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.

Before 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

- 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?
    - 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.