

# Lesson 9: Employee of the Month

## How to be a Good Employee



The purpose of this lesson is to provide general interview feedback and to introduce the idea of what it means to be a good employee. To begin, students will review and compare feedback forms. Next, students will take a true/false “quiz” and then discuss various scenarios they may encounter in the workplace. If time allows, students will identify six to eight qualities of a good employee.

### OBJECTIVES

- Students will review the feedback on their mock interview feedback forms.
- Students will be able to identify ways an employee can be terminated from a job, workplace accommodations, and traits of a good employee.
- Students will analyze and discuss workplace scenarios.
- Students will research and identify characteristics of an effective employee.

### Common Core Alignment:

Students will progress towards achieving the following Common Core College and Career Readiness Anchor Standards as defined:

**SL.2:** by listening to the speaker and identifying positive qualities to display while on the job.

**SL.4:** by presenting findings and supporting evidence based off a workplace scenario.

*Depending on your class' grade level, you may want to integrate grade specific standards.*

### MATERIALS NEEDED

Community Partner in Human Resources, Career Services or Management  
Being a Good Employee PowerPoint  
Student Portfolio  
Completed Mock Interview Feedback Forms  
Being a Good Employee True or False Quiz (T'NT Flash Drive)  
Workplace Scenarios (T'NT Flash Drive)  
Computers (1 per student)-if time allows for second activity

### LESSON SET UP / PREP

A community partner in the human resources field or professional manager/supervisor should be scheduled to co-present this lesson.

Prior to class, load the Being a Good Employee PowerPoint.

If possible, have student computers logged in for internet use.

At the beginning of class, distribute student portfolios.

## **LESSON OUTLINE**

### **Introduction and Activity (15 Minutes)**

1. At the beginning of class discuss general interview feedback, evaluation forms from community partners and student self-evaluations located in their student portfolio.
2. Explain that in today's activity the students will learn about being a good employee. They will start by taking a true/false quiz about things to do or not do on the job. This quiz will assess what students already know about workplace etiquette, behaviors and attitudes.
3. Give each student a quiz. Read each question out loud and give the students a moment to answer the question.
4. Following each question, utilize the lesson PowerPoint to discuss answers. Points to highlight are noted in the PowerPoint notes section.

### **Activity (20 Minutes)**

1. Explain that students will be placed into groups for this activity. Each group will be working on three different workplace scenarios and will have to decide how to handle each situation. Scenarios will include: co-workers not getting along, requesting time off, being asked to do something dangerous, etc.
2. Before placing the students into groups, assign each student a job. One student will read the scenarios assigned, one student will record notes, and one student will report their group's answers to the class. Students can highlight/underline key components on the handout.
3. Place students into groups of 2-3 and assign each group three scenarios, which will be given as a handout.
4. Give students approximately 5-10 minutes to work on their scenarios.
5. When groups have finished working on their scenarios, discuss how groups decided to handle each situation as a class. Instruct students that as they share they should summarize their scenarios, explain what their group decided, and ask for other student feedback.
6. Review appropriate answers to each scenario. Points to highlight are noted in the PowerPoint notes section.

### **Activity Debrief and Class Discussion (10 Minutes)**

1. If time allows or as an extra activity, place students into groups of 2-3. Explain you would like for each group to use the internet to find 6-8 qualities or characteristics of a good employee. Following the internet search engage students in a discussion about the qualities they found.
2. Engage students in a discussion by posing the following questions:

- What characteristics did you find?
- Did different websites have similar characteristics?
- Why do you think these characteristics are important?
- Are these hard, soft, or transferrable skills? Have students identify which characteristics on their list are hard, soft, or transferrable skills.

### Lesson Wrap Up (5 Minutes)

1. Explain that while many/most of the students are not working now, most will have jobs in the next several months or years and will hopefully work for years to come. Knowing the characteristics that employers look for will help them secure and keep their jobs.
2. Explain the importance of building soft skills and their importance in being a good employee.
3. Lastly, share that an increase in job satisfaction will bring success, as we discussed in lesson three.
4. Have students complete the “Now I know...” section in their student portfolio for this lesson.

### ADDITIONAL RESOURCES

- FreeAdvice Legal
  - [http://employment-law.freeadvice.com/employment-law/firing/employer\\_firing.htm](http://employment-law.freeadvice.com/employment-law/firing/employer_firing.htm)
- About Careers
  - <http://jobsearch.about.com/od/applicant-faqs/fl/can-an-employer-say-you-were-fired.htm>
- Tough Nickel
  - <https://toughnickel.com/business/Fired>
- Employment Law Firm
  - <http://www.employmentlawfirms.com/resources/employment/employee-rights/can-i-be-fired-for-something-i-posted-my-facebook-page>
- United States Department of Labor- Office of Disability Employment Policy
  - <https://www.dol.gov/odep/>

### EXTENSION ACTIVITIES

1. Schedule time with each student to go over the mock interview evaluation forms.
2. Make a list of what did and did not go well during interviews and go over it with the class as a whole.
3. Place students into groups of 2-3. Explain you would like for each group to use the internet to find 6-8 qualities or characteristics of a good employee. Following the internet search engage

students in a discussion about the qualities they found. Engage students in a discussion by posing the following questions:

- What characteristics did you find?
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# Being a Good Employee

## Scenarios (1-3)

### Co-Worker Comments

You just finished organizing the back stockroom at work. Your co-worker comes in to grab an order from a customer and knocks everything off one of the shelves. He just laughs and says “Hope you liked doing it the first time, ‘cause looks like you’re going to be doing it again.” This co-worker is known for making comments like this at work.

### But that was my night off...

Three weeks ago you submitted a request for time off with your manager. She signed off on it, but the new schedule just came out and you are scheduled to work the night you requested off.

### Who ya textin’?

Your employer has a strict no cell phone policy for people working the customer service desk. Before your shift, your mother called to let you know of a family emergency and said she would text you details when they were available. You want to keep your phone on you, but you do not want to get in trouble at work.



# **Being a Good Employee**

## **Scenarios (4-6)**

### **When can you start?**

As summer approaches, you decide you would like to find a new job that will allow you to work outside more than your current position. You applied several places and had a couple of great interviews. You receive a call from the local summer camp and they offer you a great job, but they want you to start in just three days.

### **To tell or not to tell...**

As an individual with a disability, you received some accommodations while in school. You've just got your first "grown-up" job and are a little nervous about the amount of time you will be spending sitting at a desk. In school, you had an accommodation in place that allowed you to stand while working. You know that the longer you sit still, the more easily distracted you become.

### **Take all the credit**

It was a really slow day at work and you and a co-worker had some extra time on your hands. To keep busy you decide to work together to clean out the large, very messy storage area in the employee break room. When your supervisor returns the next day she is very pleased to see the results. During the staff meeting that morning she praises you (and only you) for your hard work and dedication to your job in front of the entire staff.

# **Being a Good Employee**

## **Scenarios (7-9)**

### **Surf's up!**

It has been a super slow day at work. You've finished all your tasks for the day, and still have 2 hours left on your shift. You have access to a computer with unlimited access to the internet and know how to clear the search history.

### **Little white lies**

You just heard a rumor at work that someone is going to get fired because they lied on their job application. Your best friend at work loves to hear all the latest gossip but she is off today. She calls you in the evening and asks if anything interesting happened at work while she was off.

### **Tweet, Tweet.**

One of the rudest customers you have ever experienced just left the store. On top of them being rude, they were also wearing a totally ridiculous outfit. You couldn't help but snap a picture of them as they were walking out the door and you are dying to share the picture with your friends on social media.



# Being a Good Employee

## What would you do?



In your group complete the following steps

1. Assign one job to each person in the group (read, record, report )
2. Read all 3 scenarios and select one to start with. You will complete as many as time allows.
3. Record how you would respond to each scenario. Be specific.
4. When time is up, report back to the class. Summarize your scenario(s) and tell us what your group decided to do.

### *Scenario #1*

**Summary:**

**What would you do?** (Who would you talk to? When? Where? What would you say?)

### *Scenario #2*

**Summary:**

**What would you do?** (Who would you talk to? When? Where? What would you say?)



### Scenario #3

**Summary:**

**What would you do?** (Who would you talk to? When? Where? What would you say?)



## Being a Good Employee

Circle TRUE or FALSE:

1. Most employers will let you use your cell phone during work hours as long as you aren't busy.  
True            False
2. If you have internet access at work, it's okay to surf the web as long as you aren't busy.  
True            False
3. The standard amount of notice you give an employer before leaving a job is 2 weeks.  
True            False
4. Employers are required to give you 30 days' notice before letting you go.  
True            False
5. If I get fired from a job that employer can't tell any future employers why I was fired.  
True            False
6. In general, it's okay to show up late for work as long as you are willing to stay late.  
True            False
7. If you have a disability, you are required by law to tell your employer what it is.  
True            False
8. If you request an accommodation an employer is required by law to meet your request.  
True            False
9. You can get fired for ALL of the following: lying on an application, falling asleep on the job, gossiping about co-workers and negative social media posts.  
True            False
10. You can get fired for ALL of the following: arriving late, taking office supplies, dating a co-worker, and not following directions.  
True            False

# Employee of the Month

How to be a Good Employee



TRUE

or

FALSE





I. False





2. False





## 3. True



**YOU'RE  
FIRED!**

**4. False**



You're  
Fired!

5. True





**6. False**





**7. False**

**8. False**





9. True

10. True



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- A grayscale photograph of three women in an office setting. They are gathered around a desk, looking at a smartphone held by the woman in the center. The woman on the left is sitting and pointing at the screen, while the woman on the right is standing and also pointing. They all appear to be smiling and engaged in a collaborative activity. The background shows office shelves and a window.
1. Read
  2. Record
  3. Share

**Summarize**

**What would you do**

**Any questions**