

Teacher’s Manual for 9B:

Workplace Culture

Module Key Learning Target:

- I can embrace workplace culture and policies to be safe and successful.

Learning Target for 9B:

- I can embrace workplace culture and policies to be safe and successful.

<u>Activities</u>	<u>Page</u>
1. What Do You Think: Workplace Behavior	2
2. Group Activity: Workplace Expectations	6
3. Group Activity: Analyzing the Company & Me	8
4. Small Group Activity: Work Culture	10
5. Session Wrap-Up	12
Resources	14

*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

What Do You Think: Workplace Behavior

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Choose which of the work behavior stories would work best with your students.
2. Have students read the story and complete the questions.
3. Make sure to give time for students to work on this silently.
4. Ask volunteers to share their responses to the questions.
5. Be ready to share from your own experience how an early job offered you experiences that had value for later jobs/career.
6. Have students share how they have changed their behavior based on their own experiences.

Workplace Behavior — Olivia

- 1) Read Olivia's story.
- 2) How can Olivia make the most of her current job?



Plus 1 additional slide

Tips for Successful Implementation:

 <p>Accommodation:</p> <ul style="list-style-type: none">• If you have struggling readers in your class, you should read the story and questions aloud before having students begin working independently.• Before beginning the discussion, ask students to share back with you some of the key points of the story as well as restating the questions in their own words.	 <p>Organization/Class Management:</p> <ul style="list-style-type: none">• If possible, you may choose to pair students who have job experience with those who do not for a richer discussion.
--	--

Intentionally Blank

Small Group Activity: Workplace Expectations

Suggested Timing: 15 Minutes

Facilitation Steps:

1. Explain that different workplaces have different expectations of what is appropriate in that setting.
2. Place students in groups of three to five individuals.
3. Students should receive the four different sets of cards.
4. In their groups, students should match what they believe would be appropriate labels and groupings for the pictures.
5. Groups should answer the 3-2-1 questions and prepare to share with the rest of the class.



Tips for Successful Implementation:

 <p>Organization/ Class Management:</p> <ul style="list-style-type: none">• You may choose to have students only use one of the workplace labels and then have different groups present.• Some of the rules will apply to more than one workplace. You may want to make extra copies of them.	 <p>Time Management:</p> <ul style="list-style-type: none">• Check in with different groups to keep them on schedule.• Establish checkpoints to move groups along.
 <p>Accommodation:</p> <ul style="list-style-type: none">• Be purposeful in your grouping so that students with weaker writing/language skills are with those who have stronger skills. Encourage groups to assign different responsibilities to each member based on strengths so that all can contribute.	

Workplace Expectations

In different settings, there are different expectations for an employee. In the following activity you will explore some expectations based on sample jobs.

DIRECTIONS Your instructor will give your group a set of cards. Match the appropriate style of dress, the possible jobs and the workplace expectations for each picture.

3	Choose one of the careers. Think of 3 additional rules that the career may have.	
2	Think of 2 additional careers that go with one of the appropriate dress categories.	
1	Choose 1 appropriate style of dress. Write at least three do's and three don'ts for that style.	



Assessment:

- Can students recognize the differences in different work settings?
- How are students deciding the behavior and rules that are appropriate for each setting?

Group Activity: Analyzing the Company & Me

Suggested Timing: 15 Minutes

Materials: index cards, company mission statements (not provided)

Facilitation Steps:

1. Explain to students that knowing their own strengths and traits are a great start when deciding where they want to work in the future
2. Pair up participants and give each participant three blank index cards. With their partner, participants should write a strength they have (they may come up with their own or pick from the box on their page) on each of the cards. Encourage them to work together to identify their strengths, but remind participants that each of them needs to have their own three cards.
3. Distribute a mission statement to each pair. Tell participants that they are to read the mission statement, underline the parts in the text that identify or connect to a specific strength or positive trait, and identify which of their own strengths would be valued by the company. Attach the cards that are a match.
4. Have pairs make a list of other strengths and qualities the company would value based on the mission statement. Have them complete the chart at the bottom of their page, deciding if and to what degree they have the other strengths or qualities valued by the company.
5. After completing the matching activities and charts, discuss as a group any connections or commonalities you noticed. If time allows, ask groups to share which traits were hard to match and why.

Analyzing the Company & Me

- Read the mission statement
- Decide which of your strengths would be valued by the company
- **Underline** the part of the text that connects to a given strength
- Make a list of other strengths and qualities the company would value

Plus 1 additional slide

Tips for Successful Implementation/Assessment:

 <p>Time Management:</p> <ul style="list-style-type: none">• Make checkpoints to help students complete the project.	 <p>Organization/ Class Management:</p> <ul style="list-style-type: none">• Choose mission statements that allow youth to consider similar companies with different work cultures.• Consider pairing up participants so that they are working with a different partner than in previous activities.
--	--

Analyzing the Company & Me

DIRECTIONS Your instructor will give you blank index cards or Post-its. With your partner, write strengths that you both feel you have on different index cards. If you are having a hard time thinking of three strengths, feel free to pick from the box below.

Adaptable, Calm, Careful, Dependable, Energetic, Good at getting things done, Helpful, Honest, Motivated, Patient, Pays attention to details, Responsible, Team player, Well-organized, Works quickly, Works well under pressure

- Next, your instructor will give you a company mission statement. Read carefully and decide which of your strengths would be important to the company/organization based on the text.
- Underline the parts in the text that connect to a given strength and attach the cards that match.
- Next, make a list of other strengths and qualities the company would value based on the mission statement. Complete the chart below.

Additional Strengths and Qualities valued by the company	Do I have this strength or quality?			Comments
	Yes	No	Maybe	



Assessment:

- Circulate while participants are completing the matching game and look to see that they are thoughtfully connecting traits to the mission statement.
- Participants should be able to tell you why companies may value a specific trait or quality over others.

Small Group Activity: Work Culture

Suggested Timing: 15 Minutes

Facilitation Steps:

1. Divide students into groups of three to five.
2. Give each group the different career clusters. Have groups use the guiding questions to describe the general culture of each cluster.
3. You may want students to share out a few of their findings before moving on to Part B.
4. As individuals, students should decide which of the cultures they feel would be the best fit for them.

Work Culture – Part A

In your group, describe the general culture of the businesses.

- What are the values of the group?
- What are the behaviors and attitudes that you may encounter in this group?
- How is work different in each group?
- How may the employees act towards each other?
- Do you think there is room for growth?

Plus 1 more slide

Tips for Successful Implementation:



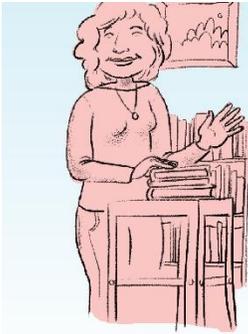
Accommodation:

- You may choose to have groups answer the questions for only one cluster and then share out with the rest of the groups.
- In Part B, consider asking students to identify two characteristics of the culture they pick that would work for them. Push them to also identify one characteristic of another culture that would not work for them.



Time Management:

- Check in with different groups to keep them on schedule.
- Establish checkpoints to move groups along.



Work Culture

In different settings, there are different values and interactions that decide the culture of the workplace.

DIRECTIONS Your instructor will give you a career cluster sheet that includes examples of several different businesses from that cluster. Think about what you know about the different clusters. Describe the behaviors and values you may see at each.

Part A:

Describe the general culture of each group. Your group should consider several questions:

- What are the values of this group?
- What are the behaviors and attitudes that you may encounter in this group?
- How is work different in each group?
- How may the employees act toward each other?

Part B:

Which of the groups do you feel you would be the best fit for your future? Explain.

Examples of Work Values

- Employees are paid very well.
- Employees compete with one another.
- Employees are encouraged to perform community service.
- Employees are encouraged to have side projects they are interested in.
- Employees get along and are friendly with one another.
- Employees stay at the workplace until they retire.



Assessment:

- Can students distinguish between cultures?
- Are there clear preferences for one work culture over another?

Session Wrap-Up

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:

1. Review the learning target, and then ask students to take a moment to note the components of this reflection page.
2. Highlight the change in thinking around safety and staying safe.
3. Have students assess themselves with the Target Check-In; remind them that this reflection is private, and that no one will be asked to share their responses, and that there is no “best” answer. Rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
4. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

Learning Target

- I can embrace workplace culture and policies to be safe and successful.

Plus 1 additional slide

Tips for Successful Implementation:

 <p>Dig Deeper/Extension:</p> <ul style="list-style-type: none">• Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.• Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Some students will require support to complete the goal-setting section. Give them a few examples to help them feel comfortable. Encourage them to focus on one step at a time in order to keep it manageable.
---	---

Session Wrap-Up

What I learned about myself ...	How I will use what I learned ...

Target Check-In				
Read the learning target and check the rating that best matches how you feel.	 1 Not sure ...	 2 Working on it ...	 3 Almost there ...	 4 I can do it!
I can embrace workplace culture and policies to be safe and successful.				

I feel this way because ...



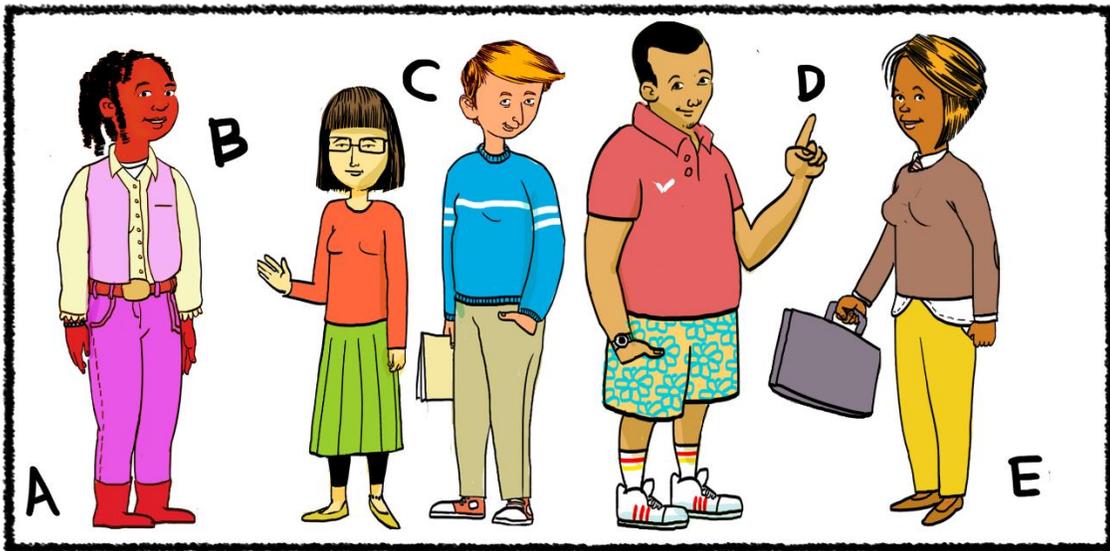
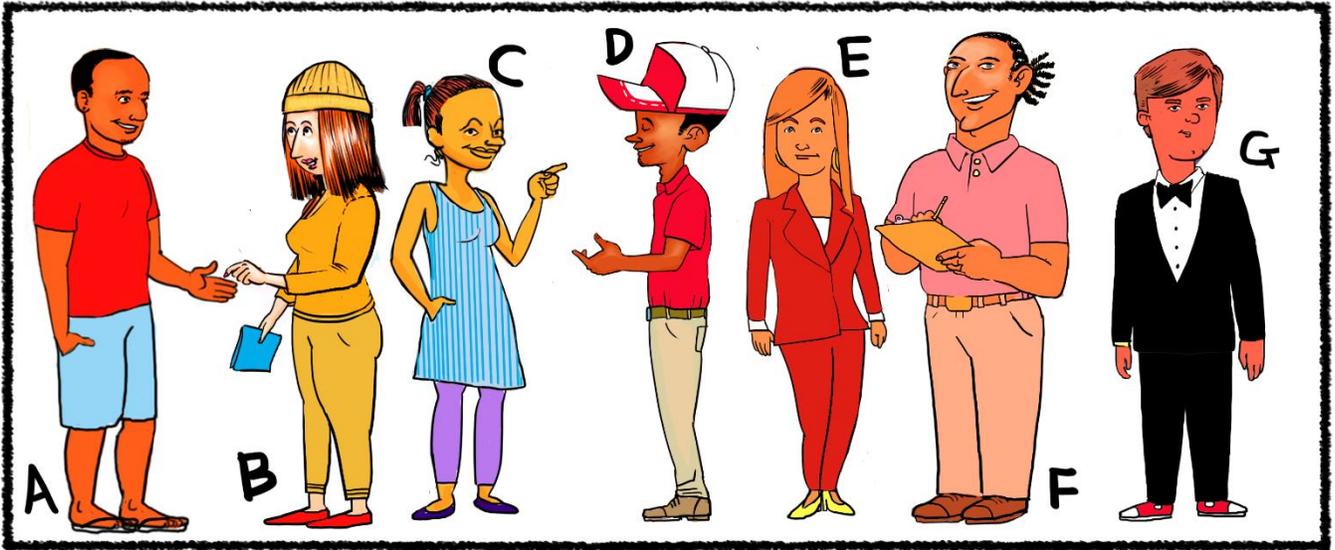
Assessment:

- Are students able to come up with ways to apply their learning?
- Do students have a sense of how to rate themselves?

Resources in Teacher's Manual

	Standard Resources	Page
1.	Workplace Expectations – Picture Dress Cards	15
2.	Workplace Expectations – Label Dress Cards	16
3.	Workplace Expectations – Possible Rules Cards	17
4.	List of Potential Jobs for Workplace Expectations Cards	19
5.	Work Culture Cards	21

Workplace Expectations (Picture Dress Cards)



Appropriate Uniform Dress

Appropriate Business Dress

Appropriate Casual Dress

Appropriate Business Casual Dress

Workplace Expectations Possible Rules Cards

<p>You are expected to follow the dress code.</p>	<p>You will not work under the influence of drugs or alcohol.</p>
<p>You are expected to arrive early when coming to work. If you must call out, call four hours before you are scheduled to begin.</p>	<p>You are expected to provide excellent customer service.</p>
<p>Employees who have finished working are requested to leave the premises as soon as possible.</p>	<p>You will not harass your fellow employees.</p>

<p>You may be asked to sign a confidentiality agreement.</p>	<p>The dress code is “business.”</p>
<p>Identification badges should be worn at all times.</p>	<p>You should receive two performance evaluations from your supervisor during your work term.</p>
<p>You are expected to work your hours per week. Any change in an established schedule must be discussed in advance with your supervisor.</p>	<p>The dress code is “professional.” Dress appropriately for your position and you should also consult with your supervisor.</p>
<p>Salaries are proportionate to, and competitive with, the industry rates.</p>	<p>Vacation time should be scheduled at least six months in advance.</p>

List of Potential Jobs for Workplace Expectations Cards

Camp Counselor	Computer Specialist
Electrician	Banker
Cashier at a retail store	Sports Agent
Cashier at a fast food restaurant	Basketball Player
Day Care worker	Chef
Restaurant host/hostess	Graphic Designer

Paralegal	Business Executives
Private practice doctor	Hospital Nurse
Waitress	Teacher
Doctor's Office Receptionist	Office Manager
Lead Scientist	Journalist
Social Worker	Computer Programmer

Work Culture Clusters

Small Business Cluster

Restaurant Worker
Plumber
Florist
Accounting Firm

Shift Work Cluster

Warehouse worker
Fast food restaurant worker
Retail shop worker
Maintenance Worker

Corporate Cluster

Banker at a large bank
Investment Broker
Developer at a large software company
A Fast Food Corporate Office

Nonprofit Cluster

Local Community Center
Health Advocacy Clinic
Local Arts Organization
City run summer Camp

Government Cluster

Registry of Motor Vehicles
Internal Revenue Services
Public Library
The Mayor's Office