Air Force after completing several semesters of college work. After completing basic training, en route to tech school, he married his high school sweetheart. At his first permanent duty assignment, he could not get on-base housing, so he and his wife rented a small apartment about 10 miles from the base. As with most very young couples, there wasn't a lot of money; in fact, there were some small debts which were being paid off month to month. He had taken advance pay for the apartment deposit and to cover minor moving expenses. His car became unreliable, so he got more advance pay to make a down payment on a newer, more reliable car. They were making it, but barely. He wanted to get a second job, but his unit told him that wasn't allowed until he achieved a higher rank. His wife could not work because she had had several episodes of illness. The Air Force base doctor suspected kidney problems and referred her off base for evaluation. A kidney biopsy showed she had less than 20 percent of her kidney function left.

The young airman did not have any additional insurance. His application for Medicaid was refused because theoretically the military provided his wife with medical care. Medical bills began to mount. His insurance policy required that the airman pay for the first \$1000 of medical expenses and the insurance company would pay for everything beyond that. However \$1,000 is a lot of money when you don't have any. Further, that policy renews each calendar year which means he would have to pay \$1000 each year for medical expenses for his wife.

The insurance policy he had did not cover all medical bills either. The airman submitted claims that were turned down. For instance, when his wife was hospitalized downtown, she routinely had lab work and X-rays. Those claims were denied because those services were available on base. No one adequately answered the question about how she was supposed to get to the base to get these services when she was staying in the hospital as a patient downtown. Additionally, even though the base told the airman that this particular hospital was the only place to get the necessary treatment, the doctor and hospital routinely billed higher fees than his insurance allowed. This meant that all of the extra fees was the airman's responsibility to pay.

The airman went to the Air Force for help. He applied asking for a "humanitarian transfer" so that he could be assigned to the base that was near his extended family and that had a base hospital with the ability to treat his wife's condition. That would have significantly reduced his expenses, and his family would have been able to help out with getting his wife to appointments, and they could have provided some emotional support. The Air Force turned down his request. He obtained more documentation from his wife's doctor and reapplied. His second request was also denied. At no time did his commander or first sergeant discuss the possibility of a humanitarian discharge.



For five months, the airman tried to get other help from the Air Force. With all the medical and normal expenses, he couldn't make ends meet. He went to a budgeting class. He was trying, but everything seemed to be working against him. His wife's condition continued to worsen. She needed some pretty expensive medication. One type alone cost \$50.00 a week. The insurance company would pay for some but the airman had to pay for it first, then file a claim. He got an emergency loan from the Air Force Aid Society, but he was told their money was tight, and he would have to find some other way to buy the medication the next time.

His wife's medical condition continued to deteriorate. She was unable to drive, and the airman had to drive her everywhere. She needed three 4-hour sessions of dialysis per week. The hospital was 30 minutes away from the base.

The airman took a day off from work, got all of his belongings, placed them in a trailer, got his wife and went to his hometown. Over the two years he was a deserter; he got a job, got promoted in that job, and took care of his wife. At the time of his apprehension, his wife was virtually blind and in a wheelchair.

After the trial, the judge said the Air Force deserted the airman long before the airman deserted the Air Force.



Lesson – Problem Solving and Critical Thinking

Review: Problem Solving Experience on the Job

10 minutes (30 if you do the panel activity)

Purpose:

The purpose of this activity is to have participants think about their own problem solving experiences either on the job or in a school situation.

Materials:

- Panel of local employers (optional)

Facilitation Steps:

1. Ask students how many of them currently have a part time job or have had one in the past.
2. Have them identify an example of a problem that occurred on the job and invite them to talk about the following:

- What kind of problem was it? What happened?
- What factors did they have to consider when finding a solution?
- What steps were taken to resolve this problem?
- Who made the decision about how the problem was resolved?

3. Ask students to think about a time when they encountered a problem at school. Ask the same questions above. Did the students generally follow the same process to solve the school-related problem?

Extension Activity: Invite a panel of employers from the local community from a variety of occupational areas to come and talk about how they solve problems at their place of work.



Lesson – Using Technology in the Workplace



Lesson Overview

In this lesson, participants will learn how technology has changed in the workplace over time. Students will practice using presentation software, creating spreadsheets, conducting online research and writing a business blog.

Lesson Objectives

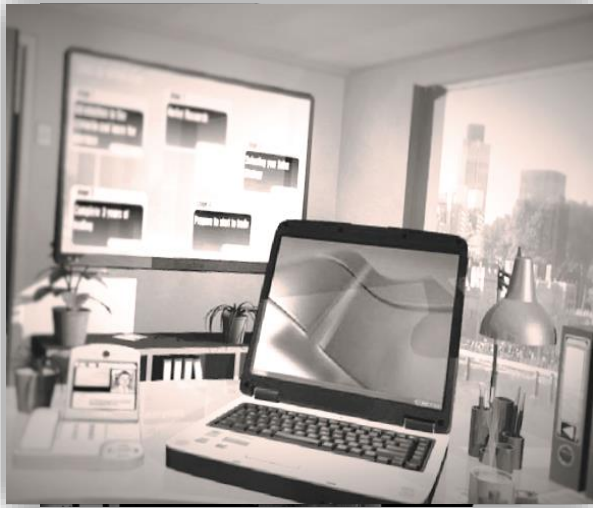
After completing this lesson, participants will be able to:

- Understand how technology has changed on the job in the past century
- Successfully create a PowerPoint presentation, a basic Excel spreadsheet, and blog using online research
- Take a self-inventory of technical skills

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|--|--|---|
| FOCUS | <ul style="list-style-type: none"> • Schooltube video – Technology in the Workplace (11:31) OR • Schooltube video – Technology in the Industrial Revolution (7:56) | <ol style="list-style-type: none"> 1. Prepare to show the Schooltube video clips | 15 – 20 minutes |
| LEARN | <ul style="list-style-type: none"> • Computer access for all students including Internet access • PowerPoint Tutorial access online • <i>Grading Rubric for PowerPoint Project</i> handout • Microsoft Excel access • <i>Data Collection Worksheet</i> handout • <i>Sample Completed Spreadsheet</i> handout • <i>Rubric for Internet Research Blog</i> handout | <ol style="list-style-type: none"> 1. Ensure computer access for class period(s) 2. Access PowerPoint Tutorial website 3. Print/photocopy the <i>Grading Rubric</i> handout – one copy per student 4. Print/photocopy the <i>Data Collection Worksheet</i> – one copy per student 5. Print/photocopy the <i>Sample Completed Spreadsheet</i> handout – one copy per student 6. Print/photocopy the <i>Rubric for Internet Research Blog</i> – one copy per student | Part 1 – 90-120 minutes Part 2 – 60 minutes Part 3 – 90-135 minutes |
| REVIEW | <ul style="list-style-type: none"> • Panel of employers (optional) | <ol style="list-style-type: none"> 1. Contact local businesses to invite employers in for a panel discussion on | 10 minutes |

Lesson – Time Management At Work



Lesson Overview

In this lesson, participants will learn about time management skills, barriers of time management and how to overcome those to meet personal goals.

Lesson Objectives

After completing this lesson, participants will be able to:

- Take a self-inventory of their own time management skills and identify how to improve
- Learn to discern urgent tasks from important tasks and plan accordingly
- Identify common barriers to time management and how to overcome these barriers
- Complete a personal time study in order meet personal goals

Lesson at a Glance

| Activity | Materials | Preparation | Approximate class time |
|----------|--|---|--|
| FOCUS | <ul style="list-style-type: none"> • Time management self-assessment websites • Computers with Internet access | <ol style="list-style-type: none"> 1. Choose a time management self-assessment to use 2. Ensure websites can be accessed for online self-assessments | 15 – 20 minutes |
| LEARN | <ul style="list-style-type: none"> • <i>The Priority Matrix</i> handout • <i>The Priority Matrix Task List</i> handout • <i>Time Management Barriers and Solutions</i> handout • <i>Time Management Scenario/Solution</i> handout • <i>Personal Time Study Table</i> handout • <i>Personal Time Study Analysis</i> handout | <ol style="list-style-type: none"> 1. Print/photocopy <i>The Priority Matrix</i> – one per group 2. Print/photocopy <i>The Priority Matrix Task List</i> handout – one copy with images cut apart 3. Print/photocopy <i>Time Management Barriers and Solutions</i> handout – one per student | Part 1 – 30 minutes Part 2 – 35-45 minutes Part 3 – 30 minutes |

| | | | |
|--------|---|--|------------|
| | | <ol style="list-style-type: none"> 4. Print/photocopy the <i>Time Management Scenario/Solution</i> handout – one per student 5. Print/photocopy the <i>Personal Time Study Table</i> handout – one per student 6. Print/photocopy the <i>Personal Time Study Analysis</i> handout – one per student | |
| REVIEW | <ul style="list-style-type: none"> • <i>Paper and pen/pencil</i> | <ol style="list-style-type: none"> 1. None | 10 minutes |



Lesson – Time Management at Work

FOCUS: Time Management Self-Assessment

15 - 20 minutes

Purpose:

Time management is an important skill that helps keep work and priorities under control. It also helps reduce stress. You've heard the saying... *time is money*. Wasted time is also a waste of money and drain on resources for employers. We need to be aware of our own time management skills and how we can strengthen areas that may need improvement.

Materials:

- Time management self-assessment websites
Working Resources:
<http://www.workingresources.com/timeselfmanagementsurvey/time-self-management-quiz.html>
MindTools:
http://www.mindtools.com/pages/article/newHTE_88.htm
Or other online time management self-assessment tools
- Computers with Internet access

Facilitation Steps:

1. Begin by introducing the concept of time management. Effective time management at work means continually striving to improve effectiveness (what you do) and efficiency (how you do it), both of which are important to managing a career.
2. There are many things to do to improve time management skills. These are: setting goals, prioritizing, managing interruptions efficiently, not procrastinating, and scheduling your day.
3. In order to improve time management skills, let's take a self-inventory to see how we measure up. Have students access one of the two time management surveys listed in the materials section, or offer another alternative. Give students five minutes to complete it.
4. Start a discussion - How did it go? Are there areas you can improve? The activities in this lesson will help strengthen time management skills.



Lesson – Time Management at Work

LEARN: Active Practice

115 minutes

Purpose:

The purpose of this activity is to have participants actively practice time management techniques in a variety of activities.

Materials:

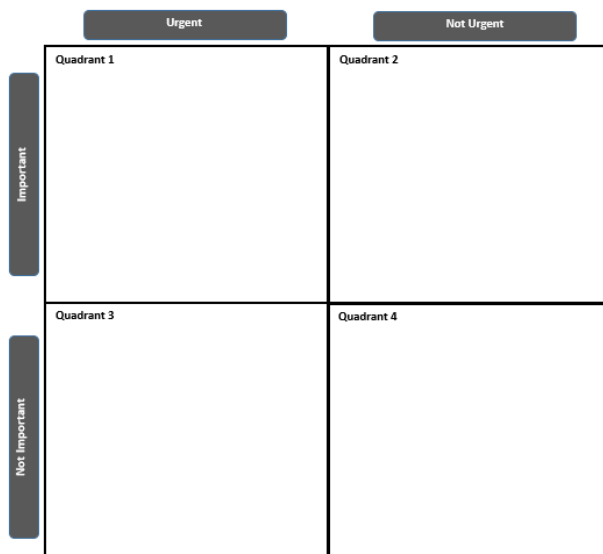
- *The Priority Matrix*
- *Priority Matrix Task List*
- *Time Management Barriers and Solutions* handout
- *Personal Time Study Table* handout
- *Personal Time Study Analysis* handout

Facilitation Steps:

Activity 1 – The Priority Matrix (30 minutes)

1. Explain that understanding the difference between urgent tasks and important tasks can make a tremendous difference in your day. Learning to prioritize can make the difference between getting the job done or not finishing.

Draw The Priority Matrix on a whiteboard.



2. Define each of the 4 quadrants:

Quadrant 1 – Urgent and Important: These tasks are number one on your to-do list. Do these first.

Quadrant 2- Not Urgent but Important: These tasks are serious and if they aren't taken care of may move to the first quadrant. Plan your day to make sure these can get completed. Do these next.

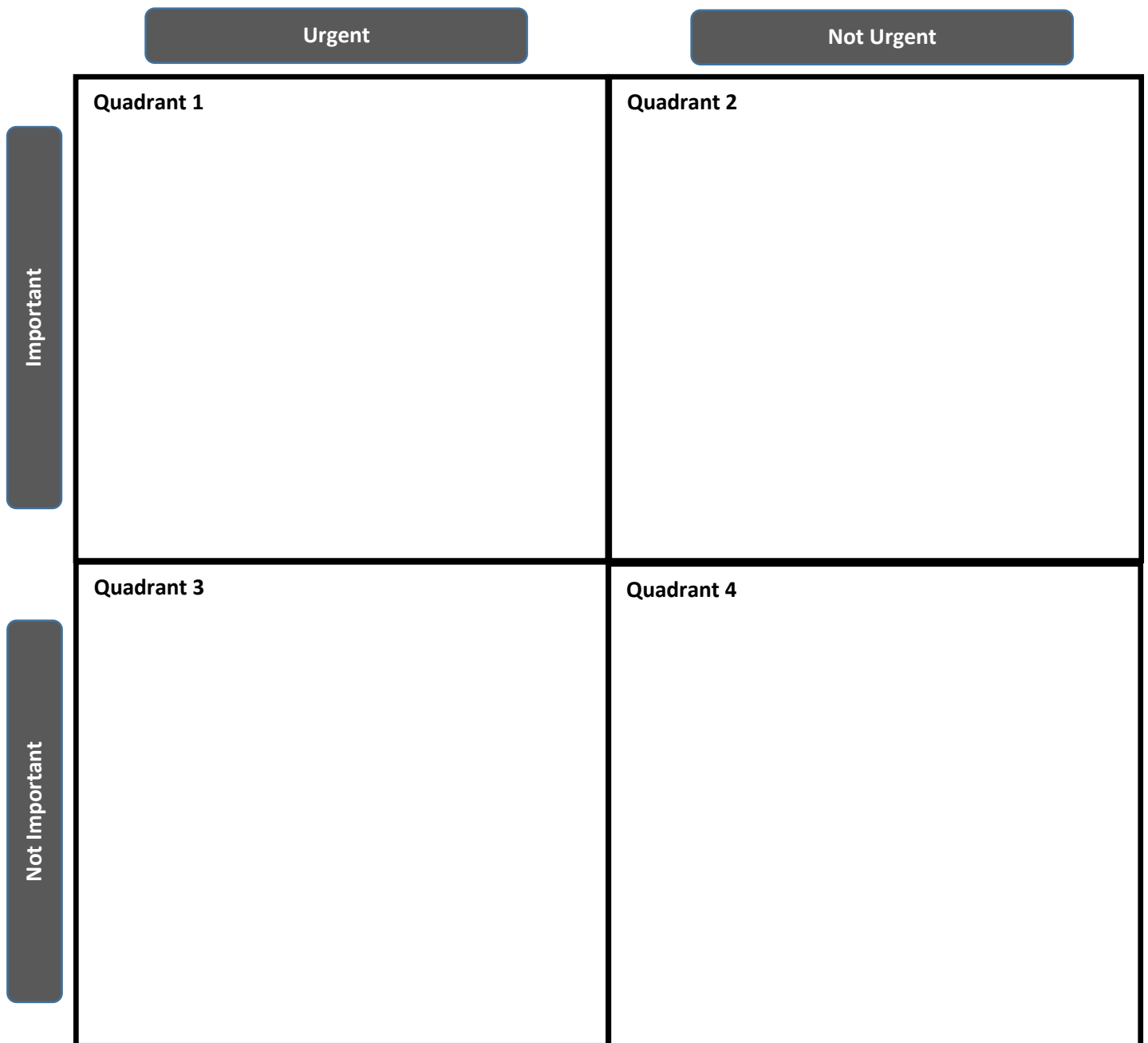
Quadrant 3 – Not Important but Urgent: These tasks can be put off until a bit later. If we aren't careful, these can waste valuable time. Do these later.

Quadrant 4 – Not Urgent or Important: These tasks are serious time wasters. Do not bother to do these tasks unless all of your other Quadrant 1-3 tasks are completed and you have the time.

3. Divide your class into small groups. Explain that each group will be given a list of work tasks that they will need to prioritize into the four quadrants. There is no absolute wrong and right answer. Each group should come to a consensus as to what they believe are appropriate for each quadrant when compared to all of the other tasks on the list.
4. Give each group *The Priority Matrix* and a *Priority Matrix Task List*. The group should cut the tasks apart and put them in the appropriate quadrants as identified by the group. Allow for groups to discuss for approximately 15 minutes.
5. Call the class back together. Read off each task and ask each group to identify the quadrant they put it in. Majority rules as a class and put each task in the quadrant most groups agreed with.

The Priority Matrix

Cut the list of tasks apart and as a group, decide which quadrant they should go into.



The Priority Matrix Task List

Scenario: You are a preschool teacher and have the following list of tasks that you must do today. Cut the list of tasks apart and as a group, decide which quadrant they should go into.

| | |
|---|--|
| Complete the daily observation sheet which includes information on meals eaten, naps, significant health issues, problem behavior or accomplishments. | Lead the children in a painting activity. |
| Complete lesson plans for next week and give to director. | Serve lunch to your group and clean up. |
| Read a book to your group during story time. | Teach the children a lesson on stranger danger. |
| Take your students outside to play games. | Help your students learn their letters and numbers. |
| Organize and store the toys to ensure the area is picked up before going home. | Use bleach and sanitize the toys because one child was found to have hand, foot and mouth disease. |
| Teach your students to sing "This Little Light of Mine." | Complete a class on infant and child CPR. |
| Contact a parent to set up a meeting where you can discuss transitioning the child to a new room for older children. | Give one of your students a time-out because they bit another child. |
| Write your monthly class newsletter to parents highlighting upcoming activities, field trips and announcements. | Teach a lesson on how to properly wash your hands. |



Activity 2 – Identifying and Overcoming Barriers to Time Management. (35-45 minutes)

1. Introduce common time management barriers. It is easy for things to get in the way of your best attempt to make good use of your time. Give each student the *Time Management Barriers and Solutions* handout.
2. Give students one example of a barrier – procrastination. They can write this in their handout on the “Barriers” side of the page. Define procrastination as the action of delaying or postponing action, especially as a regular habit or practice.
3. Have the class brainstorm solutions for overcoming procrastination. Write these on a whiteboard while students write them in the “Solutions” column on the handout.
4. Potential solutions to procrastination could be:
 - Do the worst task first to get it out of the way
 - Break things into smaller bite-sized pieces
 - Plan to do these tasks when you are at your highest energy level
 - Reward yourself when you complete one of these tasks
 - Change your work environment
 - Hold yourself accountable to someone else
 - Remove distractions
 - Try to make it fun
5. Give students 15 minutes to complete the remainder of the *Time Management Barriers and Solutions* handout. If they think of more barriers than they have space for, turn the paper over and write more on the back.

6. Ask students to volunteer some of the barriers that they identified and write these on a white board. Make a master list of all barriers that students have identified. By a show of hands, identify the number of students that had each of the barriers on the master list. Identify the top five that the most students had. For the top five, ask students to share their solutions to each of these.

Some common barriers include:

- Procrastination
- Interruptions – cell phone unexpected visitors
- Not setting limits
- Distractions
- Not Prioritizing

Some solutions could be:

- Use a planner/calendar
- Learn to say No
- Finish what you start
- Prioritize
- Eliminate time wasters
- Do it right the first time
- Prune or unclutter
- Reward yourself

7. Give each student the *Time Management Scenario/Solution* handout. Have students work in pairs to identify the barriers in the work scenario and also identify potential solutions. Allow 10 minutes for this activity.
8. Have students share the barriers that they identified and solutions to help Michael complete the project.

Time Management Barriers and Solutions

In the space provided, identify common time management barriers and suggest solutions for overcoming those barriers.

| Time Management Barrier | Solution |
|-------------------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |

Time Management Scenario/Solution

Read the scenario below and work with a partner to 1) identify the barriers to getting the project done and 2) solutions to overcoming these barriers.

Scenario: Michael is a website designer in the marketing department of a local sporting goods manufacturer. He has been given the task to design the annual product catalog that will be sent to 10,000 customers. His deadline to go to print is one week from today. He started this project 2 months ago but isn't as far along as he should be. He needs to work with the product manager to get final pricing but the product manager hasn't provided it him yet. Michael recently purchased a new iPhone and enjoys trying new apps on it at work. Michael also has a new girlfriend and they enjoy meeting for lunch at least twice a week. Sometimes lunch hours get extended because they are having so much fun. Michael's sales manager needs to review the catalog at least twice before it can go to print. Michael has still not given him the first draft so he can edit and identify any needed changes. Michael really enjoys taking the product photos and working with his photo editing software. In fact he enjoys that task so much that he spends far more time than he should getting the photos for the catalog to look 'just right.' What advice do you have for Michael to help him get this catalog project completely done and to his manager for review and to the printer in time?

Time Management Barriers:

Time Management Solutions:



Activity 3 – Personal Time Study (30 minutes)

1. Tell students that they are going to complete a one week time analysis. Each week has 168 hours (24 hours per day x 7 days per week). Students are going to analyze how much time they spend in an average week on things like eating, sleeping, working, studying, being social, etc. They are going to use the data that they gather from their time study.

2. Give each student the *Personal Time Study Table* handout. Assign this as homework for one week. They should identify what they did for that hour. It can be summed up in a few words. Tell them to use the following categories to help identify tasks. They will be adding up categories later so identifying tasks by category will make that easier.

- Eating
- Sleeping
- Working
- In class
- Studying
- Transportation

- Chores
- Family time
- Social time
- Other

3. After one week has gone by, have students bring in their completed time study table. Begin by having students complete the *Personal Time Study Analysis* handout. Students should add up the total hours spent on each task in the list.

4. Have a class discussion about the time study when everyone has completed their analysis. What surprised students the most about their own personal time study? What are the changes or solutions they can make to their schedule in order to do the things they don't have time for now? Do students feel 'overscheduled'?

5. Tell students that this approach can also be used on the job if they have difficulty managing their time. When employees cannot get everything done, one way to get to a solution is to do a time study. When an employee can see in black and white how they are spending their work time, it can help point to a solution.

Personal Time Study Table

Identify your activities for one week for at each time of the day.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 12 AM | | | | | | | |
| 1 AM | | | | | | | |
| 2 AM | | | | | | | |
| 3 AM | | | | | | | |
| 4 AM | | | | | | | |
| 5 AM | | | | | | | |
| 6 AM | | | | | | | |
| 7 AM | | | | | | | |
| 8 AM | | | | | | | |
| 9 AM | | | | | | | |
| 10 AM | | | | | | | |
| 11 AM | | | | | | | |



Personal Time Study Table

Identify your activities for one week for at each time of the day.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 12 PM | | | | | | | |
| 1 PM | | | | | | | |
| 2 PM | | | | | | | |
| 3 PM | | | | | | | |
| 4 PM | | | | | | | |
| 5 PM | | | | | | | |
| 6 PM | | | | | | | |
| 7 PM | | | | | | | |
| 8 PM | | | | | | | |
| 9 PM | | | | | | | |
| 10 PM | | | | | | | |
| 11 PM | | | | | | | |



Personal Time Study Analysis

How many hours did you spend on each of the following activities?

| Task | Total Hours |
|----------------|-------------------------|
| Eating | _____ |
| Sleeping | _____ |
| Working | _____ |
| In class | _____ |
| Studying | _____ |
| Transportation | _____ |
| Chores | _____ |
| Family time | _____ |
| Social time | _____ |
| Other | _____ |
| Total | <u>168 hours</u> |

Questions:

1. Are there things you would like to do that you cannot find time for? If so list them below.

2. What can you change in your schedule to free up time to do the things you listed above? Think about the solutions to time management barriers you learned about earlier in this lesson.



Lesson – Time Management At Work

Review: The Benefits of Effective Time Management

10 minutes

Purpose:

The purpose of this review activity is to think about all of the ways effective time management can help us at work and in our personal lives.

Materials:

- *Paper and pen or pencil*

Facilitation Steps:

1. Ask participants to think about the different time management strategies that they have learned in this lesson. There are many benefits that we can have in our personal life as well as our work life if we can master time management. Have students write down four ways that time management can help us.
2. Have students pair up and share their lists with each other. Do they have some of the same benefits on their lists or are their lists each unique?
3. Share a few potential benefits with the class such as:
 - You can get more done each day
 - You can gain control over your life
 - You can reduce your stress and improve your health
 - You can ‘add more time’ to your daily routine, thereby having time to do the things you really enjoy



| | | | |
|--|--|--|--|
| | | technology in the workplace. (optional) | Optional panel activity (30 minutes) |
|--|--|--|--|



Lesson – Using Technology in the Workplace

FOCUS: Technology Revolution

15 - 20 minutes

Purpose:

Technology is being used in almost every occupation in some way. Technology has changed the way we work. The ongoing development of new technologies makes it difficult to keep up sometimes. 21st Century workers have to be flexible and learn to quickly adapt on the job. This kick-off activity will show students just how much technology has changed in a relatively short amount of time and the impact it has had in the workplace.

Materials:

- Schooltube video Technology in the Workplace <http://www.schooltube.com/video/a8a9f28ae62f454bb9ff/Technology%20in%20the%20Workplace> 11:31
- Schooltube video Technology in the Industrial Revolution <http://www.schooltube.com/video/63046f6e438b4ed79caa/Technology%20in%20the%20Industrial%20Revolution%201> 7:56

Facilitation Steps:

1. Employers today are looking for skill sets that are quite different than those needed 10, 20 or 100 years ago. Ask students what they think are among the top 10 skills employers are looking for when they hire today. Write the suggestions on a white board.
2. Here is a list of the top 10 skills employers are looking for according to one Internet source - <http://www.kavaliro.com/top-10-skills-employers-are-looking-for/>

There are many lists out there if you search

- Communication skills
- Analytical and research skills
- Self-motivation
- Teamwork
- Technical skills
- Strength of character
- Interpersonal skills
- Flexibility/adaptability
- Planning/organizing
- Problem solving skills

3. You can see from the list above the technical skills and flexibility/adaptability are on the list. We will be focusing on these skills in this lesson.
4. Show a short video clip that gives students an idea of how technology has changed the way we work in the last century. There are many examples that can be viewed on Schooltube. There are two clips referenced in the “Materials” section. The first one discusses the impact of more recent technology and the second one shows the impact of technology changes during the Industrial Revolution.
5. Explain to students that the technology skills that you need to have vary depending on the job that you have. In the next part of the lesson, students will actively practice using several different types of technology needed in business – word processing, spreadsheets, presentation software skills and Internet research.

Lesson – Using Technology in the Workplace

LEARN: Active Practice

120 minutes

Purpose:

Technology has changed the way we do business. Nearly every job in the business world requires some sort of proficiency and technical ability. Business technologies such as computers, tablets, social networking sites, business software and much more have increased efficiency and access to information. This lesson will give you the chance to practice a few of these.

Materials:

- Computers for all students including Internet access
- PowerPoint Tutorial website
- *Grading Rubric for PowerPoint Project* handout
- Microsoft Excel access
- *Data Collection Worksheet* handout
- *Sample Completed Spreadsheet* handout
- *Rubric for Internet Research Blog* handout

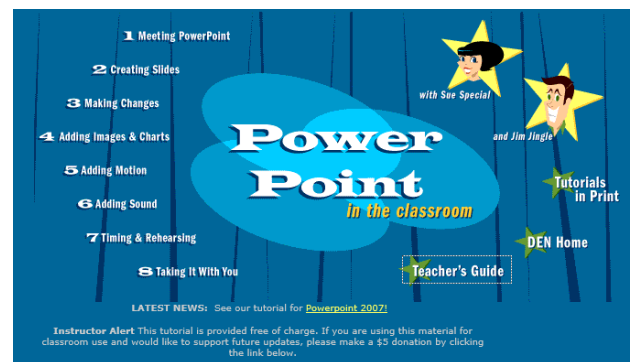
Facilitation Steps:

Activity 1 – Creating a PowerPoint Presentation (90-120 minutes)

1. Divide the class into small groups of four to six students. Ask them to answer two questions. First, have them brainstorm all of the different presentation software that they are aware of, if any. And second, ask them to come up with a list of five reasons a person may use PowerPoint or similar presentation software in a work situation.
2. Bring the class back together and write a master list of all presentation software programs that students identified on their lists. Some could be Prezi, Google Docs, Slidrocket, Goanimate, 280 Slides Powtoon etc. Also ask each group to share their five reasons for using presentation software in a work situation. Are there many that more than one group had on their list?

3. Students will learn how to create a slide presentation in this activity. Click on the link provided and have students follow the free tutorial. There are eight sections to work through. This will require access to computers in a lab setting or bringing a laptop cart into the classroom. Or this tutorial could be assigned as homework off site.

<http://www.actden.com/pp/index.htm>



4. Share the *Grading Rubric for PowerPoint Project* handout with the students so they know what to include in their presentation.
5. Tell students that for the content of the presentation, they are each to choose one occupation that interests them. They are to prepare a presentation that has a minimum of 10 slides that explains what the job is, typical duties, work environment, the type(s) of technology used in that job, required education or credentials, average starting salary and job outlook. The presentation to the class should last no more than five minutes.
6. When students have their PowerPoint projects ready, have each one do the presentation for the class. This provides students an opportunity work on presentation skills. It also will give students a chance for career exploration and exposure to a wide variety of occupations.

Grading Rubric for PowerPoint Project

| | 5 | 4 | 3 | 2 | 1 |
|--|--|--|---|---|---|
| Content | Content is accurate and information is presented in a logical order. | Content is accurate but some information is not presented in a logical order, but is still generally easy to follow. | Content is accurate but information is not presented in a logical order, making it difficult to follow. | Content is questionable and information is not presented in a logical order, making it difficult to follow. | Content is inaccurate and information is not presented in a logical order, making it difficult to follow. |
| Slide Creation | Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides. | Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting | Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides. | Presentation is unorganized. Tools are not used in a relevant manner. Lacking in number of slides. | Presentation has no flow. No tools used. Insufficient number of slides. |
| Slide Transitions | Transitions are smooth and interesting. Transitions enhance the presentation. | Smooth transitions are used on most slides. | Smooth transitions are used on some slides. | Very few transitions are used and/or they distract from the presentation. | No transitions used. |
| Pictures, Clip Art & Background | Images are appropriate. Layout of images is pleasing to the eye. | Images are appropriate. Layout is cluttered. | Most images are appropriate. | Images are inappropriate. | No images. |
| Mechanics | No spelling errors. No grammar errors. Text is in authors' own words. | Few spelling errors. Few grammar errors. Text is in authors' own words. | Some spelling errors. Some grammar errors. Text is in authors' own words. | Some spelling errors. Some grammar errors. Most of text is in authors' own words. | Many spelling errors and/or text is copied. |
| Technology Connection | Comprehensive use of technology is apparent. | General understanding of technology. | Acceptable understanding of technology. | Little understanding of technology. | No understanding of technology |

Activity 2 – Creating a Basic Spreadsheet using Excel (60 minutes)

1. Introduce Spreadsheets: A spreadsheet, also known as a worksheet, contains rows and columns and is used to record and compare numerical or financial data. Originally, they only existed in paper format, but now they are most likely created and maintained through a software program that displays the numerical information in rows and columns. Spreadsheets can be used in any area or field that works with numbers and are commonly found in the accounting, budgeting, sales forecasting, financial analysis, and scientific fields.

Tell students today they are going to use Microsoft Excel to create a very basic spreadsheet.

2. For this part of the lesson you will need access to computers in a lab setting or have a laptop cart brought into your classroom. Computers will need to have Excel on them to complete this exercise. It will also require Internet access.
3. Students are going to create a one day menu. It will include identifying food and beverage choices for three meals and two snacks. For each food and beverage in their spreadsheet, students will need to record the calorie count.
4. Give students the *Data Collection Worksheet* to complete prior to creating their spreadsheet. Show them the sample completed *Data Collection Worksheet* either as an overhead or on a document projector. Give students 10 minutes to plan what they would wish to eat for one day.
5. Have students access calorie counting websites for each item on their data collection worksheet. If they cannot find the exact number of calories, they should estimate as close as possible.
6. Now that students have the data collected, they are going to turn this into a spreadsheet. Have all of the students access Excel and talk them through how to set up a basic spreadsheet. Give each student a copy of the *Sample Completed Spreadsheet* so they can follow along as they create their own.
7. Open Excel. Click and leave the cursor in the first cell on the spreadsheet called A1. Type in your title “Daily Calories Spreadsheet.”
8. Skip one line and in cell A3 type “Breakfast.” In cell A4, type “Item”. In the cells below starting in A5, type in each breakfast item until all have been entered.
9. In cell B4 type “Calories.” In the cells below starting at B5, type in the correct number of calories for each breakfast item.
10. In cell C3 type “Lunch.” In cell C4 type “Item” and beginning in C5, type in each lunch item.
11. In cell D4 type “Calories.” In cell D5 start typing in the correct number of calories for each lunch item.
12. In cell E3 type “Supper.” In cell E4 type “Item.” In the cells below starting in E5, type in each supper item until all have been entered.
13. In cell F4 type “Calories.” In the cells below starting at F5, type in the correct number of calories for each supper item.
14. In cell G3 type “Snacks.” In cell G4 type “Item.” In the cells below starting in G5, type each snack item until all have been entered.
15. In cell H4 type “Calories.” In the cells below starting in H5, type in the correct number of calories for each snack item.
16. In cells A12, C12, E12 and G12 type “Total.”
17. Now you will use the AutoSum function to add up the total calories in each section. Click in cell B5 and hold your mouse down and drag it until B5 through B12 are highlighted gray. Release the mouse so that the cells stay highlighted and find the AutoSum button on the

top of the Excel home page. Click on AutoSum and watch the calories automatically add up and fill in cell B12.

18. Follow the same process for cells D12, F12 and H12.
19. In Cell A14 type, "Total Calories for the Day."
To add up the totals in all 4 columns above,

click in B14 and in the box at the top where you put formulas, type in:
`=+SUM(B12+D12+F12+H12)` The total should fill in cell B14.



Data Collection Worksheet

| Breakfast | |
|------------------|----------|
| Item | Calories |
| | |
| | |
| | |
| | |
| | |
| | |
| Total | |

| Lunch | |
|--------------|----------|
| Item | Calories |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Total | |

| Supper | |
|---------------|----------|
| Item | Calories |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Total | |

| Snacks | |
|---------------|----------|
| Item | Calories |
| | |
| | |
| Total | |

| | |
|-----------------------------------|--|
| Total Calories for the Day | |
|-----------------------------------|--|



Data Collection Worksheet Sample

| Breakfast | |
|---------------------|------------|
| Item | Calories |
| 1 scrambled egg | 23 |
| 1 medium banana | 105 |
| 1 cup orange juice | 110 |
| 1 piece wheat toast | 65 |
| 1 tablespoon butter | 102 |
| Total | 405 |

| Lunch | |
|-----------------------------|------------|
| Item | Calories |
| 1 hamburger | 275 |
| 1 wheat hamburger bun | 113 |
| 1 Tablespoon ketchup | 15 |
| Small side salad | 50 |
| 1 Tablespoon ranch dressing | 135 |
| 1 apple | 55 |
| 1 glass of milk | 86 |
| Total | 729 |

| Supper | |
|--------------------------------|------------|
| Item | Calories |
| 1 grilled chicken breast | 30 |
| 1 cup of mashed potatoes | 237 |
| 1 Tablespoon butter | 102 |
| 1 cup applesauce | 105 |
| 1 serving cooked carrots ½ cup | 27 |
| 1 glass of water | 0 |
| Total | 501 |

| Snacks | |
|-------------------------|------------|
| Item | Calories |
| Small bag of Doritos | 150 |
| 1 chocolate chip cookie | 136 |
| Total | 286 |

| | |
|-----------------------------------|-------------|
| Total Calories for the Day | 1921 |
|-----------------------------------|-------------|

Sample Completed Spreadsheet



Sample spreadsheet lesson - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

E32 : X ✓ fx

| | A | B | C | D | E | F | G | H |
|----|-----------------------------------|-----------------|----------------------------|-----------------|--------------------------------|-----------------|-------------------------|-----------------|
| 1 | Daily Calories Spreadsheet | | | | | | | |
| 2 | | | | | | | | |
| 3 | Breakfast | | Lunch | | Supper | | Snacks | |
| 4 | Item | Calories | Item | Calories | Item | Calories | Item | Calories |
| 5 | 1 scrambled egg | 23 | 1 hamburger | 275 | 1 grilled chicken breast | 30 | Small bag of Doritos | 150 |
| 6 | 1 medium banana | 105 | 1 wheat hamburger bun | 113 | 1 cup of mashed potatoes | 237 | 1 chocolate chip cookie | 136 |
| 7 | 1 cup orange juice | 110 | 1 Tablespoon ketchup | 15 | 1 Tablespoon butter | 102 | | |
| 8 | 1 piece wheat toast | 65 | Small side salad | 50 | 1 cup applesauce | 105 | | |
| 9 | 1 tablespoon butter | 102 | 1Tablespoon ranch dressing | 135 | 1 serving cooked carrots ½ cup | 27 | | |
| 10 | | | 1 apple | 55 | 1 glass of water | 0 | | |
| 11 | | | 1 glass of milk | 86 | | | | |
| 12 | Total | 405 | Total | 729 | Total | 501 | Total | 286 |
| 13 | | | | | | | | |
| 14 | Total Calories for the Day | 1921 | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | | |
| 18 | | | | | | | | |
| 19 | | | | | | | | |
| 20 | | | | | | | | |
| 21 | | | | | | | | |
| 22 | | | | | | | | |
| 23 | | | | | | | | |
| 24 | | | | | | | | |
| 25 | | | | | | | | |
| 26 | | | | | | | | |
| 27 | | | | | | | | |



Activity 3 – Using Internet Research to Write a Blog (90-135 minutes)

1. Introduce students to the concept of blogging. What is a blog? How is blog writing different from other forms of writing? A blog (short for “Web log”) is simply a Web publishing platform that presents the most recently published content at the top of a Web site, followed, chronologically, by older content vertically down the page. Blog entries (much like mini journal entries) tend to be fairly short but sometimes are as long as several thousands of words

Blog styles usually fall somewhere on a continuum between traditional journalism and a personal diary. The purpose of blogs also varies widely. Blogs are used in business as a

marketing tool. Blogs may also be used by companies for facilitating discussion between customers and the company.

2. In this activity, students are going to use their skills in online research and find information from which to create a blog. The topic of the research will be “The 21st Century Employee – What Employers are Looking for In Today’s Workforce.”
3. Give students a copy of the *Rubric for Internet Research Blog* so they are see what you are looking for in the final product. Some of the information students should be searching for are lists of skills employers are looking for and value; quotes and statistics, predictions, changes over time etc.



Rubric for Internet Research Blog

| The 21 st Century Employee – What Employers are Looking for In Today’s Workforce | | | | | |
|---|--------|--|--|--|--|
| Criteria | weight | Exemplary | Admirable | Acceptable | Attempted |
| Research of Topic | 40% | <input type="checkbox"/> Use of more than two search engines and 6 sites <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic | <input type="checkbox"/> Use of two search engines and 5 sites <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic needs narrower focus | <input type="checkbox"/> Use of one search engine and 3 sites <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad | <input type="checkbox"/> Use only one source <input type="checkbox"/> Errors in information <input type="checkbox"/> Topic too general |
| Product | 40% | <input type="checkbox"/> Logical, intuitive sequence <input type="checkbox"/> Consistent menus; paths are clear <input type="checkbox"/> Original, inventive, creative <input type="checkbox"/> Correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals effectively entice audience | <input type="checkbox"/> Logical <input type="checkbox"/> Generally consistent menus; clear paths <input type="checkbox"/> Original <input type="checkbox"/> Mostly correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals and images convey message | <input type="checkbox"/> Some logic <input type="checkbox"/> Somewhat consistent menus; somewhat clear paths <input type="checkbox"/> Some originality <input type="checkbox"/> Several grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is limited | <input type="checkbox"/> Information confusing <input type="checkbox"/> Inconsistent menus and paths <input type="checkbox"/> Rehash of other people’s ideas <input type="checkbox"/> Obvious grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is confusing or absent |
| Evaluation of Reliable Sources | 20% | <input type="checkbox"/> Sources used are accurate and reliable <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net, .gov) | <input type="checkbox"/> Most sources used are accurate and reliable <input type="checkbox"/> Some variety of domain name suffix (.com, .edu, .net, .gov) | <input type="checkbox"/> Some sources used are inaccurate and unreliable <input type="checkbox"/> Little variety of domain name suffix | <input type="checkbox"/> Sources are inaccurate and unreliable <input type="checkbox"/> Use of only one domain name suffix |

Lesson – Using Technology in the Workplace

Review: Self-Reflection

10 minutes

Purpose:

The purpose of this activity is to have students reflect on their own technology skills.

Materials:

- Paper and writing utensil

Facilitation Steps:

1. Ask participants to consider their own technology skills and answer the following questions as if they were writing in a journal.
 - What types of technology skills do they have right now?
 - What technology do they like best and why?
 - What technology do they like least and why?
 - How could technology help them achieve their goals?
2. Have students turn in this journal entry for grading.

Extension Activity (30 minutes):

Bring in employers from a variety of businesses and occupations for a panel discussion on technology in the workplace. Ask employers how technology has changed in the past 10 years. What types of technical skills do they need in employees that they hire? What can students be doing now to prepare themselves for jobs in the future? Ask students to prepare additional questions relating to technology to ask of employers.

