Succeeding in the Workplace: Personal and Interpersonal Skills
Succeeding in the Workplace: Personal and Interpersonal Skills

Social skills, or “soft” skills, are very important in the workplace. These are often what determine whether an employee succeeds or fails in getting or keeping long term employment. Students are probably familiar with the concept of team, and team players, from the sporting world. The ideas of mutual responsibility and commitment and mutual benefit are transferrable to workplace teams.

Practice makes perfect. The more a person is exposed to potential social situations in the workplace, the more likely he or she is to handle them appropriately when they occur. This unit contains lots of role playing opportunities. Working With Others is a key Essential Skill. The instructor needs to give instruction and feedback, not just on the content of the social interaction, but also on the body language, facial expression, voice, and mannerisms. Make a Social Skills folder for each student. They will be making memory aids to help with practising the various social interactions. You may want or need magazines, computer clip art, etc to help in making these charts.

The learning activities are longer in this unit than in some of the others. It is important to explore a topic fully and in context rather than in little bits. You may need to spend several sessions on a single learning activity; for instance, respect in the workplace is a major concern. It is necessary to understand what constitutes respect, harassment, exploitation, etc. Then it is important that students understand that the rights of everyone must be safeguarded, not just their own. They need to practise expressing their feelings in a situation that makes them uncomfortable, or to seek understanding when someone else says that the student is making them uncomfortable.

Demonstration Tasks are often in the form of making choices or judgements about given behaviours. Unlike many demonstrations which are performed ‘solo”, the intent is to encourage discussion about appropriate responses with the instructor and each other. Because the unit is quite long and involved, it has sub-sections. Each section has its own Demonstration.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT
- Understanding of role play – a way to practise behavioural or oral skills
- Sequence – must be able to remember a short sequence of commands
- Telling time
- Understanding simple scheduling
- Some awareness of the elements of personal hygiene
- Some knowledge of how to read simple charts and flow charts
- Understanding of what a commitment is
- Brainstorming techniques
OBJECTIVES
Students will
• Be aware of the difference in behaviour expected in a workplace from those acceptable in private situations;
• Take responsibility for their appearance and behaviour at work;
• Use appropriate body language at work, respecting others’ space and feelings;
• Have appropriate verbal skills to introduce themselves, to participate in conversation, to ask questions, and to apologize;
• Know what are appropriate topics for conversation in the workplace, including jokes and gossip;
• Be sensitive to others’ feelings;
• Understand what harassment is, and know some steps in dealing with it;
• Problem solve in personal situations that arise at work;
• Be able to order their own tasks in a work situation when given a series of things to do;
• Understand what making a commitment to a community, the environment, an employer, and co-workers would mean;
• Look at safety and training issues as they relate to job sites and equipment;
• Fill in charts and answer written questions;
• Participate in group discussions and in role plays.

MATERIALS
• Chart paper, markers, highlighters
• Magazines or catalogue to find pictures for posters
• Parts of a typical work uniform, including hairnet or hat, rubber-soled or steel-toed shoes
• Access to computer for possible Internet use
• Clock
• Overhead projector and transparency facilities
VOCABULARY

• Apologize / apology
• Appropriate
• Body language
• Charities
• Clean
• Commitment
• Community
• Criticism
• Dignity
• Environment
• Equipment
• Ethnic
• Excellent
• Eye contact
• Flexible
• Gender
• Gossip
• Harassment
• Hygiene
• Improve
• Inappropriate

• Libel
• Neat
• Needs improvement
• Polite
• Practise / practice
• Problems
• Racial slur
• Respect
• Respectful
• Responsible
• Safety
• Satisfactory
• Schedule
• Self-advocacy
• Sexual harassment
• Social skills
• Uniform
• WHMIS
• Willing to learn
• Workplace

RESOURCES

• www.textileaffairs.com/guide.htm is very helpful with full explanations of laundry symbols: You could use this to discover the exact meaning of individual laundry tags if a printed explanation is not on the tag

• Local employers may have printed policy guides that deal with expected behaviour at work. Speak to them.

• Time in this manual for students who are uncomfortable with telling or managing time
### ESSENTIAL SKILLS

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Bridging the Employment Gap 2008 374
Working With Others

Working With Others as a separate Essential Skill recognizes the importance of interpersonal relationships in a workplace. Obviously, good personal skills are the foundation of successful interpersonal skills. This section allows the students to practise common interpersonal interactions, often through role play. Problem solving and decision making, along with oral communication, are the major components of good interpersonal relationships.

LEARNING ACTIVITIES

1. CONVERSATIONAL SKILLS
   • Reading Text 1
   • Document Use 1
   • Writing 1
   • Oral Communication 2
   • Thinking Skills
     ° Problem Solving 1
     ° Decision making 1
     ° Significant Use of Memory
   • Working With Others
   • Continuous Learning

Materials:
   • Chart paper and markers
   • Folders labeled Social Skills for each student
   • Photocopier (colour?)

Explain the accepted way of participating in a conversation (1 to 1)
   • Make eye contact. Model
   • Nod and say Yes or Okay from time to time so that you appear interested. Model
   • Ask Questions. Model
   • Repeat what you have to do. Model
   • Thank the person or end the conversation in a polite way.

Create together a memory poster of these steps, inviting students to choose icons to represent each step (for example, an eye for making eye contact).
   • Post this in the room.
   • Read often.
   • Perhaps make a smaller copy for each student to keep in a folder labeled “Social Skills”.

Role play situations which involve participating in a conversation.
## 2. BODY LANGUAGE

- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- Working With Others
- Continuous Learning

### Materials:
- Supplies for creating poster

Discuss the meaning of “body language”.

Have the students show what happy, unhappy, aggressive, sullen, expressions might be.
- Include facial expression, stance, movement, distance, etc.
- Have students guess each other’s mood.

Make up a game where one student is to show a given mood or emotion and another guess.
- Instructor can whisper the mood or emotion in the student’s ear, or can make up cards if the reading level is appropriate.

Discuss voice – loudness, speed, forcefulness etc as contributing to the meaning of the communication.

These should be included in all feedback in subsequent learning activities.

Have students create a page for their folders about body language.
- They could first make a large one all together to be posted, and then have it photocopied (reduce size to fit folder).
3. PROBLEM SOLVING

- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Chart paper and markers
- Teaching Aid: I Have a Problem

Discuss how they might solve a problem that arises at work.
- Who would they go to?
- How would they approach that person?
- When would be a good time?
- When would not be a good time?

Make a ‘rule chart’.
- Decide whom you should ask.
- Choose your time when you should approach this person.
- Explain your problem.
- Listen to what the other person has to say.
- Repeat what you heard.
- Say thank you and return to work.

Copy onto a smaller sheet for students, or have students copy into their own Social Skills folder.

For additional practice with Problem Solving, use Teaching Aid: I Have a Problem.
- Role play the situations.
- Add more of your own.
4. **APOLOGIZING**

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- Working With Others
- Continuous Learning

**Materials:**
- Chart paper and markers

Discuss if students have ever made a mistake or had to apologize to a friend, a parent or another person?
- How did it feel?
- Was it difficult to do?
- How did they go about apologizing?
- Has anyone ever had to apologize to them for something?

Discuss how they might handle making an apology for something at their workplace.
- Go to the person you need to apologize to
- Ask if it is a good time to speak with him/her
- Explain your behavior and what you did or did not do
- Offer your apology
- Listen to what the person says
- Thank them for listening to you.

Create a memory aid for inclusion in Social Skills folder and for posting and practising. Remember that apologies are not always received well, but that they must be made to make things right.

Role-play several possible workplace scenarios where an apology might be necessary. (customer service, with colleague, with boss.)
## 5. RESPECT IN THE WORKPLACE

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

### Materials:
- Teaching Aid: *Cara: Respect in the Workplace Policy* (3 pages)

Discuss the idea that all people are entitled to be treated with dignity at home, at work, at school and at play. People are also to be free of verbal, racial, physical and sexual harassment.

- Discuss what each of these terms means.

Ask if they have ever experienced any form of harassment?

- How did they feel?
- What did they do about it?
- Have they ever called someone a name? Is that Okay?
- Have they every talked badly about someone because they have looked or acted differently? Is that Okay?

Explain that most companies have a policy, which deals with respect in the workplace. Read aloud the Teaching Aid: *Cara- Respect in the Workplace Policy* to the students.

- Explain as you read it, asking for questions as you read.
- Reinforce the steps of what to do if they are being harassed.
  - Say no
  - Seek guidance (help)
  - File a formal complaint

Write steps in Social Skills folder under the heading “Being Harassed”. Explain that this is part of “self-advocacy” and will help them not be taken advantage of.

Make sure the students know how to do the 3 steps. Role play a situation in which they

- Are being harassed and must tell the other person how they feel and ask them to stop
- Are accused of offending or harassing, and must apologize (seeking explanation of what they are doing wrong so that it can be corrected)
- Must ask their supervisor for help if their own attempts have failed (after either of the above situations)
- Must make a formal complaint, knowing who can help them write the complaint. (They should know how to make and keep any record of incidents – note 2nd bullet at bottom of CARA policy)

Remind them that everyone has the right to be respected – it is a two way street. They might not have intended to offend or hurt someone, but the person may have felt it anyway and an apology and change of behaviour is called for.
6. ACCEPTING CRITICISM

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Teaching Aid: *I’ve Been Told*

Explain that criticism is hard to take sometimes but we all need to learn from it.

Ask if anyone has ever been criticized?
- Was the criticism well meant?
- Was it deserved?
- What did they do about it?

Introduce the idea of accepting criticism in a positive way.
- Remember to make eye contact as you did in the other activities.
- Listen carefully to the criticism before saying anything.
- Ask any questions you need to for further information.
- Explain what you did or offer an apology.
- Ask for suggestions to help you improve for the next time.
- End the conversation politely

Create a memory tool as in previous activities and put in Social Skills folder; post and review frequently.

Use the Teaching Aid: *I’ve Been Told* as a role-playing experience
7. GOSSIP

- Reading Text 1
- Document Use 1
- Oral Communication 2
- Thinking Skills
  - Decision Making 2
  - Significant Use of memory
- Continuous Learning

Discuss what the term “gossip” means.

Ask the following:
- Have you ever talked about somebody behind their back?
- Have you ever told something “juicy” about someone to another person?
- Has anyone ever spread stories about them, true or untrue?
- How did it make you feel?
- Is this kind of talk helpful, especially in a workplace.

Emphasize that gossip is NOT acceptable in a work situation: it is a form of harassment and definitely shows lack of respect.

Use the Student Activity Sheet: Have You Heard?

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8. JOKES

- Oral Communication 2
- Thinking Skills
  - Decision Making 2
  - Significant Use of Memory
- Continuous Learning

Invite students to tell their favourite jokes.
- Make a list of them on chart paper.

Now discuss the appropriateness of each joke for the workplace.
- Emphasize that some jokes may be OK in certain situations, but not in others.
- Explain that although comedians make racial, gender, age, and ethnic jokes, these are NEVER appropriate in a workplace.
- Why not?
### 9. APPROPRIATE TOPICS

- Reading Text 1
- Document Use 1
- Oral Communication 2
- Thinking Skills
  - Decision Making 2
  - Significant Use of Memory
- Continuous Learning

### Materials:
- Student Activity Sheet: *Let’s Talk* (3 pages)

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Ask what they think it is OK to talk about at work.
- A great place to go to eat at lunch;
- A question you have about the task you are doing

Ask what is not OK.
- Your diarrhea last night
- The affair your husband is having;

Ask when it is OK to “chat”.
- On break
- When all the work is done and no one is in the store;

When is it not OK?
- When your co-worker is trying hard to type a letter.
- When a customer is waiting for service.

Have students make a “Let’s Talk” chart for their folders.
- Use the ideas on the Student Activity Sheet: *Let’s Talk* to get started.
- Add more of your own.
I Have a Problem

Use these situations as samples for role playing asking a supervisor for help with a problem.

**Make sure each person has a turn to speak. [Hint: You might want to write out a script before you role play].

1. You got into an argument with a co-worker. Your language was not appropriate. You must go to your supervisor to explain what happened. The co-worker must come too.

2. All week bats have been flying into your house at night. This is a health hazard for your young children. You need to find another place to live in a hurry. You don’t know how you are going to concentrate on your job with this hanging over your head.

3. You have tried and tried, but can’t get the hang of the new cash registers.

4. One of your co-workers wears really strong perfume and it is giving you headaches.

5. You have been asked by your crew chief to operate the meat slicer. You have never done this before, and don’t want to risk losing a finger, but the crew chief has said if you don’t do it that you will be letting everyone down.
Respect in the Workplace Policy

Cara Teammates and others dealing with the company are entitled to be treated with dignity and to work in an environment that is free from harassment based on race, sex, national or ethnic origin, colour, religion, age, marital or family status, sexual orientation, or disability. The company is committed to providing a work environment free of verbal, racial, physical and sexual harassment, and will make every effort to ensure that no one is subjected to personal or sexual harassment.

Teammate Responsibilities

Teammates who believe they are being subjected to any form of harassment should:

**SAY "NO!"**
The teammate should not ignore the harassment and should immediately make known his or her disapproval and/or uneasiness to the offender in an unmistakable manner.

**SEEK GUIDANCE**
The teammate is encouraged to approach his or her Restaurant Manager, Area Associate and/or C.O.O. or Human Resource Partner.

**FILE A FORMAL COMPLAINT**
The teammate may file a written complaint at any time with Cara’s Human Resources Department or Chief Operating Officer.

- If there is further incident, or you feel that the initial offence was serious enough, make a formal complaint by contacting the Manager of the harasser, your manager, Area Associate or the Human Resources Department at Cara’s Head Office.

- Be sure to make a written record of all incidents. In your statement, include the nature of the behaviour, dates/times, where, witnesses (if any), and the action taken by you to tell the alleged harasser of your disapproval. Teammates can make a formal complaint at any time.

- The accused person and his/her rights must also be protected. He/she will be provided with the chance to comment on the allegations, and to provide the names of any witnesses who may contribute to the investigation.

_Cara Human Resource department, August/04_

Used with permission of Cara Operations Ltd.
Teammate Handout

All formal complaints of alleged harassment made to the Human Resources Department at Cara's Head Office will be investigated thoroughly and promptly, by either Human Resources personnel or senior management in the complainant's department, whatever is deemed more appropriate at the time. This will require interviewing the complainant, the alleged harasser, and any witnesses. A decision/recommendation will be made and both parties will be advised.

Teammates seeking information or clarification on this policy, or wishing an informal discussion regarding a possible complaint, are encouraged to approach their Manager or any member of the Human Resources team. All enquiries will be held in strict confidence.

CONTACTS FOR FILING A COMPLAINT:

Your Restaurant Manager. Your Area Associate.
Cara's Human Resources Department at Cara Head Office:
  Jim Whyte (416) 254-1088  Peter Tsoporis (416) 575-1063

Management (including Human Resources) must keep all information concerning any allegations or investigation of harassment CONFIDENTIAL at all times. Information will only be given on an “as-needed” basis for an investigation or for disciplinary measures.

Cara Operations Limited has adopted this policy in connection with all Cara Operations Limited businesses and Cara Operations Limited requires all its franchisees to adopt this policy.

NOTE: Nothing in this policy precludes an individual's right to file a complaint with the Human Rights Commission should the teammate feel the situation warrants such action.

NOTE: Witnesses to harassment are required to report the incident to their immediate supervisor, Human Resources Partner, or any person with sufficient authority to take, or ensure the taking of remedial action immediately, even if a complaint has not been filed by the victim of the harassment. Failing to report harassment is serious and may result in disciplinary action, up to and including termination.

Cara Human Resource department, August/04

Used with permission of Cara Operations Ltd.
Workplace Respect Policy
Associate Acknowledgement Form

Cara Operations Limited recognizes the dignity and worth of each associate and it is the policy of Cara Operations Limited, to prohibit harassment of associates while performing their duties, within or outside the workplace, or as a result of their employment relationship with Cara Operations Limited.

This policy is fully supported by Cara Operations Limited and is intended to be in conformance with all federal laws and all provincial laws dealing with prohibited harassment.

I have read this Workplace Respect Policy and I understand that Cara Operations Limited is committed to maintaining a workplace that is free from discrimination and harassment. In that spirit, I acknowledge my personal commitment to maintaining a discrimination free workplace when dealing with associates and guests. I will not be involved in conduct that may be viewed as discrimination or harassment under the Cara Operations Limited Workplace Respect Policy and/or Provincial/Federal Human Rights Legislation.

I understand that if I engage in conduct that is considered as discrimination or harassment, I may be subject to disciplinary action. This could include the termination of my employment without notice or pay in lieu of notice.

I have attended Cara’s/Montana’s Respect in the Workplace Training and I acknowledge that I have read, and fully understand the terms of the Cara Operations Limited – Montana’s Division, Respect in the Workplace Policy, and that I agree to the terms as stated above.

Associate Name (print): __________________________  Date: __________________________

Associate Signature: __________________________
“I’ve Been Told”

**Boss:** That table is not clean. I see grease marks on it. Please do it again.

**You:** [Nod]. May I say something?

**Boss:** Go ahead.

**You:** I have gone over it several times, but the cleaner in my spray bottle seems to be very watery.

**Boss:** Perhaps you should go and get a new bottle.

**You:** That’s a good idea. I’m sure it will work much better. Thank you.

**Boss:** Good. I’ll check later.
Have You Heard?

Colour the gossip red.

Did you hear that the boss is flirting with Jean? He has the hots for her!

I bet Jack is late for work all the time because he has a drug problem.

Helen is pregnant. I wonder if she knows who the father is!

I don’t think we should talk about Sally when she is not here.

You don’t know that is true, so don’t tell it to others!

Bryce is so fat! I heard that he broke a seat at the movies last week.
Let’s Talk

1. Cut out each conversation.
2. Paste each into the correct column on the Let’s Talk chart.
3. Discuss your reasons with your instructor

<table>
<thead>
<tr>
<th>Let’s talk about the hockey game last night. What do you think of the score?</th>
<th>Have you ever had sex? What was it like? Have you tried kinky stuff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where did you go for your holiday last year?</td>
<td>We went to a good movie last night. Have you seen it?</td>
</tr>
<tr>
<td>I like girls with big bosoms. Do you?</td>
<td>I’m going to try to make chili tonight. Does anyone have a recipe?</td>
</tr>
<tr>
<td>I barfed all last night. It was yellow. Must have been the hot dog with mustard!</td>
<td>I had so much gas, I could have filled an air balloon. I could still let one rip. Do you want to hear it?</td>
</tr>
<tr>
<td>Do you have any pets?</td>
<td>How long have you worked here?</td>
</tr>
</tbody>
</table>
Let’s Talk, cont.

My grandmother is coming this weekend. She is such a neat lady. We always go to cool restaurants.

Does your husband / wife snore? Mine keeps me awake all night! He / she sounds just like a pig.

I’ve got a big scar from my surgery. It goes from my neck to my belly button. Want to see?

My husband is so mean to me. He does terrible things. Let me tell you about it.

I saw the boss at a bar last night. Was he ever drunk!

I heard a really gross joke. Let me tell you.

My underwear is riding up. I have got a big wedgie!

Look at her dress! It looks like she is trying to look like she is 16, not 46.
## Let’s Talk!

<table>
<thead>
<tr>
<th>OK</th>
<th>NOT OK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEMONSTRATION: INSTRUCTOR PAGE

On the Job

ESSENTIAL SKILLS
• Reading Text 1
• Document Use 1
• Oral Communication 2
• Working With Others

Thinking Skills
• Problem Solving 2
• Decision Making 2
• Significant Use of Memory

DEMO DESCRIPTION
Students will ask questions for job clarification, record the questions and role play. Problem solving, apologizing, handling criticism, and advocating on their own behalf will be demonstrated through role plays and the completing of charts. Focus is on appropriate communication in workplace situations.

INSTRUCTOR PLANNING NOTES
• Read scenarios aloud when appropriate
• PARTICIPATE in this demo – the student must explain reasons to you for choices made, and you are part of the role plays the student must do
• Provide What I Have Learned and Skills Practised from Evaluation section in this resource to link demonstration tasks with the Essential Skills.

With student
• Review appropriate behaviours when interacting with others on the job, body language as well as verbal.

ACHIEVEMENT INDICATORS
• Made appropriate choices
• Solved problems
• Filled in a checklist
• Asked appropriate questions
• Role played “real job” scenarios
  ° Understood nature of problem
  ° Chose appropriate way to respond
  ° Used good body language
  ° Used voice well
  ° Showed respect
• Assessed own performance
**On the Job: Do I Understand?**

**TASK 1**

Sean has started his work at the fast-food restaurant and has been told that he must do the following:

- stack small plates on the right shelf
- stack large plates on the bottom left hand shelf
- stack all cups upside down in the left of the dishwashing machine

He needs to make sure that he understands the instructions.

1. Ask 2 questions that Sean might ask to make sure he understands.

2. Role play with your instructor or job coach.
**On the Job: When Do I Work?**

**TASK 2**

Sean is now given his work schedule. He is told that he will work Thursday 5 p.m. until closing, and Friday 5 p.m. until 9 p.m. He might have to work Saturday afternoon.

1. Ask 2 questions Sean might ask to make sure that he understands his schedule.

2. Role play with your instructor or job coach.
On the Job: Getting to Know You

TASK 3

Sean has been put on a work team. He tries to get to know each team member. He remembers the rules he learned about having a conversation.

1. Role play with your instructor or job coach.

2. Sean asks the following questions:
   - What is your name?
   - How long have you worked here?
   - Is this your first job?
   - What do you like best about working here?

3. Now your instructor, or job coach, will ask you the questions, and you will play the part of team member.
On the Job: Problem Solving

TASK 4

Sean is given the job of tidying the washroom. He notices that there are no paper towels and that the soap dispenser is empty. He must ask his manager for the keys to the storeroom.

• How should Sean behave in this situation?

• Put a check mark in the correct column.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>He interrupts the manager when he is talking to a customer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He goes and takes the key from the office without permission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He waits until the manager is free and able to speak with him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He gives up and doesn’t bother to replace the soap and paper towel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He tells another team member to go and tell the manager to fill the paper towels and soap.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the Job: I’m Sorry

TASK 5

Role play each of the scenarios.

Pay attention to
- Body language
- Facial expression
- Voice
- Mannerisms

Remember the steps for apologizing.

1. You are collecting carts from the parking lot at the supermarket. You are pushing a long line of them towards the store. You accidentally run into the back of an elderly lady.
   - You need to apologize for running into her.

2. Your job is clearing tables at a restaurant. Your co-worker can’t leave until you arrive. You are late getting to work because you slept in and missed your usual bus.
   - You need to apologize for being late.
**On the Job: I’m Sorry**

**TASK 5, cont.**

3. You are taking a break and are having a coffee with a co-worker in the cafeteria. You are describing what happened at the ball game last night and you have used several unacceptable words. Your co-worker is offended.
   - You need to apologize.

4. You were clearing tables and stacking cups on a tray. As you went to the kitchen, you dropped the tray by accident and several cups got broken. You got really upset and used inappropriate language as you walked away angrily.
   - You need to apologize to your supervisor.
On the Job: Something is Bothering Me

TASK 6

Lyle has been feeling uncomfortable at work because some co-workers have been talking about him and laughing at him during break time.

- What should he do? What action should he take?
- Put a check mark in the correct column.
- Explain your reasons to your instructor.

<table>
<thead>
<tr>
<th>Action</th>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>He should ignore it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should get back at them by calling them names or playing tricks on them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should punch out the one with the biggest mouth!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should politely ask them to stop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should get together his own ‘gang’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should report it to his supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should ask for a meeting with his supervisor and the one(s) involved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He should stop coming to work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On the Job: The Boss is Angry

TASK 7

Alan was talking to his friend during coffee break. He had not finished his photocopying job before the break as he was supposed to. (His boss said he needed the materials for a meeting at the end of the day.)

Alan and his friend were so busy talking about the hockey game, that they were 20 minutes late in returning to work.

Alan’s boss was very angry and told Alan that he was disappointed in his behaviour.

• Role play the conversation between Alan and his boss.
**On the Job: I’ll Do Better Next Time**

**TASK 8**

- Choose the correct response.

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are late back from break. You apologize.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The job was to be done by 3 p.m. You argue that nobody told you that!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A team member went home early. The job did not get done because of that.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The manager says that you are not cleaning the tables correctly. You call</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him an idiot, put down your cloth and walk away!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A customer says his fries are cold. You say ‘Too bad’ and walk away.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A co-worker says you smell. You forgot to wear deodorant. You apologize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and go to your locker and apply some.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## On the Job: I Can Work with Other People

### TASK 9

<table>
<thead>
<tr>
<th>I CAN</th>
<th>YES / DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can have a conversation with a co-worker or a friend.</td>
<td></td>
</tr>
<tr>
<td>I can show respect towards others in the workplace.</td>
<td></td>
</tr>
<tr>
<td>I can decide if a joke is appropriate for the workplace or not.</td>
<td></td>
</tr>
<tr>
<td>I can decide what conversations are appropriate in the workplace.</td>
<td></td>
</tr>
<tr>
<td>I can accept criticism in a positive manner.</td>
<td></td>
</tr>
<tr>
<td>I can apologize when necessary.</td>
<td></td>
</tr>
<tr>
<td>I can ask others for help when necessary.</td>
<td></td>
</tr>
<tr>
<td>I can use body language and facial expression appropriately.</td>
<td></td>
</tr>
<tr>
<td>I can use the correct tone of voice when talking with others.</td>
<td></td>
</tr>
</tbody>
</table>
**DEMONSTRATION ASSESSMENT**

**On the Job**

Student: ____________________________

Instructor: __________________________

Date: ______________________________

Total Time for Demonstration: __________

Help Given?  _____Yes  _____No

Details: ___________________________

Accommodations?:  _____Yes  ____No

Details: ___________________________

**ESSENTIAL SKILLS:**

- Reading Text 1
- Document Use 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 2
  - Significant Use of Memory
- Working With Others

**ACHIEVEMENT INDICATORS**

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Made appropriate choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Solved problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Filled in a checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asked appropriate questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Role played “real job” scenarios</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - Understood nature of problem | | |
  - Chose appropriate way to respond | | |
  - Used good body language | | |
  - Used voice well | | |
  - Showed respect | | |
| • Assessed own performance | | |

Bridging the Employment Gap 2008
Employee Responsibilities

A good employee demonstrates certain common characteristics. An employer expects these. The learning activities in this section allow students to explore what these characteristics are and to assess their own level of performance. The demonstration is like a performance review that is a common practice in the workplace.

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.GOOD TIMEKEEPING</strong></td>
</tr>
<tr>
<td>- Reading Text 1</td>
</tr>
<tr>
<td>- Document Use 1</td>
</tr>
<tr>
<td>- Writing 1</td>
</tr>
<tr>
<td>- Oral Communication 2</td>
</tr>
<tr>
<td>- Thinking Skills</td>
</tr>
<tr>
<td>° Problem Solving 2</td>
</tr>
<tr>
<td>° Decision Making 1</td>
</tr>
<tr>
<td>° Significant Use of Memory</td>
</tr>
<tr>
<td>- Continuous Learning</td>
</tr>
</tbody>
</table>

**Materials:**
- “Managing Time” Learning Activities 73-83 in the Time unit it this manual.
- Teaching Aid: What an Employer Expects (enlarge one and make copies for each student)
- Markers

Discuss why it would be important they they be on time for a job.
- There might be shift change and someone else is waiting to leave.
- Another team member might not be able to start his or her job if they are not there.
- Other ideas.

Ask if it is acceptable to arrive at work early.
- How early is reasonable. (an hour? 15 minutes?)

Ask how they would plan to arrive on time at the workplace.
- Know how long it would take to travel.
- Know what time to leave home, etc.
- See “Managing Time” Learning Activities 73-83 in the Time unit it this manual.

Use Teaching Aid: What an Employer Expects.
- Enlarge and post
- Fill in details as you teach them.
- Give each student a copy of the Teaching Aid.
- Have students copy the points you put on the large poster.
11. FLEXIBILITY

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

**Materials:**
- Teaching Aid: *What an Employer Expects*
- Markers

Discuss the meaning of flexible and flexibility in relationship to their behavior. (not physical)

Ask if they have ever been in a situation where they had to be flexible. (change a date to meet someone, change time to do something, change what they will cook for supper, etc.)

Ask what kind of situations in the workplace would require flexibility.

- Co-worker sick and must go home.
- Machine breaks down so can’t complete a job.
- Lots of people in the checkout lines and only 2 cashiers.
- Etc.

Continue to fill in the large copy of the Teaching Aid: *What an Employer Expects*. Students should fill in their own copies.
### 12. Politeness

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 2**
- **Thinking Skills**
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

**Materials:**
- Teaching Aid: *What an Employer Expects*
- Markers

Discuss what it means to be polite.

List a number of polite words in daily use.
- Please
- Thank you
- You’re welcome
- Excuse me
- Sorry, etc.

Discuss the situations in which they need to use these words.

Ask what body language would suggest politeness:
- Smile
- Respecting other people’s personal space
- Not touching others without permission, etc.

Discuss other polite behaviours:
- Not interrupting
- Not talking when someone else is
- Taking turns
- Holding doors for others
- Sharing, etc.

Ask what situations might require politeness in the workplace.
- Assisting an elderly customer to a chair.
- Asking for help from a co-worker.
- Waiting for your supervisor to be finished talking before asking your question.
- Assist a new team member on their first day of work.
- Dealing with a customer, etc.

Continue filling in the chart *What an Employer Expects* (both large and student copies).
### 13. RESPECT AND RESPONSIBILITY IN TEAMWORK

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
</table>
| Teaching Aid: *What an Employer Expects*
| Markers
| Student Activity Sheet: *A Good Team Member*
| Student Activity Sheet: *Respect and Dignity*

Discuss the idea of working as part of a team. (Think of sports teams)
- Each person has a special job that is important.
- Team members depend on and help each other.
- If one team member doesn’t do his or her job well, the whole team looks bad.
- Team members respect each other as being equally important to the team.
- The team shares a common goal.

What are the benefits of teamwork? (the good things)
- Work more efficiently and quickly.
- Different people have different skills; no one has to do it all.
- Gives you a chance to meet others and to learn new things.
- Gives you a chance to help others and to get help when you need it, etc.

What are the drawbacks? (the not so good things)
- You like to do the whole job yourself.
- You don’t like or get along with your co-workers.
- You don’t like to rely on other people, etc.

Discuss the meaning of respect for others.
- Consider others’ needs and feelings instead of just your own.

Discuss the meaning of responsibility to others
- Everyone in the workplace is connected: working for a common goal
- Part of respecting others is to behave responsibly oneself

Create a checklist of things that an employer would look for in a team member.
- Check your shift date and time; arrive on time
- Do your job well and be friendly
- Help others and clean up after yourself, etc.

Continue to fill in the Teaching Aid: *What an Employer Expects*.

Use Student Activity Sheets: *A Good Team Member* and *Respect and Dignity*.
14. TAKING TIME OFF

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

Materials:
- Student Activity Sheet: Time Off.
- Teaching Aid: What an Employer Expects.

Tell students that part of being respectful towards others and working as a good team member is knowing when, and when not, to take time off.

Discuss that there are some things they will need to do during normal working time, but that they know well in advance and can give a lot of notice to the employer. (dentist appointment, regular doctor’s appointment, wedding, etc.)

- How does advance notice help? (can schedule around the person)
- What else could they do to have the day off? (take vacation time)

Remind the students that taking unplanned time off is disruptive to an employer and to co-workers. However, it is necessary on occasion. Sometimes situations come up as a surprise and they may feel they cannot work.

Discuss what happens when a team member takes time off and does not let others know in advance.

- Someone else has to do extra work in the same amount of time.
- A job does not get done at all.
- The team routine is disrupted and changes significantly.

Discuss what happens when a team member takes time off but phones in in advance.

- The employer has a chance to get someone else to come in to cover the shift.
- The job gets done with no one bearing additional work.
- The team is able to function normally.

Discuss when taking time off would be acceptable.

- Illness
- Family emergency such as death in family

When would taking time off not be acceptable.

- Birthday.
- Offered tickets to a ball game.
- Don’t feel like working. Weather is too nice to work, would rather go to the beach.

Use Student Activity Sheet: Time Off and continue to fill in Teaching Aid: What an Employer Expects.
### 15. CLEAN AND NEAT

<table>
<thead>
<tr>
<th>Materials:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Magazines and newspapers</td>
<td></td>
</tr>
<tr>
<td>• Scissors &amp; glue</td>
<td></td>
</tr>
<tr>
<td>• Chart paper</td>
<td></td>
</tr>
<tr>
<td>• Teaching Aid: <em>What an Employer Expects.</em></td>
<td></td>
</tr>
</tbody>
</table>

#### Continuous Learning

Discuss what makes a person clean:
- Washing,
- Brushing teeth,
- Scrubbing fingernails,
- Shampooing hair,
- Clean clothes (or uniform).

Discuss what makes a person neat:
- Hair brushed,
- Clothes not wrinkled,
- Buttons and zippers working and fastened (as appropriate),
- Shoes clean and polished,
- Fingernails trimmed, etc.

Discuss what they need to have at home, or available to them, in order to keep clean and neat:
- Laundry facilities
- Personal care products (brush, comb, soap, etc.)

Using magazines or newspapers, find pictures of people who look clean and neat and of others who do not. Make a collage to display.

Explain why cleanliness and neatness would be important to an employer.
- Ask whether they would rather be served lunch by someone who is clean and neat or by someone who is dirty and untidy.

Discuss the reasons why employers choose to have employees wear uniforms at work:
- Safety (rubber-soled shoes, steel-toed boots, hairnets, aprons, etc.)
- Everyone looks the same and “smart”.
- Easy to see if a uniform is clean.
- Easy for customer to identify an employee.
- Advertising the company, etc.

Continue to fill in the Teaching Aid: *What an Employer Expects.*
16. WILLING TO LEARN

- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Teaching Aid: *What an Employer Expects*.

Discuss what the term “willing to learn” means.

Ask how they can show this willingness:
- Attitude.
- Willingness to make mistakes and learn from them.
- Offering assistance to others.
- Asking questions.
- Accepting criticism.

Ask students what makes them willing to learn in the workplace:
- Support from co-workers and supervisor.
- Non-judgemental environment.
- Rewards and incentives.

Discuss the situations they might encounter at work where they need to learn something:
- New task,
- New piece of equipment or machinery.
- Mistake in performing a task.
- Criticism on an employee review form, etc.

Discuss how they should ask for training or for suggestions on improvement.
- Make up situations and role play.
- Discuss how the person shows a willingness to learn.

Continue to fill in Teaching Aid: *What an Employer Expects*. 
What an Employer Expects

- Time Off
- Politeness
- Good Timekeeping
- Flexibility
- Clean and Neat
- Respect and Responsibility
- Willing to Learn
A Good Team Member

<table>
<thead>
<tr>
<th>A GOOD TEAM MEMBER</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks shift time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comes to work late</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishes the job well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleans up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes a lot of breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is angry because he/she doesn’t like the job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is friendly towards others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for help when he/she needs it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiles and does his/her best</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parties late the night before work and is tired too</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sick to work in the morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks about others behind their backs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praises co-workers for a good job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often misses a shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans appointments around his/her work schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is always clean and neat when he/she arrives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watches others to learn how to do new jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agrees to switch shifts so a co-worker can attend a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funeral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a positive attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swears when he/she makes a mistake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuses to wear the company uniform</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Respect and Dignity

Decide which are respectful, and which are not respectful, comments. Cut each comment out and put it in the correct column.

| Jean, that is a lousy job of floor cleaning. You are a lazy, good-for-nothing person. | I can see that you tried your best. Believe me; it will get easier as time goes on. |
| Jim, could you please come and give me a hand with this? | Thank you for your hard work today. I appreciate it. |
| Hey, Fatty. Get yourself over here. | I am sorry your little boy is sick again. Is there anything I can do to help? |
| Hey, Newfie. There is an English class at the local Y. Why don’t you join and learn how to talk properly? | Jean, I’m sure the floor will look much better if you go over it again. Thanks |
| You can’t be a very good mother if your child is sick again. What on earth are you doing to him? | For goodness sake, I will have to do this all over again myself. I don’t know why they ever hired you to work here! |
## Respect and Dignity

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Not Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Time Off

Put a check mark in the column to indicate if it is appropriate to ask for time off in the given situation.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is your birthday.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your friend suddenly has a ticket to take you to a ball game this afternoon, but you are scheduled to work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your grandmother has died and the funeral is tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You ate too much last night and don’t feel like working today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You have a dentist appointment in two weeks time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school calls. Your child has been taken to emergency and you want to go to her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is a beautiful day and you want to go to the beach. It is too hot to work anyway.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a sale on shoes at the mall and you want to get there before the good ones have been taken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You had an argument with someone at work yesterday, and you don’t want to go today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your dog ate the bus transfer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEMONSTRATION: INSTRUCTOR PAGE

I Am Responsible

ESSENTIAL SKILLS
• Reading Text 1
• Document Use 1
• Writing 1
• Oral Communication 2
• Continuous Learning

Thinking Skills
° Problem Solving 1
° Decision Making 1
° Significant Use of Memory

UNIT DESCRIPTION
The student makes choices about employee behaviours and attitudes. The student is rated on the points discussed and practiced in the Learning Activities, over a 10 day period, as in a performance review, and will discuss the results with the instructor.

INSTRUCTOR PLANNING NOTES
• Photocopy charts
• Some students may need to have the scenarios read orally to them
• Provide What I Have Learned and Skills Practised from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student
• Discuss appropriate way to receive criticism and suggestions in a performance review

ACHIEVEMENT INDICATORS
• Made appropriate choices based on scenarios and responsibilities
• Problem solved
• Filled in a checklist
• Discussed a performance review
• Handled suggestions and criticism appropriately
• Assessed own performance
### I Am Responsible

#### TASK 1

Decide whether each situation is right or wrong. Put a check mark in the correct box. You may read this alone or with your instructor, or someone may read the situations to you.

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>RIGHT</th>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Timekeeping</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I don’t care if I’m only 5 minutes late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I’m always on time, so today I’ll sleep in.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• My other team members are relying on me to be on time. I have to leave now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sam was late yesterday, so I can be late today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flexibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• That’s not my job. I’m not helping her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Yes, I can come in an hour earlier tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I am finished. Can I help you now?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## I Am Responsible

### TASK 1, cont.

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>RIGHT</th>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Politeness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Get it yourself. Are your legs painted on! Can’t you see that it is over there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does it look as if I have nothing to do!!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Let me hold the door for you, sir.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect and Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Look at that fat man. He doesn’t need another burger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Will this table be OK for you? Perhaps your walker will fit in there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kids are so noisy. People with kids should eat at home.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I’m tired. I’ll just leave the trays here for someone else to wipe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I’ll check my shift start time before I leave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No one will notice if I don’t empty that garbage can.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Off</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I need to attend my grandmother’s funeral.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• My friend wants me to go shopping.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### I Am Responsible

#### TASK 1, cont.

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>RIGHT</th>
<th>WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clean and Neat</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• My uniform has a few spots on it and it smells a bit, but who cares? No one will really notice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I’ll wash my shirt before I go to bed. That way it will be dry in the morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Working in the garden has made my fingernails chipped and stained. I’ll give myself a manicure when I get home from working at the office tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Willing to Learn</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I already know how to do it! Don’t tell me again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading staff memos is a waste of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I’m not sure how to fill the ketchup bottle. Would you help me please?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I don’t get paid enough to do that. Ask the manager.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**I Am Responsible**

**TASK 2**

Have your Instructor rate you on each commitment for the next 10 class days.

N – Needs Improvement    S – Satisfactory    E – Excellent

### HOW DO YOU CHECK OUT?

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Timekeeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politeness</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect and Responsibility</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Off</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neat and Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willing to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Discuss the results with your instructor. Then, answer the questions below.

How can I improve? Are there things I need to practise?

- 
- 
- 

Instructor’s signature:___________________________

Student’s signature:___________________________

Date:___________________________
## DEMONSTRATION ASSESSMENT

### I Am Responsible

| Student: ____________________________ |
| Instructor: ________________________ |
| Date: ______________________________ |
| Total Time for Demonstration: ______ |
| Help Given? _____Yes _____No |
| Details: ___________________________ |
| Accommodations?: _____Yes ____No |
| Details: ___________________________ |

### ESSENTIAL SKILLS:
- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

### ACHIEVEMENT INDICATORS

<table>
<thead>
<tr>
<th>ACHIEVEMENT INDICATORS</th>
<th>BEGINNING</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made appropriate choices based on scenarios and responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filled in a checklist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed a performance review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handled suggestions and criticism appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessed own performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employer Responsibilities

Just as an employer expects certain behaviours from employees, so too employees deserve certain commitments from their employers. Students will explore what these are and learn how to ask for what they need.

LEARNING ACTIVITIES

17. WHAT IS A COMMITMENT?
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Student Activity Sheet: My Commitments

Discuss the word commitment?
- What does it mean?
- What does making a commitment to somebody mean?
- Have they ever made a commitment to someone? Tell about it.

Instructors make a commitment to students. Tell the students the commitment you have made to them.

Talk about the commitments that students make to the instructor and to their fellow students. Brainstorm the ideas and put them on chart paper.

Draw a mind map on the board / chart paper and enter the things you commit to. Read together. You could use the diagram on the Student Activity Sheet: My Commitments.

Ask students to choose some of the ideas from the brainstorming and ask them to make a similar chart.
- You can use Student Activity Sheet: My Commitments.
- You can do it as a small group exercise or with an individual student.
- This can become a sort of class contract to guide behavior, attitudes, etc.

Explain that businesses make commitments to their owners or shareholders, their employees and to the community. They may make commitments to other things too:
- They may commit to donate to a certain charity;
- They may commit to contribute to the protection of the environment, etc.
### 18. COMMITMENT TO COMMUNITY

<table>
<thead>
<tr>
<th>Oral Communication 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Skills</td>
</tr>
<tr>
<td>Problem Solving 2</td>
</tr>
<tr>
<td>Decision Making 1</td>
</tr>
<tr>
<td>Significant Use of Memory</td>
</tr>
<tr>
<td>Continuous Learning</td>
</tr>
</tbody>
</table>

**Materials:** None

What is a community? What helps a community to grow in a healthy way?
- Employment,
- Places to stay,
- Clean environment,
- Businesses,
- Hospitals,
- Parks & recreation centres
- Schools, etc.

Everyone in a community makes a commitment to it in some way.
- How do you help your community?
- What is your commitment to it?

Businesses make commitments to the community. How do they do that?
- Sponsor or participate in community events,
- Make rooms available for meetings,
- Hire local people,
- Provide day care facilities on site,
- Contribute to charity, etc.
## 19. RESPONSIBILITY TO THE ENVIRONMENT

- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

### Materials: None

Looking after the environment is important.

- Why?
- Discuss.

Ask what things they do to help keep the environment clean and healthy? List on chart paper.

- Recycle bottles, paper, etc.
- Walk to nearby places.
- Take a bus or ride a bike to work.
- Turn off lights in rooms not in use.
- Save water. E.g. When brushing your teeth, turn off the water while brushing and turn it back on to rinse.

Businesses make a commitment to the environment too.

- Why would it be important for businesses to clean up their work areas? Discuss.
- Ask what things an employer might do to help protect the environment.
  - Reduce amount of packaging on their products.
  - Use recycled materials.
  - Turn off some lights or reduce energy use in other ways.
  - Plant trees or shrubs around the workplace for shade.
  - Cut down on food waste.
  - Provide recycling bins at the workplace, etc.
20. TRAINING

- Reading Text 1
- Document Use 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Teaching Aid: Workplace Questions Role Play

Ask students what training means. (teaching to develop skills.)

Discuss WHMIS training as one skill. WHMIS and safety training should be provided for all employees in all jobs. This is a legal responsibility of the employer.

What other kinds of training might there be? For example,
- If they were working as a housekeeper, they would need to be shown how to set up a room for new guests.
- If they were working with a machine or tool, they would need to be taught how to operate it.

Explain that training may be delivered in many ways:
- They may be shown how to do something;
- They may be given a manual or other paper outlining the steps to take;
- They may participate in training classes.

Explain that the training location also varies:
- Sometimes training happens at the workplace;
- Sometimes it occurs at home, and
- Sometimes it is at another location.

Discuss what a company could offer its employees for job specific training.
- Workshops
- Incentives
- Job shadowing
- Information regarding moving up in the company

A company should be able to answer your work-related questions, such as
- Whom to call about benefits
- Pay information
- What forms are required
- Is overtime mandatory, etc.

Use Teaching Aid: Workplace Questions Role Play.

** The sector manuals cover job-specific skills. A fuller discussion of the Essential Skill “Continuous Learning” is in the Essential Skills unit in this manual.
## 21. TIME OFF

<table>
<thead>
<tr>
<th><strong>Oral Communication 2</strong></th>
<th><strong>Thinking Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>° Problem Solving 2</td>
</tr>
<tr>
<td></td>
<td>° Decision Making 1</td>
</tr>
<tr>
<td></td>
<td>° Significant Use of Memory</td>
</tr>
<tr>
<td><strong>Continuous Learning</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Materials:**
- Computer with Internet access

Review the points in Learning Activity 14.

Tell the students that not only does the employee have responsibilities when asking for or taking time off, but an employer has responsibilities too in giving time off to the employee.

Explain to the students that the employer has certain labor laws that must be followed. When they start work, they should be given information about the laws as they relate to their job in this company. This is often part of an “orientation” on the first day. If this information is not shared in the first week or two, then they should politely ask their supervisor about such things as
- Length of break time,
- Length of lunch time,
- Overtime
- Holidays
- Statutory holidays,
- Dental plans, etc.

Since the law changes frequently, you may need check some of these on your provincial Ministry of Labour website. Search for “Employment standards”.
22. DIGNITY AND RESPECT

- Reading Text 1
- Document Use 1
- Oral Communication 2
- Thinking Skills
  - Problem Solving 2
  - Decision Making 1
  - Significant Use of Memory
- Working With Others
- Continuous Learning

Materials:
- Chart paper and markers

Review Learning Activity 13.

Explain to students that their supervisor or employer is also responsible for treating them, and all employees, with respect and dignity.

Ask what it could mean to be treated with respect and dignity by the employer.

- Small company:
  - Knows your name
  - Is able to answer your questions personally
  - Flexible scheduling
  - Offers help if you are having problems
  - Provides a clean, safe working environment
  - Provides training, uniform (maybe), tools you need for the job
  - Other ideas?

- Larger company
  - Provides a good team-oriented working environment
  - Provides a supervisor to help with problem solving
  - Explains who to go to for help
  - Has a process for filing complaints
  - Offers training, through courses
  - Has a recreation or leisure group
  - Provides a clean, safe working environment
  - Provides training, uniform (maybe), tools you need for the job
  - Other ideas?

Discuss options with the students on how to handle a problem if they are feeling disrespected or taken advantage of by a co-worker or a supervisor.

What should they do if the company policy is the problem?

Create a poster about Respect and Dignity. Include ideas from both Learning Activity 13 and this one.
Workplace Questions Role Play

Role Play 1

There is a new photocopier in the office. You need to learn how to use it.
• Role play with your instructor, or with another student.

Role Play 2

You need to have major dental work done. You want to know if this is covered by your benefits and if so, what forms you need to have completed by the dentist.
• Role play with your instructor, or with another student.

Role Play 3

You are interested in becoming the line foreman because an opening will be coming up soon. You want to be sure you have all the skills necessary.
• Role play with your instructor, or with another student.

Role Play 4

You are asked to cover someone else’s job while that person is on sick leave. You don’t know what that person does.
• Role play with your instructor, or with another student.
My Commitments

I Commit to
DEMONSTRATION: INSTRUCTOR PAGE

We’re Committed to You

ESSENTIAL SKILLS
• Reading Text 1
• Document Use 1
• Writing 1
• Oral Communication 2

Thinking Skills
• Problem Solving 2
• Decision Making 1
• Significant Use of Memory

DEMO DESCRIPTION
Students will fill in a chart rating the instructor or tutor’s commitments to them in the learning environment, using “Always, Sometimes, and Never”.
Results of the survey are to be discussed with the instructor or tutor, and the student is expected to appropriately ask for changes that he or she feels should be made. (Self-advocacy).

INSTRUCTOR NOTES
• Provide What I Have Learned and Skills Practised from the Evaluation section of this resource to link demonstration tasks with the Essential Skills.

With student
• Review filling in a rating chart
• Review self-advocacy
• Read aloud if necessary
• Discuss results

ACHIEVEMENT INDICATORS
• Completed rating chart
• Discussed results with instructor / tutor
• Asked appropriately for changes if necessary
• Assessed own performance
We’re Committed to You

TASK 1

Commitments are made to you here.

• Look at the chart.

• Rate how well you think your instructor or tutor has met the commitments.

• Discuss the results and if you feel that something has been unfair, or that a commitment is not being met, ask appropriately. You must tell the instructors or tutors what you need from them.
**We’re Committed to You**
**TASK 1, cont.**

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get help when problems arise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My privacy is respected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not afraid to make mistakes, because I am not judged, but am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>encouraged to learn from them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am accepted as a member of a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am encouraged to express my opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have been told what to do in case of an emergency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I arrive late with a good reason for being late, I am excused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My instructor is flexible with regard to my individual needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am treated as an adult with dignity and respect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**We’re Committed to You**

**TASK 1, cont.**

| My instructors give me the learning materials and lessons I need in order to be successful |   |   |
| I am part of setting my own goals and training plan |   |   |
| I am allowed to participate in my evaluation process |   |   |
DEMONSTRATION ASSESSMENT

We’re Committed to You

Student:__________________________
Instructor:________________________
Date:____________________________
Total Time for Demonstration:_______
Help Given? _____Yes _____No
Details:__________________________
Accommodations?: _____Yes ____No
Details:__________________________

ESSENTIAL SKILLS:
• Reading Text 1
• Document Use 1
• Writing 1
• Oral Communication 2
• Thinking Skills
  ° Problem Solving 2
  ° Decision Making 1
  ° Significant Use of Memory

ACHIEVEMENT INDICATORS

• Completed rating chart
• Discussed results with instructor / tutor
• Asked appropriately for changes if necessary
• Assessed own performance