

**Unit Eight**

**Keeping a Job:**

**Handling Conflict,**

**Communicating**

**&**

**Working with**

**Others**

# UNIT EIGHT: KEEPING A JOB

## *Suggestions for the Instructor*

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### **Pg. 8-8 – 8-9 -- Keeping Your Job / Ten Tips for Success on the Job**

Ask students to brainstorm – alone, in pairs or small groups – the attitudes and behaviors they feel are essential to keeping a job, and to write their ideas on the handout. Ask them to share their ideas with the class.

Ask students to read aloud the handout **Ten Tips for Success on the Job**.

Discuss how their brainstormed lists compare to it. Ask:

- Have you followed these tips in the past?
- Can you give examples of situations where these tips were useful?
- Which of these tips do you think might help you in the future?

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### **Pg. 8-10 -- Everybody Makes Mistakes**

Ask students to describe a time they made a mistake on the job that caused them to be criticized, reprimanded or fired. Ask them to write about what they could have done differently in this situation that would have had a positive outcome. Ask volunteers to share their experiences with the class.

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### **Pg. 8-11 -- A Million Excuses**

Tell students that, at one time or another, all of these excuses have been used to justify why a job wasn't done. Ask students to circle any excuses they have used and tell others that may not be on the list. Discuss:

- Why did you use an excuse?
- What could you have done differently?
- What is wrong with using excuses?
- Can using excuses become a habit?

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**Pg. 8-12 – Listening: Are You a Wise Old Bird?**

Ask volunteers to read aloud the quotes about listening. Discuss whether they agree or disagree and give examples to illustrate the meaning of the quotes. Ask them to reflect on why it is important to have good listening skills on the job, what the consequences of not listening on the job might be, whether they think they are good listeners and what they think good listeners do.

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**Pg. 8-13 – 8-14 -- Using Listening Skills**

Read aloud the list of listening strategies on the handout. Ask students to write about a time they used one or more of these listening skills. Discuss with the class.

For the listening activity, divide students into pairs. The first person will be Speaker. The Speaker writes down a list of ten animals without showing the Listener, and then reads the list to the Listener. After the Speaker recites the entire list, the Listener repeats the list aloud. How did the Listener do? Switch partners and do the activity again.

Discuss: Was it hard to remember all the animals? Why or why not? If you had to know the list for a job, what strategies might you use to make sure you could repeat it back?

Then ask students to do the activity again, this time listing ten foods. But this time the Listener can use whatever strategies help him or her to remember the list and repeat it back correctly. Discuss: how did the Listener do this time? Switch partners and do the activity again.

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**Pg. 8-15 – 8-18 -- Listen and Take Notes: Writing Phone Messages**

Use this handout to practice the listening skills needed to answer the phone and take messages. Have students practice listening and taking notes to include all the necessary information on a message form.

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### **Pg. 8-19 -- Communicating About Absence**

Explain to students that there are valid and not valid reasons for being absent from work. Ask students to read the situations described on the handout and check those reasons that they think justify calling in the morning to say they can't come to work that day. If the reason given is not a valid reason for calling in and being absent, discuss with the class how the issue could be dealt with instead. Tell them only four of the scenarios involve situations that could not have been planned in advance and therefore are valid reasons for calling in that morning:

#### **ANSWERS:**

- **My five year old child is sick with a fever.**
- **I have the flu.**
- **My uncle died yesterday. I have to help make funeral arrangements.**
- **I sprained my ankle and the doctor told me I need to keep it elevated.**

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### **Pg. 8-20 - 8-21 -- Responsible Communication**

Ask a volunteer to read aloud the scenarios described on the handout. Ask students to write yes or no next to each situation in which they feel the employee is communicating with the employer in a responsible manner. Discuss those situations in which they checked no and ask them to describe what the employee could have done differently.

#### **ANSWERS:**

  NO   1. **The employee should communicate with her employer about the amount of time she needs to take off after the baby is born so he can find a replacement for her, plan whether she will be able to use benefits or take a paid leave, etc. She needs to discuss her plans with him in detail so she can be sure she will get her job back when she returns.**

  NO   2. **He should tell his employer he has to make an appointment to get his car repaired and make the appointment at a time that is good for his boss. He should come back immediately after the appointment. He should always communicate directly and not have another worker speak for him.**

  NO   3. **The employee should apologize if she is late the first time and then should make whatever arrangements she can to insure that she is never late again. By teaching her children to be out of the house in time she is helping them develop good work habits, too.**

  YES   4.  
(continued)

YES 5.

NO 6. If Deborah wants to stay two more days in Atlanta, she needs to make arrangements in advance. If she can't let her employer know ahead of time, she has to go back so she can be at work on Monday morning.

NO 7. Jackie needs to be sure she understands the instructions. She needs to ask questions and ask him to repeat himself if she doesn't understand so she can make sure she does the work correctly.

NO 8. The employee needs to try to make arrangements for someone else to check on her mother. If she has to make three or four personal calls a day, she has to do it during breaks and lunch time, not on the employer's time.

NO 9. When Louise is angry and defensive, she can't learn and she may get a reputation as someone who doesn't want to do the work and doesn't get along with others. She needs to listen to their advice and keep practicing until she gets better at the job.

YES 10.

YES 11.

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**Pg. 8-22 - 8-26 -- How Would YOU Deal with These Stressful Situations?**

Ask students to role play scenarios on the handout which depict stressful situations on the job. Ask them to discuss how the worker might handle the situation in a manner that is neither passive nor aggressive but assertive. Ask them to discuss whether they have ever been in any situations like these, or in other difficult, frustrating or stressful situations. How did they handle these stressful situations? How could they have dealt with them better?

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**Pg. 8-27 - 8-28 -- Sexual Harassment Hurts Everybody**

Read this handout aloud with the class to ensure that they understand the definition of sexual harassment. Review the tips for avoiding situations that could get them into trouble or jeopardize their jobs and reputations. Ask them to check those situations that would be considered sexual harassment and discuss them with the group. Remind them that any situation on the handout could be considered sexual harassment if it continues after the victim asks the offender to stop.

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**Pg. 8-29 -- Ten Tips for Success on the Job**

In order to review all the strategies discussed in this unit, ask students to work in pairs to write tips they would give a friend (or to remind themselves) for how to keep a job, handle conflict, communicate and work well with others.

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## **Unit Eight**

# **Keeping a Job:**

# **Handling Conflict, Communicating & Working with Others**

## **Student Activities**



# Keeping Your Job



## Ten Tips for Success on the Job



What attitudes and behaviors will help you keep a job?

*Brainstorm positive attitudes and behaviors with a partner.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# **Ten Tips for Success on the Job**



**1. Be dependable. Come every day and come on time.**

**2. Be respectful and cooperative with supervisors and co-workers.**

*3. Know what your responsibilities are and do your job.*

**4. Ask questions when you need more information or if you are unsure of what to do.**

*5. Take pride in your work.*

**6. Use your time wisely and productively.**

**7. Listen carefully and communicate effectively.**

*8. Work to solve problems respectfully and assertively.*

**9. Show initiative – learn new skills and be willing to try new tasks.**

*10. Be confident and do your personal best.*

   **Everybody Makes Mistakes**   

*Describe a time you made a mistake on the job that caused you to be criticized, reprimanded or fired.*

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*What could you have done differently in this situation that would have had a positive outcome?*

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## ◆●◆●◆●◆ **A MILLION EXCUSES** ◆●◆●◆●◆

*At one time or another, all of these excuses have been used to avoid taking responsibility and justify why a job wasn't done or wasn't done well. Have you ever used one of these? Circle any excuse you've used to justify why a job wasn't done. Why did you use it? What could you have done differently?*

It's (someone else's) fault.  
I can't work with (name.)  
He made me do it.  
It's too hot. / It's too cold.  
I'm too sad / depressed.  
I didn't sleep well.  
I drank too much last night.  
I don't feel well.  
I have a headache.  
I'm too tired.  
It's not fair.  
I didn't write it down.  
It's too hard.  
It's too easy.  
Nobody showed me how.  
Nobody told me to.  
I haven't been trained.  
I forgot.  
My pencil / tool broke.  
I didn't know it was due today.  
The car broke down.  
There was too much traffic.  
I missed the bus.

I ran out of time.  
I was rushed.  
I'm too busy.  
It was raining.  
I already did it.  
It's too much work.  
It stinks.  
It's boring.  
It's not important.  
I was scared.  
I was frustrated.  
I lost it.  
Nobody likes me.  
I have poor self-esteem.  
I forgot.  
I don't know how.  
I can't do it.  
I'm not good at that.  
I'm too stupid.  
It takes too much time.  
I'm too hungry.  
I wasn't listening.  
***I'm going to do it tomorrow.***

*What is wrong with these excuses?*

*Can making excuses become a habit?*

*Adapted from [www.brainsarefun.com](http://www.brainsarefun.com).*

# Listening Skills: Are You a Wise Old Bird?

**"I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant."**

Robert McCloskey

**"Everything has been said before, but since nobody listens we have to keep going back and beginning all over again."**

Andre Gide

**"I like to listen. I have learned a great deal from listening carefully. Most people never listen."**

Ernest Hemingway

**"If A equals success, then the formula is: A equals X plus Y and Z, with X being work, Y play, and Z keeping your mouth shut."**

Albert Einstein

**"A wise old owl sat on an oak;  
The more he saw the less he spoke.  
The less he spoke the more he heard;  
Why aren't we more like that wise old bird?"**

Anonymous

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*Why is it important to have good listening skills on the job?*

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*What might be some consequences of not listening on the job?*

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*Are you a good listener?*

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*What do good listeners do?*

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# Using Listening Skills

## 1. Listen with your body language:

- Sit up.
- Lean forward. Keep eye contact.
- Nod. Smile.

## 2. React with words:

- Say, "I understand."
- Say, "I see."
- Say, "I didn't know that."
- Say, "Really?"
- Say, "That's interesting."

## 3. Rephrase what you've heard to make sure you understood:

- Say, "Let me make sure I understand..."

## 4. Ask questions:

- Ask for more information.
- Ask for clarification.
- Ask the speaker to explain or define words you don't know.

## 5. Be patient and stay engaged:

- Don't interrupt.
- Don't tap, shuffle papers, pack up, take phone calls, text or look around.

## 6. Take notes:

- Write down key words and phrases.
- Ask the speaker to repeat important information so you can write it down.

## 7. Stop talking and listen! You might learn something!

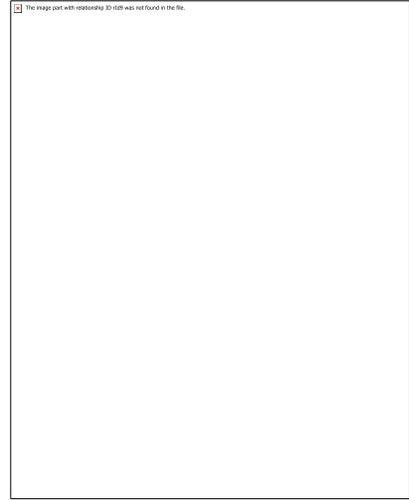
Have you used any of these listening strategies before? Describe what happened.

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*Image from Creative Commons  
<https://www.maxpixel.net/White-Bird-Black-Screech-Owl-Art-Owl-Wildlife-1382656>*

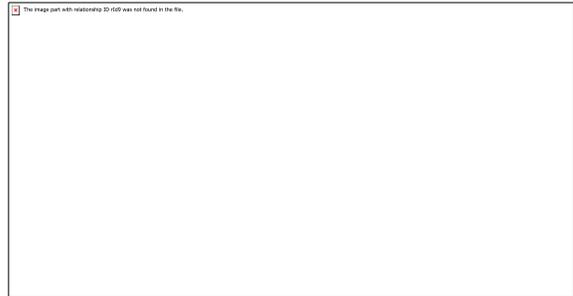
## Using Listening Skills, cont.

### Try this:

Divide into pairs. The first person will be Speaker. The Speaker writes down a list of ten animals without showing the Listener, and then reads the list to the Listener. After the Speaker recites the entire list, the Listener repeats the list back aloud. How did the Listener do? Switch partners and do the activity again.

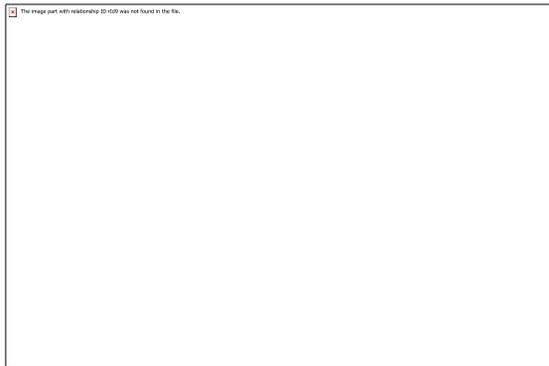
### Animals

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



Was it hard to remember all the animals? Why or why not? If you had to know the list for a job, what strategies might you use to make sure you could remember it and repeat it? Now do the activity again, this time listing ten foods. But this time the Listener can use whatever strategies (from Using Listening Skills) which help him or her remember the list and repeat it correctly. How did the Listener do this time? Switch partners and do the activity again.

### Food



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Images from Creative Commons <http://www.freestockphotos.biz/stockphoto/13325>  
<http://www.freestockphotos.biz/stockphoto/16523>

# Listen and Take Notes: Writing Phone Messages

Listening is a key skill for answering the phone and taking messages. The speaker may give you information, and you may need to ask for information, in order to get a complete message. When you take a message, listen for -- or ask for -- the following information:

- the name of the person who called
- the name of the person they would like to speak with
- the date and time of the call
- the caller's phone number
- the message

*Read the paragraph below then write a phone message about the call on the form.*  
Maria Anderson called from Dr. Walker's office on Monday, January 13<sup>th</sup> at 2 p.m. to remind Jason Buford of his appointment on Wednesday, January 15<sup>th</sup> at 3 p.m. The doctor's office phone number is 455-6789. Ms. Anderson asked you to tell Jason to please call back to confirm that he will be coming.

<i>To:</i> _____
<i>Date:</i> _____ <i>Time:</i> _____
<b>WHILE YOU WERE OUT</b>
<i>From:</i> _____
<i>Of:</i> _____
<i>Phone:</i> _____ <i>Ext.</i> _____
<i>Message:</i> _____
_____
_____
_____
<i>Signed</i> _____

**Listen and Take Notes: Writing Phone Messages, cont.**

Listen as one student reads the phone message. As you listen, take notes on the message pad. Ask questions if necessary. Remember to include the following information:

- the name of the person who called
- the name of the person they would like to speak with
- the date and time of the call
- the caller's phone number
- the message

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**1** July 3, 2012 at 10:30 a.m. This is what the caller says:

This is Linda Mirowicz. I'm calling to talk to Joe Jones. I need to tell him that I'll be late for my 2:30 appointment. I'll be about twenty minutes late because I missed the bus. But I will be there and I'm looking forward to meeting him. Will you tell him I'm coming and I'm really sorry I'm going to be late?

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**2** April 23, 2012 at 4:20 p.m. This is what the caller says:

This is Dr. Zabori's office. I'm calling to remind Mary Jones about her dentist appointment on Monday, April 23<sup>rd</sup> at 3:15. She needs to come 15 minutes early to fill out paperwork. My number is 443-0987. Please have her call our office back to confirm.

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**3** June 30, 2012 at 8 a.m. This is what the caller says:

Could you please ask Tricia Bakersfield to call me to set up a meeting? I need to talk to her as soon as possible. It's really important. My name is Jenna James. My phone number is 860-887-4421. My extension number is 3390. Thanks very much for your help with this. Do you think you can get this message to her today?

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**4** September 3, 2012 at 11:50 a.m. This is what the caller says:

This is Jake Smith-Weston. I'm from Conway Construction and I'd like Rob Morgan to come in for an interview on Wednesday, September 8<sup>th</sup> at 3:45. He should bring his resume and a valid driver's license. If he can't make it, tell him to please call my secretary Linette Jones at 667-9980, extension 55.

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①

To: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_

Of: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext. \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

②

To: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_

Of: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext. \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

**3**

To: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_

Of: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext. \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

**4**

To: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**WHILE YOU WERE OUT**

From: \_\_\_\_\_

Of: \_\_\_\_\_

Phone: \_\_\_\_\_ Ext. \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

# Communicating About Absence



*There are valid and not valid reasons for being absent from work. Read the situations described in the list below. Check those reasons that you think justify calling the same morning to say you can't come to work that day. There are only four! If the situation is not a valid reason to call in and say you'll be absent, how might you deal with this issue instead?*

- \_\_\_\_\_ My fifteen year old child has a stomachache.
- \_\_\_\_\_ I have a headache and don't feel the energy to come to work.
- \_\_\_\_\_ My five year old child is sick with a fever.
- \_\_\_\_\_ My car isn't working and I don't have a ride to work.
- \_\_\_\_\_ I have a doctor's appointment.
- \_\_\_\_\_ I have the flu.
- \_\_\_\_\_ My uncle died yesterday. I have to help make funeral arrangements.
- \_\_\_\_\_ I have an appointment with my parole officer.
- \_\_\_\_\_ Today is a religious holiday for me.
- \_\_\_\_\_ My sister asked me to babysit her kids because her sitter is sick.
- \_\_\_\_\_ I had a fight with my spouse and I'm too upset to go to work.
- \_\_\_\_\_ I sprained my ankle and the doctor told me I need to keep it elevated.
- \_\_\_\_\_ I need to visit my friend in the hospital.
- \_\_\_\_\_ I have a hangover.
- \_\_\_\_\_ I need to get a new pair of glasses.
- \_\_\_\_\_ Our apartment was broken into. I need to file a police report.
- \_\_\_\_\_ I had a fender bender on the way to work.
- \_\_\_\_\_ I have a parent teacher conference at noon.
- \_\_\_\_\_ I feel depressed.
- \_\_\_\_\_ My alarm didn't go off; if I leave now I'll be two hours late.

# Responsible Communication



Write “yes” or “no” next to each situation in which you feel the employee is communicating with the employee in a responsible manner. If you check no, describe what the employee could have done differently.

\_\_\_\_\_ 1. An employee has a new baby and needs time to adjust and to take care of the newborn. Because it is normal to want to be with your baby, the worker doesn’t call in and decides to go back when she feels she is ready because she thinks her boss will understand.

\_\_\_\_\_ 2. An employee has an appointment to get his car repaired at 2:00 p.m. He takes lunch at 12 noon and decides it makes more sense to stay out and hang out till it’s time to get the car repaired than to go back to work for a half hour. He tells his co-worker to let the boss know he’ll be back if he can; if not he’ll be in tomorrow.

\_\_\_\_\_ 3. An employee gets her three children ready for school in the morning before going to work. Sometimes they are so slow and refuse to get ready in time. The employee is usually ten, fifteen or twenty minutes late. She laughs when she comes in and says, “It’s the kids’ fault, not mine!”

\_\_\_\_\_ 4. Maria gets a call in the evening from her daughter’s teacher, telling her her daughter is in trouble and needs to meet with the principal the next day. The school would like Maria to come to a meeting at 10:15 a.m. Maria emails her boss right away to tell her she has an emergency meeting she needs to attend the next day and will need to leave at 9:45. The next day, she meets with her boss first thing and explains the problem and tells her she will have to leave at 9:45 and that she plans to be back by 11:30. She asks if she can make up the time missed at the end of the day or at another time.

\_\_\_\_\_ 5. Leonard rides to work with his friend John every day. John calls a few minutes before he normally picks up Leonard and told him he was sick. If Leonard takes the bus he will be an hour late. He calls his boss to say he’ll be late because his ride cancelled at the last minute. The he calls John back and asks him to give him more notice in the future so he won’t be late.

\_\_\_\_\_6. Deborah has to go to Atlanta for a funeral for her cousin. She leaves on Friday after work and decides to stay for the weekend, then go shopping with her cousins and aunts on Monday and Tuesday because she never gets to see them. She forgets to call in on Monday but does call Tuesday to apologize and say she'll be back either Wednesday morning or Wednesday afternoon, depending on how she feels.

\_\_\_\_\_7. Jackie's boss gives her a list of steps to do a new job. He says it quickly and uses some jargon she doesn't understand. She's embarrassed that she doesn't know what he's talking about so she tries to figure it out on her own.

\_\_\_\_\_8. An employee talks on the phone with her sick mother three or four times a day to make sure she is eating right and taking her medication. When her employer asks her why she makes so many personal calls, she tells her she has to talk to her mother and to please stop giving her a hard time.

\_\_\_\_\_9. Louise is having a hard time doing her job because it is difficult and dirty work. Her co-workers tell her how to do it more quickly, but it makes her feel embarrassed and defensive. She storms off and walks up to her boss and tells her that her co-workers are picking on her and harassing her.

\_\_\_\_\_10. Larry is promoted to a new position that requires him to use skills he doesn't yet have. He is worried about the responsibility and the paperwork. He asks his co-worker to take a few minutes to train him, repeats what he says to him to make sure he understands, then asks him if he'll check what he's done later to make sure he hasn't made any mistakes.

\_\_\_\_\_11. Marie goes to a staff meeting to learn new safety procedures. She sits up straight, listens to the supervisor's instructions and asks questions when she doesn't understand. She decides she better take notes so she can review the instructions later.

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*Can you think of a time when you didn't communicate responsibly and effectively with a supervisor or a co-worker? What happened? How could you have handled it differently?*

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*Can you think of a time when you communicated responsibly and effectively with a supervisor or a co-worker? What were the results?*

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# How Would YOU Deal With These Stressful Situations?

There are three ways of handling stressful situations. People can handle stress in a **passive**, **aggressive** or **assertive** manner. In the following role plays, take turns playing a worker who handles the situations assertively.

## **A person who expresses feelings in a passive manner:**

- speaks quietly or doesn't speak at all.
- doesn't confront people directly because he doesn't like conflicts or arguments.
- feels intimidated, shy or afraid if the person he is talking to is aggressive or demanding.
- doesn't let other people know how he feels.

## **A person who expresses feelings in an aggressive manner:**

- yells or screams to get her thoughts or opinions heard.
- dominates the discussion and doesn't let the other person talk.
- uses disrespectful, abusive or insulting language when talking to another person.
- threatens the other person with revengeful actions or physical abuse.
- may bottle up feelings until she explodes.
- may use physical violence. (It is possible for a person to be aggressive even if he never gets physical).

## **A person who expresses feelings in an ASSERTIVE manner:**

- takes time to clarify for himself how he feels about the situation.
- speaks in a firm, clear voice.
- makes "I" statements.
- takes responsibility for her own feelings without blaming anyone else.
- avoids disrespectful, insulting, abusive and threatening language at all times.
- offers suggestions and solutions.
- listens to what the other person says.
- excuses himself if he needs to. If he feels he can't control himself without acting aggressively, she takes charge by excusing herself and arranging to talk about the problem when she is able to be calm and assertive.



***How Would YOU Deal With These Stressful Situations? Cont.***



**Dealing with Confusing Instructions**

Worker: Hey, Boss. How you doing?  
Boss: Go mop the floor.  
Worker: Okay, Boss.  
Boss: And wash the windows when you're done.  
Worker: Okay.

*Worker starts mopping the floor. A few minutes later, the Boss returns.*

Boss: Why aren't you washing the windows?  
Worker: I thought you wanted me to mop the floor.  
Boss: I want you to wash the windows! They're filthy!

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Dealing with Insults**

*The worker drops a box.*

Boss: What the heck is going on over there?  
Worker: I am so sorry. I accidentally dropped this TV.  
Boss: You are such a bumbling klutz. My 85-year-old grandmother could do a better job moving these TVs. Why can't you work as well as my grandma? Why are you such an idiot?

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



***How Would YOU Deal With These Stressful Situations? Cont.***



**Dealing with Unfair Treatment**

Boss: Go clean the bathroom.  
Worker: Okay, Boss, I will. But I've been here for three weeks now and I thought I was going to learn how to use the cash register.  
Boss: Don't worry about it. You will when you're ready.  
Worker: But Joseph has only been here a week and he's being trained on the cash register.  
Boss: Mind your own business! Do what I tell you or I'll have to write you up!

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Dealing with Illegal Behavior on the Job**

*Two co-workers are painting an apartment for a contractor. The supervisor isn't on site.*

Co-worker: Hey, man, come here.  
Worker: What? I'm busy right now.  
Co-worker: I said come here. I want to show you something. *(The co-worker takes a watch out of his pocket.)* Check this out. I found it in the dresser.  
Worker: Put that back!  
Co-worker: Yeah, right! You know how much this is worth? They do *not* pay us enough for this stupid job.

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**How Would YOU Deal With These Stressful Situations? Cont.**



**Dealing with Threats**

*Two co-workers are eating lunch outside and one worker pulls out a dime bag of pot. The supervisor is inside the building.*

Co-worker: I've got some weed. Want some?  
Worker: Nah, man. I'm trying to keep this job and stay out of trouble.  
Co-worker: You too good for it, Mr. Clean?  
Worker: No, I just want to stay out of jail and take care of my kids for a change.  
Co-worker: Well maybe now that you know I'm selling you're going to tell the boss man. How do I know I can trust you?  
Worker: Just don't ask me again and we won't have a problem.  
Co-worker: You tell anybody -- I mean anybody -- and I say you sold it to me. *Or worse.* You got it? *I said,* you got it?

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Dealing with Unrealistic or Unspoken Expectations**

Boss: Why didn't you get here at 8 this morning?  
Worker: I usually come in at 9 o'clock.  
Boss: But we take inventory the first Monday of every month and I needed you to come in at 8.  
Worker: I didn't know about it. Nobody told me.  
Boss: You should have known! You should have asked! I'm going to have to dock your pay an hour for being late!

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



***How Would YOU Deal With These Stressful Situations? Cont.***



**Dealing with Pressure**

Boss: We have a deadline! This order has to be out by 5 o'clock!  
Worker: What do we have to do?  
Boss: You and Jack have to pack all these boxes, put an order form and catalogue in each one, tape up the boxes and put an address label on each one. And it has to be ready by exactly five o'clock for FedEx to pick up. It *cannot* be late, do you understand?  
Worker: I understand, but I didn't know we had to get all this done. Do you think we have time? And where is Jack?  
Boss: Don't worry about him! Just get started! And step on it!

Worker: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Have you ever been in any situations like these? Have you been in other difficult, frustrating or stressful situations? How did you handle them? How could you have dealt with them better?*

*Write a role play of your own which illustrates a stressful situation on the job and what a worker might do to handle it in an assertive manner.*

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# Sexual Harassment Hurts Everybody



## What is sexual harassment?

Sexual harassment is a legal term. It is defined as unwanted, unwelcome sexual advances by another person. Sexual harassment is never acceptable, but it is a serious legal problem when it occurs in the workplace.

There are many situations in which sexual harassment can occur, but the following are the most common:

### “Quid Pro Quo”

The most common type of sexual harassment is Quid Pro Quo. This comes from the Latin, meaning roughly “something for something.” This type of harassment occurs when a person, usually of a higher rank, communicates to the victim that if s/he doesn’t accept sexual advances, his or her job status could be affected.

To prove this kind of sexual harassment, the victim needs to show that there was a threat of economic loss if she or he didn’t go along.

Putting employees in this kind of situation affects everybody – not just the victim, but the whole company. If the victim takes legal action, it could have serious consequences for the offender.

### “Hostile workplace”

Hostile workplace sexual harassment happens when unwelcome sexual conduct occurs in the workplace and makes the environment hostile and demanding.

Sexual harassment in the workplace may involve graffiti, repeated sexual advances or offensive language. Even if this type of harassment doesn’t affect the victim’s pay or status on the job, it creates a hostile environment and can seriously affect the victim’s mental health.

# Sexual Harassment Hurts Everybody



*Don't let stupid behaviors or comments get you in trouble and jeopardize your job and your reputation!!! To avoid doing an action or making a comment that might be sexual harassment, ask yourself:*

- ◆ Would you say it or do it in front of a supervisor?
- ◆ Would you say it or do it front of a child? In front of your partner?
- ◆ Would you say it or do it if you knew it would be quoted on the news?
- ◆ Would you say it or do it to a member of the same sex in the same way?
- ◆ Is this action or comment helpful or hurtful to the work that needs to be done on the job?

\* \* \* \* \*

*Which of these situations do you feel would be considered sexual harassment?*

- A man stares at a women's body while she is talking to him and it makes her feel awkward.
- A man compliments a woman by telling her she is sexy.
- A woman pats a man on the behind in front of co-workers and it makes him feel embarrassed and afraid someone will tell his girlfriend.
- A boss tells a worker that he needs to meet him after work for a drink if he wants to keep his job.
- A worker tells a crude sexual joke. Another worker says he doesn't want to hear it, but she continues to tell it in a loud voice.
- A male worker frequently tickles a co-worker, whispers in her ear and puts his arm around her. When she tells him she doesn't like it, he tells her to "deal with it."
- A boss tells a co-worker she needs to let him kiss her if she wants a promotion.

# **TEN TIPS FOR SUCCESS ON THE JOB (2)**

*Work with a partner to write tips you would give a friend (or yourself) for keeping a job, handling conflict, communicating and working well with others.*

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

**8.**

**9.**

**10.**