
Career Activity File — Work Ethics and Career Clusters

The Guidance Division of the Oklahoma Department of Career and Technology Education is pleased to provide the 2004 *Career Activity File* to teachers and counselors. This booklet will provide some practical ideas and suggestions on *work ethics* and *career clusters*.

Work Ethics

Good work ethics involve determining what is right or wrong in the workplace, then doing the right thing. The work ethic is a cultural norm that places a positive moral value on doing a good job and is based on a belief that work has intrinsic value for its own sake (Cherrington, 1980; Quinn, 1983, Yankelovich & Immerwahr, 1984). Ethical behavior includes following personal and professional codes of ethics, such as being honest, maintaining good attendance (and explaining any absences), starting work on time and being productive while at work, keeping confidential matters to yourself, avoiding gossip and disputes, following workplace rules and regulations, respecting your co-workers, and keeping your promises.

In today's work setting, employees need to have a strong work ethic. This is important because we are in the "information age," where employees often set their own schedules, work with less direct supervision, and frequently experience change and innovation in their work.

Career Clusters

The U. S. Department of Education has identified 16 career clusters, which represent the major career opportunities for main industry sectors. Career Clusters prepare learners of all ages for the information age as schools, colleges, and employers strive for higher achievement in science and math as well as communication skills.

One key to improving learner achievement is providing learners with relevant contexts for studying and learning. Career Clusters offer these contexts by linking school-based learning with career-related experiences. Ethics and Legal Responsibilities is one of ten topics covered in the knowledge and skills for each cluster. Four of the 16 clusters are highlighted in this *Career Activity File*.

Please duplicate and share the enclosed materials with parents, teachers, administrators, and other concerned with career development. You may view our Web site at www.okcareertech.org/guidance to download a copy of this booklet along with its past issues. If you have any questions, contact Janet Hawkins at 405-743-5123 or jhawk@okcareertech.org.

Web site addresses were accurate, and all content on referenced Web sites was appropriate during development and production of this product. However, because Web sites sometimes change, the Guidance Division takes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites prior to use.

Work Ethics

Ethical Tips for School Counselors

School counselors face ethical challenges every day. Whether you are new to the field or have been practicing for years, legal and ethical challenges can still throw you for a loop. From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor's legal and ethical questions can spring up from every corner.

The American School Counselors Association provides a number of resources and services to help members meet these legal and ethical challenges as comprehensively as possible. They offer the following tips to help school counselors:

1. Act in the best interests of the student clients at all times. Act in good faith and in the absence of malice.
2. Inform student clients of possible limitations on the counseling relationship prior to the beginning of the relationship.
3. Increase awareness of personal values, attitudes, and beliefs; refer when personal characteristics hinder effectiveness.
4. Actively attempt to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.
5. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.
6. Be able to fully explain why you do what you do. A theoretical

rationale should undergrid counseling strategies and interventions.

7. Encourage family involvement, where possible, when working with minors in sensitive areas that might be controversial.
8. Follow written job descriptions. Be sure what you are doing is defined as an appropriate function in your work setting.
9. Read and adhere to the ethical standards of your profession. Keep copies of the *ASCA Ethical Standards for School Counselors* on hand; review them periodically and act accordingly.
10. Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.). Have a readily accessible support network of professionals.
11. Join appropriate professional associations. Read association publications and participate in professional development opportunities.
12. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.
13. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

Check out the American School Counselors Association's Web site at <http://www.schoolcounselor.org/content.asp?contentid=166>

Work Ethic Guidelines

A person of good character is trustworthy, respectful, responsible, fair, caring, and a good citizen.

Trustworthiness

- Work scheduled hours.
- Provide honest feedback on progress and problems.
- Work with little supervision.
- Give proper notice of anticipated absences.
- Keep confidences; never reveal private information, and honor a person's right to privacy.
- Be honest, reliable, and ethical in all business dealings.
- Refuse to steal, misuse, or abuse company time, property, or equipment.
- Refuse to lie, cheat, deceive, manipulate, exploit, or take advantage of others.

Respect

- Treat supervisors, co-workers, vendors, and customers with courtesy, honor, and respect.
- Build mutual respect and long-term relationships by listening to and communicating openly with others within the workplace and with customers.
- Be friendly and cooperative.
- Value and honor all people; follow the Golden Rule.
- Have an open mind and act justly by listening to and acknowledging the opinions and differences of others.
- Work as a team member.
- Be open to and accept instruction or correction.
- Accept instruction and modify behavior when necessary.

- Respect the dignity, privacy, and freedom of all.
- Submit to the authority of a supervisor and to workplace rules.
- Use good manners; be courteous and polite.

Responsibility

- Take pride in work — show initiative, recognize what needs to be done, pay attention to detail, pursue excellence, and be prepared.
- Be loyal in attendance and always punctual.
- Follow instructions.
- Strive to improve abilities, learn new skills, and take on broader responsibilities.
- Assert personal views in a reasonable manner.
- Be accountable for the services and products provided; fulfill commitments.
- Persevere and get the job done.
- Manage time and resources wisely.
- Don't promise more than you can provide to employees and customers.
- Set realistic goals and strive diligently to achieve them.

Fairness

- Make decisions based on facts.
- Promote and model a positive attitude.
- Be free of bias – open-minded, just, without favoritism or prejudice, listen to and respect the opinions and difference in others.
- Be willing to negotiate and exercise give-and-take to achieve group success.
- Use tact and courtesy.
- Use only your share of available resources and equipment.
- Share knowledge, ideas, and skills with others.

Career Activity File — Work Ethics and Career Clusters

- Be flexible regarding diverse expectations, situations, and leadership styles.
- Establish policies to prevent employee dishonesty in reporting expenses, time, and absences.

Caring

- Understand and strive for harmony between employer, employees, vendors, and customers.
- Demonstrate a positive attitude.
- Show kindness and sensitivity to the feelings of others.
- Express gratitude.
- Take time to help others.
- Do quality work and attend to details.
- Be a team player.
- Take time to talk to people face-to-face about issues.
- Evaluate work performance accurately.
- Demonstrate confidence without arrogance.
- Show a personal concern for fellow employees, customers, and vendors.

Citizenship

- Show initiative by being a helpful, resourceful, cooperative, and supportive team player.
- Demonstrate a positive and enthusiastic work attitude.
- Understand and contribute to the organization.
- Follow company policies, regulations, and procedures.
- Ensure compliance with regulations.
- Accurately report hours worked and expenses incurred.
- Take care of equipment and resources.
- Demonstrate interest in ethical, political, economical, and environmental issues that affect the company, your career, your community, and our nation.
- Maintain an active role in school and community activities.
- Pursue lifelong learning.
- Volunteer without expectation of recognition or reward when help is needed.
- Be a role model and a mentor to new employees.
- Consider the effect of workplace activities on the environment.

Source:

Workplace ethics / Louisiana State University Agricultural Center. — S.I.: Louisiana, 2000.

If your morals make you dreary; depend on it, they are wrong.

Robert Louis Stevenson

“Ethics will be restored when most individuals come to the realization that they play for a common team.”

Lester C. Thurow

Work Ethic Web Sites

On-Line Lessons

<http://www.coe.uga.edu/workethic/>

Presented in a 10-day format, these on-line instructional lessons/activities are designed for use in schools or training programs where learners are being encouraged to appreciate the importance of work ethic, further develop their own work habits and attitudes, and improve employability skills.

Teaching Ethics in Public Schools

<http://www.iusd.k12.ca.us/curriculum/ethics>

PowerPoint presentation presented by Irvine Unified School District.

Work Ethic Inventory

<http://www.coe.uga.edu/workethic/>

Students answer 50 work ethic descriptors from the “Occupational Work Ethic Inventory” and/or Employability Skills Assessment that most accurately describe their standards for that item. The score will provide information on interpersonal skills, initiative, and dependability.

The Ethics of American Youth – 2002 Report Card

<http://www.josephsoninstitute.org/Survey2002/survey2002-pressrelease.htm>

http://www.josephsoninstitute.org/Survey2002/Report-Card-2002_data-tables.pdf

A report by the Josephson Institute of Ethics shows cheating, stealing, and lying by high school students continue to be issues of concern. A survey of 12,000 high school students showed that students admitting they cheated on an exam at least once in the past year jumped from 61 percent in 1992 to 74 percent in 2002.

Youth to Work, U. S. Department of Labor

<http://www.osha.gov/SLTC/teenworkers/questions.html> *(case sensitive)*

Assists America’s youth in preparing to enter the workforce by addressing their rights and responsibilities. Answers questions ranging from “How many hours can a 14-year-old work?” to “Does an employer have to give you a break in a four-hour shift?”

Whootie Owl’s Stories to Grow By

<http://hazel.forest.net/whootie/default.html>

Kid-approved collection of folk and fairy tales based on themes of human values. Click on “Folk and Fairy Tales from Around the World That Help Kids Grow.”

Students Learn Respect — Thanks to Good Manners!

http://www.education-world.com/a_curr/curr232.shtml

Web resources for teaching respect and good manners through stories, poems, songs, games, biographies, lesson plans, and activities.

Responsive Classroom

<http://www.responsiveclassroom.org/>

Responsive Classroom is an approach to teaching that strives to fully integrate social and academic learning throughout the school day and seeks to create a caring community where students are able to become strong and ethical thinkers. The Responsive Classroom involves classroom organization, a morning meeting, rules and logical consequences, choice time, guided discovery, assessment, and reporting to parents.

Work Ethic Web Sites, cont.

Workplace Fairness

<http://www.workplacefairness.org/>

The goal of this site is to bring together workers, employers, and policy makers to achieve fairness in the workplace.

American School Counselor Association (ASCA) Ethical Standards

<http://www.schoolcounselor.org/content.asp?contentid=173>

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. Members and non-members may view this document and identify common violations of these standards in your work setting. Develop a list of strategies to react to these violations.

Students Talking About Respect, Inc.

<http://www.starespect.org/>

Students Talking About Respect, Inc., is a nonprofit educational corporation dedicated to preventing hatred and violence among young people. STAR Chapters provide a forum and a format for students to discuss respect, to develop respect for themselves and others, and to empower themselves to prevent hatred and violence in their school and community. Students also plan and conduct “outreach programs” to bring the message of respect to people of other ages in their community.

The Random Acts of Kindness Foundation

<http://www.actsofkindness.org/>

“The Random Acts of Kindness Foundation inspires people to practice kindness and to ‘pass it on’ to others. Now there is a resource that will help you remember and even define ‘Acts of Kindness,’ all the while helping make clearer the importance of these acts. You’ll have the opportunity to see what others in your area are doing. There are kindness quotations, inspirational stories, a Teacher’s Corner for Shared Ideas, and Resource Guides.”

How to Refuse to Do an Inappropriate Task for Your Boss

<http://www.ehow.com/ehow/ehowDetails.jsp?index=1011&id=16075>

or http://www.ehow.com/how_16075_refuse-inappropriate-task.html

These days, it’s rare to find a job free from the burden of office politics. If the only problems you encounter are with fellow employees, count yourself among the lucky. But if your boss asks you to do an inappropriate task, you may need this advice.

Cheating Behavior

<http://winchester-thurston.org/files/cheating.pdf>

The University of Texas compiled a very comprehensive list of cheating strategies, included in the Appendix on page 43.

<http://www.post-gazette.com/forum/comm/20020804edniels0804p1.asp>

Looking at the scandals in corporate America, Gary J. Niels, finds a parallel with student cheating: the intense pressure for short-term gain.

<http://privateschool.about.com/cs/forteachers/a/cheating.htm>

This article will help you be aware of different forms of cheating.

International Ethics

Internationals are initially more introverted than Americans, which often leaves the false impression that their English or interpersonal skills are weak. Nothing could be further from the truth.

Many international students begin studying English as a second language at a very early age and eventually use it as their media of instruction in academic courses. The average GPA for international students is equal to or higher than those of their American peers attending U.S. institutions of higher education. Functioning as an international in a foreign country requires fortitude, intelligence, dedication, patience, an accommodating attitude, and a fierce work ethic.

Despite our misconceptions, internationals in the American workforce continue to flourish and increase. The USA technology industry would be hard-pressed to survive without them. Our economy has long been dependent upon contributions of international labor. With 95 percent of the world population residing outside of USA borders, this trend will most likely continue. This makes it imperative that we better understand the customs and cultures of the international workforce.

Here are some points to consider about the international workforce: Issues and Suggestions for Resolution.

Issue — 1. Work tends to be more formal and structured (less open and casual).

Suggestion — Deviation from formality will probably require directions from a supervisor.

Issue — 2. Conversation and communication are more rigidly professional (through channels).

Suggestion — This is a code of conduct that is tied to respect; change may be a slow process.

Issue — 3. Dress is definitely more formal with no casual Fridays, no sneakers, no flip-flops.

Suggestion — Again, deviation will most likely require a supervisor's instruction to do so.

Issue — 4. Greetings are expected and honorific (good morning/afternoon/evening).

Suggestion — Reciprocation of greetings is the polite thing to do but may also be less formal.

Issue — 5. Greetings may differ based upon one's age or level of importance.

Suggestion — Internationals would not expect the same reciprocation but would appreciate it.

Issue — 6. Shaking hands is a commonly accepted practice but public affection is not.

Suggestion — Some cultures kiss and hug but most Asians prefer to respect one's personal space.

Issue — 7. Bowing is a sign of respect (Japan); the deeper the bow, the greater the respect.

Suggestion — Hand shaking is okay, but bowing is much more respectful, especially to elders.

Issue — 8. Social interaction with company employees is far less casual.

Suggestion — This would not be the norm and would probably require direction as well.

Issue — 9. Discussion of family matters at work is inappropriate.

Suggestion — Family discussions are more appropriate at social events away from work.

Issue — 10. Supervisors are treated much more formally and rarely questioned.

Suggestion — Supervisors should make a point to initiate any desired interaction.

Issue — 11. Supervisors would not normally socialize with employees informally.

Suggestion — This integration will not usually occur without an invitation from the supervisor.

Issue — 12. International supervisors make their instructions detailed and understood.

Suggestion — Avoid slang in instruction and use examples to help employees visualize.

International Ethics, cont.

Issue — 13. Any questioning of supervisors would be considered inappropriate.

Suggestion — Be clear on instructions and ask, “Do you have questions or can I help you?”

Issue — 14. Employees consider job assignments “their personal responsibilities.”

Suggestion — Ownership of assignments should be expected, encouraged, and rewarded.

Issue — 15. Employees follow supervisor’s instruction (inappropriate to think outside the box).

Suggestion — Innovation is not as valued as compliance. Again, directions will dictate actions.

Issue — 16. Employees are not encouraged to be self-starters but to await instruction.

Suggestion — If you want employees to “think outside the box,” tell them it’s okay to do so.

Issue — 17. Employees are expected to do the job they are assigned (not question procedure).

Suggestion — Instruct employees to report problems; otherwise, they will simply adjust to them.

Issue — 18. Employees work until assignment/responsibility is complete (regardless of time).

Suggestion — With hourly employees, let them know that it is acceptable to pass assignments on to the person on the next shift or to complete the assignment the next day.

Issue — 19. Delegation is appropriate at leadership/administrative positions.

Suggestion — The power of delegation and chain of command should be made clear.

Issue — 20. “Customer is always right” sometimes conflicts with an assignment.

Suggestion — This concept is sometimes inconsistent with ownership/responsibility and should be clarified so as not to cause confusion with the employee.

Issue — 21. Females in some cultures are not always recognized as authority figures.

Suggestion — Many societies are not as gender equitable as the USA; clarify chain of command.

Issue — 22. Females in some cultures have dress restrictions.

Suggestion — Slacks; short skirts; exposed hair, face, and skin, are not always acceptable. (Ask employees upon hiring if they have cultural restrictions related to dress.)

Issue — 23. Females may have difficulty enforcing instructions.

Suggestion — Make administrative directives and chain of command clear to all employees.

Issue — 24. Westernized females may sometimes be perceived as inappropriately forward.

Suggestion — Initial training/instruction on harassment/discrimination guidelines is prudent.

Source:

Timothy T. Huff, manager, Office of International Students and Scholars, Oklahoma State University.

The mission of the Office of International Students and Scholars is to assist the university and its international community in the appropriate application of federal regulations that affect this constituency, to facilitate the education and personal development of international students and scholars, and to assist with culture exchange and enrichment at Oklahoma State University and in the Stillwater community.

<http://osunet.okstate.edu/iss/default.asp>

“I Can Make a Difference”

Students are provided with age-appropriate journals in which they record their good deeds, simple acts of kindness that make a positive difference in the lives of others. Brainstorm a list of possible good deeds the students can do (relating to respect, caring, and citizenship). For example:

- Pick up litter in the schoolyard or in the neighborhood.
- Say something nice to a classmate.
- Help their brother, sister, or friend.

The students can write each entry in their journals as follows:

- Describe your good deed.
- Tell how it made a difference for others.
- Tell how it made a difference for you.

Example:

Date _____

Deed _____

For information, contact:

The Feinstein Foundation, Alan Shawn Feinstein, Founder and President
37 Alhambra Circle, Cranston, RI 02905
(401) 467-5155, (401) 941-5913
Fax (401) 941-0988 asf@intap.net

Four Steps to Success

The following four steps can be used for your *I Can Make a Difference* activities. As students become familiar with the process, they can see how the process of becoming a good citizen grows.

1. **Preparation:** Students first spend time preparing for their service experiences by thinking about what needs to be done at home, school, and in the community, and then planning specific good deeds to address those needs.
2. **Participation:** Students then complete their “good deeds” activities individually or with others in a group. When they become familiar with the ideas of good deeds, students find that there are many opportunities for good citizenship every day.
3. **Reflection:** Students are then guided through a small group or individual reflection on their contribution by sharing their personal reaction, the reaction of others, and the needs which the good deeds addressed. All reflection focuses on what the activity meant to the student. The student journal is structured to encourage ongoing reflection.
4. **Continuous Assessment:** Students are assisted in the continuous assessment of their own growth in school performance, community service, citizenship, and self-esteem.

Everyone Is a Manager . . . You Manage Yourself

Working relationships are founded on trust. Employers, co-workers, and customers are expected to be honest. Deceiving the employer by abusing sick leave and altering work schedule hours is a form of dishonesty.

Ask yourself these questions before you “call in”:

- Do I really feel too sick to work?
 - If I have an appointment, can I get it changed to my day off?
 - How do my co-workers feel about my calling in?
 - Am I putting more work on my co-workers?
 - Will my clients miss me?
 - How many days have I called in this year?
- Do I have the right to take time off my job whenever I feel like it?
 - Does my employer have the right to fire me for always calling in?
 - When I took this job, did I say I would be at work on a full-time schedule?
 - How do I feel when my co-workers call in?
 - Who really gets hurt when I’m absent?
 - Would I put up with this if I were the boss?
 - Will all of the days I am absent be on my record?
 - Will this hurt me when applying for another job or promotion?

Source Unknown

“Do not do to others that which would anger you if others did it to you.”

Socrates (Greece, 5th century BCE)

Ethics and Legal Responsibilities by Cluster

Implementing the 16 Career Clusters provides a qualified workforce for employers and/or prepares students for entry into postsecondary education and training. Academic and technical instructors work together to plan curriculum with clearly identified objectives. Putting the Career Clusters into practice prepares students, both academically and technically, and increases their employability skills. Students will see the relevance of the curriculum if it has real-world activities and scenarios.

Ethics and Legal Responsibilities foundation knowledge and skill statements are located across all 16 Career Clusters and represent what all students within the cluster should achieve, regardless of the pathway. *Ethics and Legal Responsibilities* were identified by industry and are required for success in occupations within the cluster.

Include examples of the “Measurement Criteria” from the Career Clusters knowledge and skills in activities and lessons that you plan for your students. (Source: <http://www.okcareertech.org/iis/careerclusters.htm>)

Measurement Criteria

Health Science

- Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence.
- Maintain confidentiality.
- Practice within licensure, certification, registration, and legislated scope of practice.
- Apply the doctrine of informed consent.
- Follow mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.
- Discuss bio-ethical issues related to health care.

- Practice responsibly within the ethical framework of the Patients’ Bill of Rights.
- Demonstrate respect of individual cultural, social, and ethnic diversity within the health care environment.

Hospitality and Tourism

- Interpret workman’s compensation requirements and forms.
- Maintain and understand standard of confidentiality.
- Identify ethical and legal situations which occur in the workplace.
- Apply ethical standards to the delivery of quality performance, products, and work.
- Explain legal responsibilities of employees with government laws and regulations, including responsible liability.

Law, Public Safety, and Security

- Describe an approach to a real world situation.
- Define professional responsibility.
- Develop solutions that Law, Public Safety, and Security personnel can do to enhance public trust.
- Explain the dynamics of employee integrity.
- Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by individuals.

Science, Technology, Engineering, and Mathematics

- Evaluate the pros and cons of current ethical questions and scenarios, for example, environmental stewardship, genetic research, and living subjects in research.
- Follow legal requirements for the treatment of people in the workplace (ADA, EEO).
- Follow requirements of regulatory agencies in the scientific, mathematics, engineering, or technology field (e.g., NFPA, OSHA, EPA, ADA, EOE, FCC).
- Develop personal ethics for real-life situations/experiences in science, technology, engineering, and mathematics.
- Explain fundamentals of patents, trademarks, copyrights, and proprietary information.
- Recognize and refute misleading information.
- Evaluate methods for protecting and conserving resources.

Harassment

Harassment of employees is a real and serious problem in the workplace. It can affect any employee, regardless of gender, race, age, or disability. Harassment can threaten an employee's physical or emotional well-being and makes it difficult for an employee to achieve his or her career goals.

Definitions of Harassment

What is harassment?

Attention that annoys and interferes with work, performance, creativity, and/or rights.

What is sexual harassment?

Attention, both verbal and physical, aimed at one's gender.

Employers can address harassment by implementing a harassment policy. This lets employees know that sexual harassment and other forms of harassment will not be tolerated.

Note: Harassment is not tolerated at all levels, including elementary and secondary schools as well as colleges and universities. Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act prohibits discrimination, including harassment.

Resources: Refer to “Work Ethics and Character Education” page in this booklet on Sexual Harassment resources that can be checked out through the Resource Center of the Oklahoma Department of CareerTech.

“What is right is right, even if no one is doing it. What is wrong is wrong, even if everyone is doing it.”

Unknown

Classroom Mission Statement

A mission statement provides students a sense of direction, standards, and goals for achieving them. The mission statement should be a clear, concise statement that says who you are, what you do, how you do it, and for whom you do it.

Who you are

What you do

How you do it

For whom you do it

Write your own classroom mission statement. An example is provided.

We'll start off with "Who we are":

Eighth-grade English students

Next, we will include "What we do":

Study reading and literature; apply writing, grammar, usage, and mechanics; use skills in oral language, listening, and speaking; and make sense of what we see through visual literacy

Then we will include "How we do it":

Through novels, stories, poems, activities, presentations, essays, and creative projects that are completed by self

And lastly, "For whom we do it":

For our future training institutions and employers, ourselves, and others with whom we want to share ideas

Now it is your turn to write your class mission statement. Be sure to communicate it to parents, faculty, community, and students during Open House, PTA/PTO meetings, on letterhead paper, on bulletin boards, and in the school newsletter.

Who we are:

Next, we will include "What we do":

Then we will include "How we do it":

And lastly, "For whom we do it":

Wasted Time

Calculate how much it would cost a company if a worker is paid \$5.15 an hour, works five days a week, and comes in 15 minutes late each day.

1. How many minutes per week are wasted?

$$15 \text{ minutes} \times 5 \text{ days} = \underline{\hspace{2cm}} \text{ minutes wasted per week.}$$

2. How many minutes per month are wasted?

$$\underline{\hspace{2cm}} \text{ minutes per week} \times 4 \text{ weeks} = \underline{\hspace{2cm}} \text{ minutes wasted per month.}$$

3. How many hours are wasted in one month?

$$\underline{\hspace{2cm}} \text{ minutes per month} - 60 \text{ minutes} = \underline{\hspace{2cm}} \text{ hours wasted per month.}$$

4. How much money does the company lose each month in wasted time with that one worker?

$$\underline{\hspace{2cm}} \text{ hours wasted per month} \times \$5.15 \text{ per hour} = \$\underline{\hspace{2cm}} \text{ lost per month.}$$

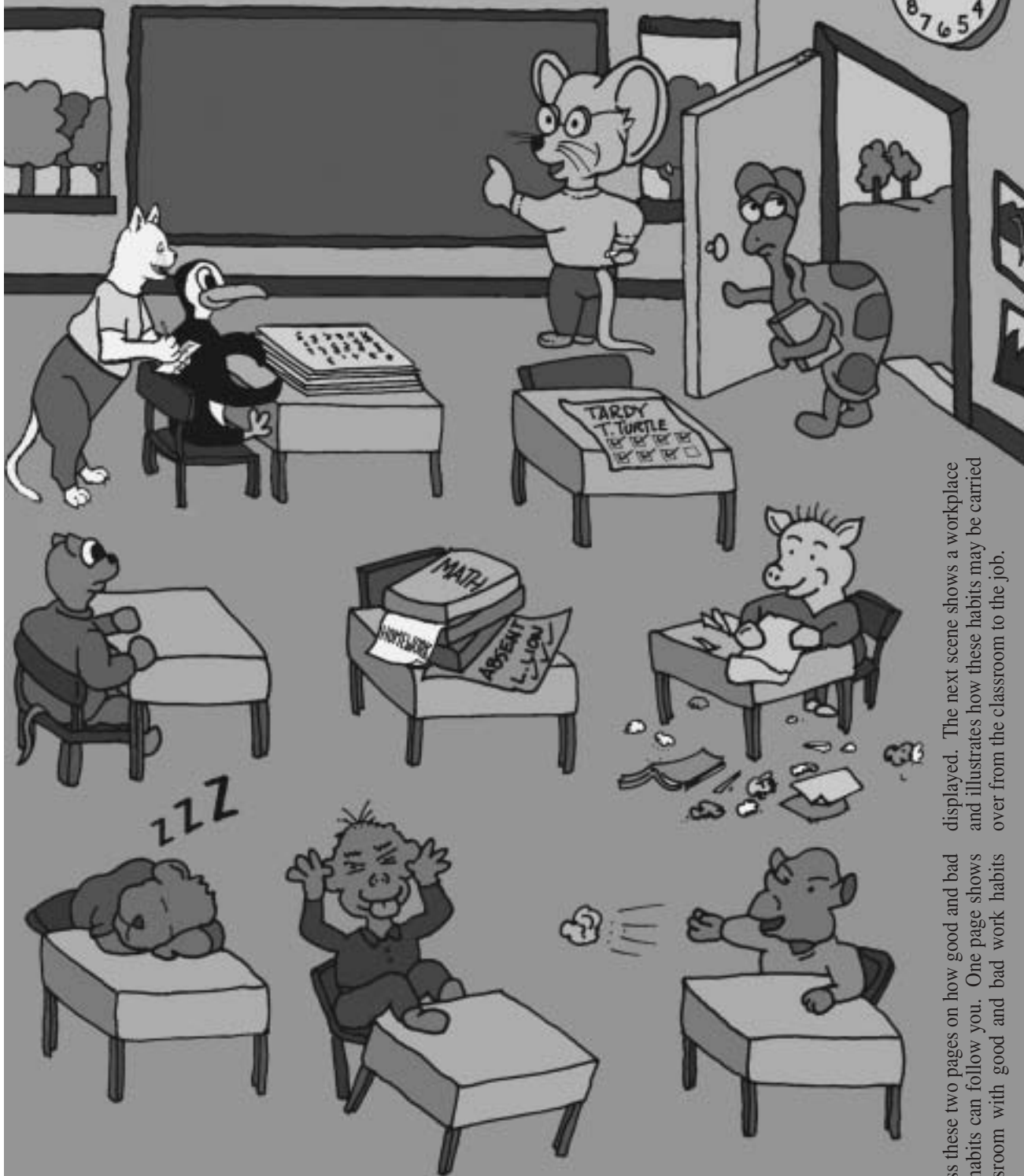
5. How much money does the company lose in a year in wasted time with one worker?

$$\$ \underline{\hspace{2cm}} \text{ wasted per month} \times 12 \text{ months} = \$ \underline{\hspace{2cm}} \text{ lost per year.}$$

Note: 60 minutes = 1 hour
 4 weeks = 1 month
 12 months = 1 year

Watch your habits . . .

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

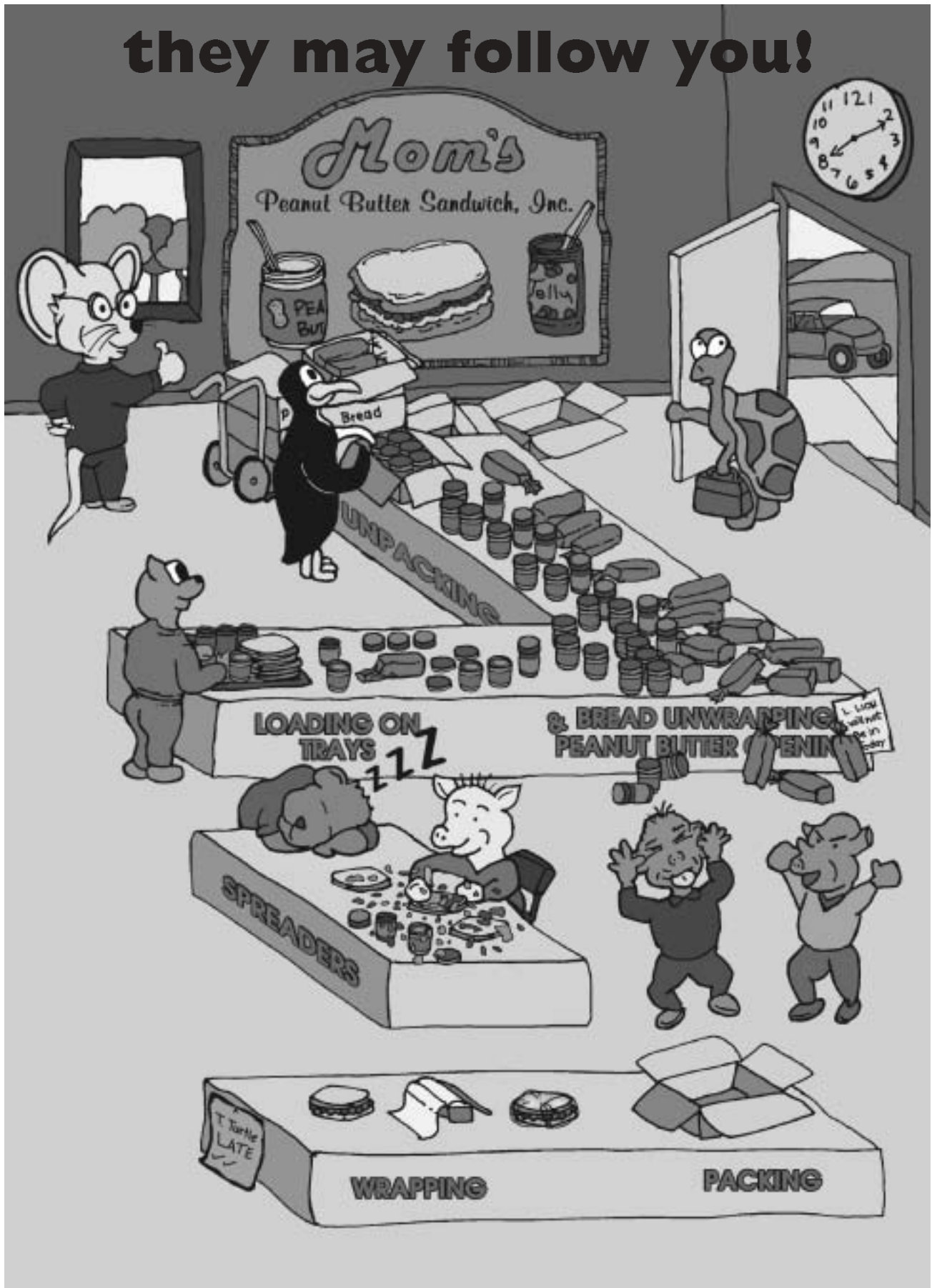


displayed. The next scene shows a workplace and illustrates how these habits may be carried over from the classroom to the job.

Discuss these two pages on how good and bad work habits can follow you. One page shows a classroom with good and bad work habits

Source: Career Connection: Elementary Level, CS9013 Order by calling 1-800-654-4502.

they may follow you!



Ethic Word Problems

Employers trust their employees because they are dependable and hard working. But there are a small number of employees who are dishonest. The dishonest employees view the one time occurrence rather than the multiplier effect that can last over the year. Many businesses lose large sums of money from employees, and this can cause layoffs or prevent raises.

Directions: Read and solve each problem.

- Mrs. Adams has extra-bright colored pencils for her students to use in the classroom. Sue Ann liked the pencils so much that she took one. Mrs. Adams pays 90 cents for a package of three. How much does one pencil cost? (a)_____ If six pencils were taken each month for seven months, how much money would Mrs. Adams be losing in pencils? (b)_____
- Emily has a part-time summer job at a local ice cream shop. Mary, a friend, stops by three times a week to visit Emily. Each time she visits, Emily gives her an ice cream cone that costs \$2.50, free of charge. How much money is the store losing each week when Emily fails to charge for the three cones? (a)_____ How much money is the store losing with Emily during the 10-week summer job? (b)_____
- Jim works in a concession stand three nights a week for 22 weeks. He is allowed to have one free drink, the second drink at half price, and the third at full price. Jim averages three 50-cent drinks each time he works but does not pay for any. How much money is he not paying per week? (a)_____ For four-weeks? (b)_____ For 22 weeks? (c)_____
- Jose works in a different county than his girlfriend. He would call her long distance twice a day and talk an average of 15 minutes each call. Mr. Nelson, his employer, received his phone bill and noticed 40 calls that he did not make. How many minutes did Jose talk to his girlfriend? (a)_____ The employer's phone charge is five cents a minute. How much money will Jose need to repay Mr. Nelson? (b)_____
- Marie works an eight-hour day as a billing clerk in a small company. She has worked at the company for two years making \$8.52 an hour. Marie is normally 15 minutes late for work each morning. How much money is the employer losing per day with her stealing time? (a)_____ How much per a five-day week? (b)_____ How much per year (50 weeks, without vacation time)? (c)_____
- Todd works at a convenience store and is not allowed to read the magazines during his shift. Todd takes, without paying, five \$4.50 magazines a month. What is the total amount he takes in one month? (a)_____ In six months? (b)_____

Answers:

- (a) \$.30 (b) \$12.60
- (a) \$7.50 (b) \$75
- (a) \$2.25 (b) \$9 (c) \$49.50
- (a) 600 minutes (b) \$30
- (a) \$2.13 (b) \$10.65 (c) \$532.50
- (a) \$22.50 (b) \$135

Ethic Word Problems

“Cause and effect” is a term related to why things happen (cause) and what happens as a result (effect).

Juan has stayed out late attending a concert.	Juan called in sick because he was too tired to work. This caused Owen to work lunch alone instead of having two waiters to serve customers.	Owen was slow at servicing the two areas at the restaurant. Many customers, including Jim, were late returning to work.	A business client was tired of waiting on Jim who was late from lunch.	Jim lost a sales contract for his local company.
The sister used her gas money to buy a purse and earrings.	The sister to one of the Wildcat players didn't have gas in her car.	The same sister didn't pick up the four players.	These Wildcat players did not have transportation to the game.	There were not enough players so the soccer game was forfeited.
Used trash, paper cups, and aluminum cans are thrown in the back of Brad's pickup.	Trash blows out the back of the pickup while Brad is driving.	Trash is blown into neighborhood streets and yards.	Trash hits a prized rose bush in full bloom.	A disappointed woman will not be entering her rose in the Flower Garden Show.
Custodian purchases one case of paper towels to last one month.	Students play in bathroom, tearing paper towels into small pieces and scattering them on floor.	Students take more paper towels than necessary to dry hands.	Students use paper towels in place of toilet paper.	Students leave bathroom with wet hands and stopped up toilet.
Mary forgot to take her gum out of her mouth before entering the computer lab.	She quickly attached the gum under her chair, but it dropped to the floor.	Joe stepped on the gum on his way out the door.	Joe removed the gum while sitting in the car.	Joe's mom didn't notice the gum and placed a blanket on top of the sticky mess.
David's friend called an hour before he was scheduled to baby sit to see if he wanted to go watch his favorite basketball team play.	David must choose between what he has already agreed to or go to the basketball game.			

Directions: Have students draw a line under the cause and two lines under the effect in each scenario. There may be more than one effect. Complete the empty areas in the fifth scenario to finish the story line. Optional: Have students make up their own “cause and effect” story line.

Workplace Problems

Brainstorm problems that can arise with each area (equipment, tools, space, and materials). List the cost factor that can result from the problem. (The problem would be the “cause,” and the cost factor would be the “effect.”)

Cost factor could be monetary cost, loss of productivity, loss of sales, frustrated worker and/or customer.

Example:

Copy Machine

Problem: Making unnecessary copies

Cost Factor

Monetary cost

1. Shared Workspace

Cost Factor

2. Break Room/Refrigerator/Sink

Cost Factor

3. Computer/Fax Machine

Cost Factor

4. Shared Tools, Equipment, and Reference Materials

Cost Factor

Role Play Situations Involving Business Ethics

Choose one of the following topics or create one yourself. Then participate in a role-playing situation. Discuss how you think these situations should be handled after the role-playing is complete.

Activities

- Calling in sick when you are not.
- Sneaking “freebies” to family and friends.
- Copying homework when yours isn’t finished.
- Taking staples, staplers, tacks, tape, or other property from your workplace.
- Recording extra hours on your timecard.
- Engaging in conflict with your manager.
- Failing to give a full day’s work for a full day’s pay.

Related Subjects

Social Studies
English
Careers

National Career Development Guidelines

Competency VIII

Understanding how work relates to the needs and functions of the economy and society.

Suggested Oklahoma P.A.S.S. Concept

Middle Grades
Oral Presentation

Resource: Employment Skills for the Twenty-First Century, TA1210. Order by calling 1-800-654-4502.

Never let your sense of morals prevent you from doing what’s right.

Isaac Asimov

Describe How to Handle Ethical Conflicts

Our ethical values are put on the line many times, sometimes on a day-to-day basis, because of our fear of failure or of being fired or feeling disloyal. How would you handle the following situations? Be honest! After you have completed the activity, discuss your responses with the class.

Activities

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications.

2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application?

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do?

4. Your boss tells you to alter a financial report.

5. Your supervisor gives you credit for work on a report that was done by a co-worker in your department.

6. List below the things you would NOT do, even at the risk of being fired!

Related Subjects

English
Careers
Social Studies

National Career Development Guidelines

Competency VIII
Understanding how societal needs and functions influence the nature and structure of work.

Suggested Oklahoma P.A.S.S. Concept

High School
Analyze and Synthesize Information
Reading Comprehension

Resource: Employment Skills for the Twenty-First Century, TA1210. Order by calling 1-800-654-4502.

Evaluate a Stressful Situation

Karen, a senior at Bigfork High School, is enrolled in a cooperative education class. She is required to work part-time to fulfill the requirements for her class. Karen works in a women's clothing store so that she can learn fashion merchandising. She wants to own a clothing store someday. She is a cheerleader and has to be at all the games to cheer with the squad. She also has to make time for cheerleading practice and schoolwork.

Karen's father dies suddenly, and her family begins to rely more on the income from her job. At work, one of the employees is doing a poor job of marking the merchandise and stocking the shelves. When Karen is blamed for it, she tries to explain to her boss that she didn't stock that order, but she's not certain the boss believed her. Money has been disappearing from the cash register, and all part-time employees are under suspicion. Knowing that she isn't guilty, Karen tries to do each task promptly. She always looks for more to do and never just stands around visiting.

Unfortunately, all the pressures are starting to get to her. She has already lost ten pounds and has no appetite. She cries easily and often, sometimes for almost no reason. A couple of times after games, her friends have tried to pressure her into relaxing by using drugs. So far she has refused, but it is getting harder and harder for her to cope with the pressures and problems.

Activities

Answer the following questions about Karen.

1. What goals has she set?

2. Is Karen facing positive or negative stress, or both? Explain the stressors.

3. Describe the stress Karen is experiencing.

4. Does Karen have a problem that could be helped with time management skills? Explain.

Career Activity File — Work Ethics and Career Clusters

5. What positive or negative ways of coping is Karen using?

6. What else might help Karen?
Note: The earlier a person seeks help, the easier the recovery.

7. What agency might be able to help Karen? (Research this answer with local health officials, the Yellow Pages, etc.)

8. Predict what you think will happen to Karen during the next year.

Related Subjects

English
Careers

National Career Development Guidelines

Competency VIII

Understanding the impact of growth and development.

Suggested Oklahoma P.A.S.S. Concept

High School
Reading Comprehension

Resource: Employment Skills for the Twenty-First Century, TA1210. Order by calling 1-800-654-4502.

Dear Ms. Ethics

Divide into teams and take on the role of Ms. Ethics to discuss these work ethic scenarios. Decide who benefits and who

loses. What are the possible consequences? What suggestions would you give to these people so that they won't lose their jobs?

Dear Ms. Ethics,

Sharon works part-time at a construction company as a finish carpenter's helper installing molding, baseboards, and door frames. She is well-liked and completes her work on schedule. Sharon returns to work after all the employees have left to use the same equipment to construct a stereo

cabinet. She believes there is no harm in using the equipment because she knows how to use the machines and she is not using company time. Sharon is confident that the supervisor would say it was all right if asked to use the equipment.

From a Worried Co-Worker

Dear Ms. Ethics,

Justin assists customers on rates, styles, and features of cellular phones at the Telecommunications Outlet. He is knowledgeable about each brand of phone in the store. There is one phone that he wants to purchase, but its price is more than he can afford even with his five percent discount. The phone has more features and is smaller than any other brand. One evening when Justin is writing down his hours on

the time card, he pencils in more hours than he had worked. Justin thinks the large company will not miss the small amount of money, plus he plans to use the money to buy the phone. Owning the phone will provide him with more experience in using the phone, which, in turn, will enable him to be a better phone salesman and sell more phones for the company.

From a Perplexed Friend

Dear Ms. Ethics,

Amy cleans the rental apartments and makes sure all appliances are in working order for Ace Property Management Company. She works quickly and takes the initiative to look for other items that need cleaning or fixing. Each day the work team stops for lunch at 12 o'clock. Amy heads home to eat lunch and watch her favorite soap opera. Amy knows she has a 10-minute

drive back to work. When one o'clock gets closer, she cannot pull herself away from watching the preview of the next day's episode. Each day she returns to work 10 minutes late. Amy feels she gets more cleaning done than the other workers, so it is all right to take a longer lunch.

From an Upset Friend

Career Activity File — Work Ethics and Career Clusters

Dear Ms. Ethics,

Drew works as a school concession worker for all home games. All workers are allowed to have one free drink, the second drink for half price, and the third for full price. All food items are full price, including the gum. Even with the fans blowing, it is always hot

and stuffy in the concession stand. Drew always has three to four drinks when he works, but he never pays. He says no one will know, so why pay.

From a Frustrated Co-Worker

Dear Ms. Ethics,

Chance works as cashier at a large store. He is required to scan all merchandise for the customer. The best part of his job is visiting with customers and friends. Every month, like clockwork, two friends stop by to persuade Chance not to scan in the magazines they want because they do not have the money to pay for them. When

Chance says he can't do this, their answer is, "I thought you wanted to be my best friend." Chance really wants to be accepted by these friends, so he agrees to let them have the magazines without charging them.

From a Worried Friend

Dear Ms. Ethics,

During the Christmas holiday, Amber works as a part-time attendant in a clothing store. Her duties are to assist the customers, keep all clothes folded, and ring up the merchandise. Last month when Amber went to work, there was a new line of beautiful men's sweaters. She wanted to buy a blue sweater for her boyfriend so that it

would bring out the blue in his eyes. She didn't have any money, and payday was a couple of weeks away. Afraid that the blue sweater would sell, she took it home. She planned to pay after the next payday but never got around to paying for it.

From a Disappointed Friend

Ethical Law Dilemmas

The teacher discusses six basic pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Refer to *Character Counts!* <http://www.charactercounts.org>

Directions: Divide the students into teams to read each scenario, discuss which pillar of character should be addressed, and how the team would handle the situation. One person from each team will present what was decided.

1. While investigating a traffic accident, you learn that the offending driver is a police officer from another jurisdiction. Decide as a team what to do:
Pillar(s) of Character:

2. You assist another officer with a street-level narcotics arrest. When the case goes to court, the officer's report doesn't really parallel what actually happened. It's your turn to testify. Decide as a team what to do:
Pillar(s) of Character:

3. You suspect one of your fellow officers is possibly using narcotics. He has recently gone through a divorce, home foreclosure, and bankruptcy. He has always been a very good officer but now seems to be simply going through the motions.

Decide as a team what to do:
Pillar(s) of Character:

4. Your best friend's brother joins the police department. He is assigned to your precinct. After a few weeks, it becomes obvious that he just isn't cut out to be a police officer. Further training might help, but he probably isn't right for this line of work. One day, your commanding officer happens to informally ask you how the rookie is doing. How do you respond?
Decide as a team what to do:
Pillar(s) of Character:

*Source: These scenarios are used with the New Orleans Police Officers during training in workplace ethics.
Duane Carkum, Louisiana State University, Ag Center.*

CareerTech Resource Center Work Ethics and Character Education

The Resource Center at the Oklahoma Department of Career and Technology Education offers a library of materials (print and non-print) for checkout to Oklahoma educators.

www.okcareertech.org/resrc/default.htm
or phone 405-743-5163.

Materials may be checked out for one month and renewed if no one else is waiting on them. Items are loaned on a first-come, first-served basis. There is **no fee** for borrowing the items, but the borrower is responsible for return postage. The Resource Center offers subject bibliographies as tools for selecting items to borrow.

Life skills attitudes on the job **158.1BRE**

This book will show you how to be successful at work. Companies want employees who know how to follow directions, are responsible, can get along with others, and are honest.

Business ethics [videorecording] **[Video] 174 BUS**

This program is a collection of ethically questionable scenarios that involve viewers by asking them how they would respond to each. It should be used as a means to open up a dialogue and discuss these sticky situations among peers.

Not for sale: Ethics in the American workplace **[Video] 174.4 NOT**

Ten-episode video set with leader's guide designed to teach business ethics to high school classes. Leader's guide includes lesson plans for ten 50-minute sessions and also a single lesson plan, which can be taught in either one or three hours.

Social skills intervention guide: Practical strategies for social skills training

302.14 ELL

Manual with a total of 43 lessons follows a step-by-step teaching model. Skills are grouped around Cooperation, Assertion, Responsibility, Empathy, and Self-Control. Use the book for teaching social skills in any setting. Includes the most effective methods available for planning intervention and developing missing prosocial skills.

Sexual harassment and how to stop it

[Video] 344.01

This video is an excellent resource for educating youth about sexual harassment. It uses role-play scenarios and theatrical presentations in a high school setting to demonstrate what sexual harassment is, why it is wrong, and what to do about it. Grade level: 9-12.

Sexual harassment: Stop it now

[Video] 344.01

The problem of peer-on-peer sexual harassment is examined within the world of teenagers. The goal of the program is to define the causes, manifestations, and solutions to sexual harassment in a way that will encourage teens to discover healthy interpersonal skills that will carry them successfully into adulthood.

Building character in schools resource guide **370.114 BOH**

This resource offers school administrators and teachers a practical handbook for developing, assessing, improving, and institutionalizing character education in their schools. It is filled with real-life examples — both successful and

unsuccessful — of character education efforts. It clearly illustrates the differences among values, virtues, and points of view; and it presents guidelines for designing effective lessons, units, assessments, and classroom activities.

Superintendent's and administrator's guide to character education

370.114 HOD

This booklet serves as a primer on character education and addresses the important questions and answers that superintendents and central office administrators must understand before implementing a character education program within their school district.

Teaching virtues: Building character across the curriculum **370.114 JAC**

This highly acclaimed book shows educators how to weave character education into all subjects across the curriculum.

How to change a rotten attitude: A manual for building virtue and character in middle and high school students

370.114 LOE

This book shows how to help students assess bad feelings, change their perspective, figure out what's right, and become students of good character. A "Virtue Assessment Questionnaire" is a key part of this book.

Character education through children's literature **370.114 OSU**

Sheryl O'Sullivan discusses why character education is important in elementary and middle schools and provides a rationale for using children's literature as the instructional vehicle.

Teaching children to care: Classroom management of ethical and academic growth, K-8 **371.102 CHA**

Provides information to teach children to learn how to care for themselves, their fellow students, their environment, and their work.

Building a caring, cooperative classroom: A social skills primer **371.395 BEL**

This book offers 30 easy-to-follow lessons to help K-3 students learn critical social skills integrated through language arts themes.

Job savvy: How to be a success at work **650.1 LUD**

Being successful at work is more than being on time. This resource covers how to make a good impression, getting along with supervisor and co-workers, and doing the right thing.

Workplace ethics: Lessons to strengthen character by modeling trustworthiness, respect, responsibility, fairness, caring, and citizenship **658.3008 LSU**

Workplace Ethics was developed to provide workplace partners a resource that can be used to build a workforce, workplace, and community of character. The materials are based on the Six Pillars of Character and support the work of *Character Counts!*, a project of the Josephson Institute of Ethics.