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ABSTRACT

Designed to be used with the Illinois teacher's manual, "Vocational Ethics: Toward the Developing of an Enabling Work Ethic," this supplementary instructional information contains the following: (1) student worksheets; (2) activities; (3) assessment information; and (4) a Teacher's Trouble Shooter's Guide to enable teachers to check their own teaching practices and performance. Worksheets cover recognizing ethical dilemmas, identifying "stakeholders," brainstorming, and value assessment criteria. Activities teach assertiveness, listening skills, risk-taking, and negotiation skills. The packet also includes an overview of the vocational ethics program and tips on teaching empowerment skills and developing a safe classroom environment. (KC)

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VOCATIONAL ETHICS

A SUPPLEMENTARY INSTRUCTIONAL PACKET

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Introduction

Today, many businesses and industries in the United States are facing fierce international competition. As a result, American workers are expected to possess more than just technical skill. Employers are looking for "empowered" employees who can:

1. Adapt successfully to change
2. Learn new skills on the job
3. Get along well with others
4. Communicate effectively
5. Contribute creative ideas
6. Participate in management decisions
7. Identify and solve problems
8. Anticipate and prevent problems

The challenge facing vocational educators today is to find a way to provide students with the technical "know how" as well as the communication, interpersonal and problem solving skills needed in the current and future world of work.

In the state of Illinois, a Vocational Ethics program has been developed to help students acquire many of these important new skills. This program teaches students to adapt successfully to changes in the work environment and to resolve ethical conflicts on the job. A teacher's manual entitled, Vocational Ethics: Toward the Development of an Enabling Work Ethic, describes the program and is currently available for a small fee from the Curriculum Publications

Clearinghouse at Western Illinois University.

This supplementary instructional information is designed to be used with the Vocational Ethics manual. It provides:

1. Student Worksheets: These worksheets can be used for both group and independent student work on specific vocational ethics concepts.

2. Activities: These activities allow students to practice many interpersonal skills that are critical to success in the workplace.

3. Assessment Information: This section gives teachers some suggested strategies for evaluating student performance.

4. A Teacher's Trouble Shooter's Guide: This guide provides teachers with a means of checking their own teaching practices and performance.

Please use this supplementary instructional information to get the feel for how Vocational Ethics can enhance the technical content of your vocational program. The following overview is provided to familiarize the reader with the underlying ideas of the Illinois Vocational Ethics program. You are encouraged to obtain a copy of the Vocational Ethics manual for a comprehensive review of this important topic.

Overview of the Vocational Ethics Program

Developmental Perspective

The Illinois Vocational Ethics Program is based upon a developmental model which asserts that ethical development occurs in

the same sequence, although at different rates, in all human beings.

All of us begin learning what is right and what is wrong from others in our environment who have the power to reward and punish our behavior. In this earliest stage (I), we learn those acts which result in pleasant outcomes and those behaviors which bring negative consequences. Typically, we learn to do more of what is pleasant and less of what is aversive. An individual at this stage of development is highly dependent upon the outside environment to provide cues as to what is acceptable or unacceptable.

If rewards and consequences are consistently applied, by Stage II we begin to develop patterns of behavior or habits which guide the way we interact with others and carry out our daily affairs. Most adults operate at this stage most of the time. We act more or less without thinking about what is right and what is wrong unless something occurs which violates or interferes with our expectations.

In situations in which the old rules and habits prove ineffective, we have two options. The first is to return to an earlier stage of development (I) and seek an outside authority to enlighten us as to the appropriate course of action to take. The second option is to develop a new pattern of response based upon our personal assessment of the problem at hand and the ethical principles in conflict. Individuals capable of operating at this third stage have achieved the highest level of ethical development and are able to respond the most adaptively to their environment.

As a teacher interested in the ethical development of your

students, you should be aware that your students may be functioning at any of these stages at any given time. It is therefore important for you to understand each of these stages and how they relate to one another. Your goal is to facilitate the development of each student to the highest stage at which they are capable of responding. A word of caution, instruction alone can not make this happen. Maturation plays an important role in this process and the cognitive ability of each student will significantly affect the level of development that they can achieve.

Cognitive Approach

To determine the right course of action, when a clear cut choice is not presented, a student must have the reasoning skills needed to evaluate the variety of possible responses and to select the most appropriate to the situation. The Illinois Vocational Ethics Program is based upon the premise that such cognitive skills can be taught. Thus, the goal of the program is to teach students to think more effectively about ethical problems and to use evaluation criteria based upon ethical principles to assess the suitability of any potential solution. The criteria used to evaluate a solution to an ethical dilemma are:

1. Reciprocity-- Would you want this choice made if you were in the place of others in the situation?
2. Consistency-- Would this choice be appropriate for you to make in other similar situations?
3. Coherence-- Would this choice contribute to the overall well-being

of the group or organization of which you are a part?

4. Comprehensiveness-- Would this choice be appropriate for everyone to make in other similar situations?

5. Adequacy-- Would this choice solve the short term problem?

6. Duration-- Would this choice solve the problem over time?

Behavioral Strategies

The Illinois Vocational Ethics Training Program maintains that the ability to make ethical choices is a necessary but insufficient condition for ethical conduct. Students must not only know how to discern the right thing to do but also have the skills to implement their decisions. Students therefore also need to be taught:

1. Assertiveness Skills: Students need to be able to distinguish between passive, assertive and aggressive behavior. They also need to become familiar with both their rights and responsibilities to others in the work environment.

2. Negotiation Skills: Students need to understand the benefits of "principled" negotiation strategies and how such strategies can help solve conflicts among individuals with multiple interests.

3. Listening Skills: Students need to learn that effective listening is an active behavior not a passive activity. Students can become more effective communicators by developing the ability to attend and request clarification if there is something that they don't understand.

4. Risk-taking Skills: Students need to know that risk is unavoidable in life. Rather than trying to eliminate risk, students

need to learn how to evaluate the benefits of taking a risk in relationship to the consequences of possible failure.

Teacher as the "Most Experienced Learner."

Traditionally, vocational teachers have been asked to be the primary source of knowledge about the technical skills students need to find and keep a job. This is a role that has become increasingly difficult to maintain given rapid advances and changes in technology and increases in available information. Employers in the private sector have stated that it is "virtually impossible" for the public schools to keep up.

Instead, employers are asking educators to produce students who know how to identify and solve problems, are flexible enough to learn new skills and can work well with other people. The role of the teacher must therefore change to accommodate these new requirements.

The new role of the teacher should be that of the "most experienced learner." As the most experienced learner, the teacher models and guides students toward the most appropriate learning content and strategies. However, teachers and students function as equals within the context of the learning process. This means that students and teachers share information, insights and techniques for solving problems.

Does the teacher give up "control" and let chaos take over? No. It means that the teacher is free to say, "I don't know" and encourage one or more students to find out the answer. It also means that the

teacher models what it means to be a problem solver. It means that classroom activities are structured by the teacher so that more than one correct answer is possible. It means that student input is sought in determining what and how learning will take place. In short, teachers and students become partners in learning.

Teaching Empowerment Skills

Vocational Ethics instruction does not take place in isolation from the ongoing classroom content and processes. To make it work, a teacher must utilize an empowerment orientation to everyday instruction. The following empowerment practices will make instruction in Vocational Ethics much more effective.

Vary the Types of Questions You Ask

Perhaps the most important skill the teacher needs to possess is the ability to ask "good" questions. A good question focuses the student's attention upon what is important and stimulates independent thinking.

Ideally, the questions that we ask students should fall roughly into the following categories:

Knowledge: Knowledge questions seek to determine if the student has learned the basic facts. Usually such questions call for one "right" answer. Questions of this type ask students to: Define, Describe, List, Recall, Identify, Label.

Comprehension: Questions that are designed to test a student's comprehension of what they have learned focus upon whether or not the student can restate or give examples of what they know. These type of

questions ask students to: Interpret, Summarize, Translate, Paraphrase.

Application: Application questions test the student's ability to use learned concepts and principles in particular situations. For example, students would be asked to: Simulate, Predict, Utilize.

Analysis: To engage in analysis, the student must be able to separate a complex whole into parts. Questions of this type ask students to: Outline, Select, Point Out, Discriminate.

Synthesis: Questions that require a student to synthesize call upon the student's ability to combine separate elements into a new whole. These type of questions ask students to: Plan, Design, Revise, Rewrite.

Evaluation: Evaluation questions require students to make value judgments. For example, students would be asked to: Compare, Contrast, Justify, Appraise, Defend.

Research on interactions between teachers and students in the classroom indicates that most of the questions that teacher's tend to ask fall into the Knowledge and Comprehension categories.

Application, Analysis, Synthesis and Evaluation questions are asked less often.

Students who analyze, seek new solutions and make value judgments can be unsettling to any teacher who still believes that they must know more about everything than their students and be the final authority in the classroom. Although many teachers are locked in to this model as a result of training, habit and outside administrative

pressure, it is a model that is becoming counterproductive in developing the type of workers needed in today's workplace.

Involve Students in Group Discussions

In order to teach vocational ethics effectively, the teacher must be able to lead a group discussion. Here are some simple techniques for keeping a discussion moving along in a productive manner:

* Ask leading questions that have more than one right answer.

How would you solve this problem? How would you feel if this happened to you? How many possible reasons can we think of to explain John's behavior in this situation? Such questions imply that students are expected to generate varied responses and that such responses can be unique to the student. Students may not be used to such questions and may feel uncomfortable at first because their answer is different from another student's answer. After years of being expected to give the one right answer to every problem, students may need practice and encouragement to be creative.

* Be sure to treat each student's response with equal respect.

As the leader, it is important that you model the type of behavior you expect from the group members. This can be difficult to do when a student is making an obvious attempt to distract the other members of the group with inappropriate comments. If this happens, it is important not to overreact and criticize the student because the other students will be watching your reaction carefully. If you can treat "dumb" and "crazy" remarks with respect, the students will know they can trust you to do the same with more appropriate responses. In

short, do your best to highlight the most helpful elements of every response.

* Make sure that group members treat each other with respect.

Nothing kills a discussion faster than critical remarks or derisive comments between members of a group. Students who are uncomfortable with "open-ended" discussions may try to relieve their discomfort by making fun of others. The leader can put an end to this type of behavior by modeling respect for other opinions and by pointing out that many "off the wall" comments have led to creative solutions to real problems.

* Select topics of discussion that relate to the lives and interests of the students.

Most people are likely to get more involved in subjects that interest them. For example, ethical problems related to investment banking will obviously be most interesting to individuals involved in that occupation. In selecting topics for discussion for students enrolled in vocational programs at the secondary level, it would therefore be wise to choose situations that would be most meaningful to this age group. Some of these topic areas might include: choosing a career, interviewing for a job, moving away from family and friends, getting along with co-workers, reporting wrong-doing by others, accepting responsibility for one's own mistakes, confronting person's in authority etc. As students become more familiar with the process of discussing ethical problems, they may make suggestions as to what topics should be discussed.

Develop A "Safe" Classroom Environment

In order for students to feel comfortable in your classroom and willing to take the risks necessary to share how what they really think and feel, a "safe" classroom environment must be established. Here are some things that you can do:

- * Encourage cooperative rather than competitive activities among students.
- * Insist that each student have an equal opportunity to participate in class discussions and activities.
- * Avoid comparing students or student responses.
- * Make sure that the physical classroom is clean and students are provided with age appropriate furniture and equipment.
- * Insure the confidentiality of all student records and assignments that contain personal information about students.
- * Respect each student's right not to share personal information if they feel uncomfortable doing so.
- * Evaluate each student's progress in relationship to their prior performance rather than to other students.
- * Provide students with a clear understanding of how and when they will be evaluated.
- * Ask students to do only the things you would be willing to do yourself.
- * Reward students who attempt challenging tasks and fail as well as those who succeed.

Summary

The following sections are examples of how these concepts can be put into action. These activities are offered as starting point for teachers who would like a model to follow before designing their own vocational ethics activities. As you try out these activities, remember that every classroom is different. Feel free to use any activity as it is presented or to modify the activity to suit your needs.

Worksheet 1.0

Recognizing Ethical Dilemmas

An ethical dilemma is a special type of problem. When you are in a situation that requires you to choose between two or more things representing competing standards or values, you will experience ethical conflict. Examples of competing standards or values include:

Doing for Others vs. Doing for Oneself

Loyalty to Friends vs. Your Own Standards

Obeying Authority vs. Your Own Standards

Your Own Safety vs. Coming to Someone's Aid

Exposing Wrongdoing vs. Minding Your Own Business

This exercise is designed to help you identify ethical dilemmas. Look at the list below. Put an "E" next to the description of problems that seem like ethical dilemmas to you.

1. You have a good steady job. You have the problem of deciding whether to buy a used luxury model car or a new economy model car. They both cost the same amount of money.
2. Your friends call and ask you to go to a beach party tonight. Someone you would like to go out on a date with will be at the party--but you promised your favorite sister that you would babysit tonight.
3. You must decide whether to study your math or social studies assignment during study hall.
4. Your best friend asks you to go to the movies. You have to decide between two movies that neither of you want to see.
5. Your steady (guy or girl) is flunking English. They want you to write the final paper for them.

Look at the problems that you decided were not ethical dilemmas. What could you change about the situation that would make the problem an ethical dilemma for you? Rewrite the situation below.

Worksheet 2.0

Identifying "Stakeholders"

Stakeholders are those people or organizations that will be affected by any chosen solution to an ethical dilemma. In the scenario described below, identify the stakeholders affected by this situation.

You work as a retail clerk in a hardware store. You have been working evenings after school 15 hours a week for about a year now. You've had a lot on your mind lately: Your best friend, Paul, really needs a job. His family is having a financial crisis, and Paul vowed to get a job to help out at home.

When you hear that the boss needs another clerk at the hardware store, you tell the boss what a mature and reliable person Paul is. On your recommendation, Paul lands an interview and gets the job.

Tonight, when the two of you are scheduled to work together, the supervisor leaves you in charge when he takes a dinner break. While the supervisor is gone, Paul works the cash register and you sort nails. You notice that Paul is totaling a sale on a calculator without using the register. When the customer leaves, Paul pockets the cash.

You confront Paul and tell him that you saw him take the money. Paul explains that he needs to have the money for his family and that no one will ever know because the sale will not show up on the day's receipts. What should you do?

No matter what you do, others will be affected by your solution. List the stakeholders below:

Worksheet 3.0

Brainstorming

Brainstorming is a method of generating a variety of solutions to any given problem. The procedure is to list as many ideas as you can think of in a given amount of time. Brainstorming can be done individually or in groups. When you are brainstorming, you should not criticize any idea, even if it seems silly or useless. It is sometimes the silly ideas that lead to our best solutions.

Read the following scenario and generate as many possible solutions to the problem as you can in 5 minutes.

You work as a cashier in a fast-food restaurant and have worked there for some time. The boss's son, a new employee, with less experience, has been hired to supervise the cashiers. You discover, after a few days, that the boss's son is picking on one of the female cashiers because she won't go out with him. You don't think this is fair. Write all of the possible solutions you can think of on the back of this sheet.

After you have listed all the solutions that you can think of in 5 minutes, see if you can list just one more.

Choose the solution that you think would be the best.

Worksheet 4.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You work at a factory part-time. The work is very tedious. Your supervisor is a nice woman who allows the workers to play cards on the job to prevent boredom. The supervisor says she only cares that the workers get their production number done. Recently, a large number of defective merchandise was returned to the factory. You hear a rumor that your supervisor is going to be fired because the boss heard workers were playing cards on the job. You know that you are responsible for the defects. You forgot to add a critical part to the product one night and didn't tell your supervisor.

You decide to keep quiet about the entire incident.

1. If you were your supervisor, how would you feel about this solution? Why?
2. If you were the boss, what would you think of this solution? Why?
3. If you were the other workers, how would you feel about this solution? Why?
4. What would happen if every employee in a similar situation made the same kind of choice?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this same choice if the supervisor was a member of your family? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 5.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You work at a video rental store. One night a co-worker shows you how he gets free rentals for his friends. You decide not to do the same, but since you like to co-worker you decide not to say anything about it. When inventory day arrives, the boss finds that several videos are missing. Since the videos are kept behind the desk, it is unlikely that a customer could take them without an employee's knowledge. The boss wants a private conversation with all of the workers.

You decide to tell the boss about your co-workers activities.

1. If you were your co-worker, how would you feel about this solution? Why?
2. If you were the boss, what would you think of this solution? Why?
3. If you were the video store customers, how would you feel about this solution? Why?
4. What would happen if every employee in a similar situation made the same kind of choice?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this same choice if the co-worker was a member of your family? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 6.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You have a large family, your mother just got home. You know that when your mother sees the note from the teacher that your younger sister brought home, your mother will get very angry and you won't be able to ask her if you can go out with your friends that evening. Your friends just drove up and are honking their car horn to get you to hurry up.

You decide to throw away the note from the teacher.

1. If you were your younger sister, how would you feel about this solution? Why?

2. If you were your mother, what would you think of this solution? Why?

3. If you were your friends waiting for you outside, how would you feel about this solution? Why?

4. What would happen if everyone in your family acted the same way?

5. Will this solution solve the problem for the time being? What about over a long period of time? Why?

6. Would you make this same choice if you were in a friends house and your friends sister had brought home the note? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 7.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Your best friend works at a 24 hour restaurant. In class, your friend often falls asleep or finds it hard to concentrate. You usually share your notes. Your teacher gave class projects in which students are to work in pairs. You are supposed to work with your friend. With the work schedule, it seems that you have to do all the work and Saturday you had to miss a party doing library research that your friend was supposed to do. The paper will be due soon and the teacher just announced that he would like to assign another joint project in a couple of weeks.

You decide not to say anything to anyone else but you tell your friend that you won't be their partner next time.

1. If you were your friend, how would you feel about this solution? Why?
2. If you were the teacher, what would you think of this solution? Why?
3. If you were the person in class who ends up being your friend's next partner, how would you feel about this solution? Why?
4. What would happen if everyone the class acted the same way?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this same choice if someone other than a friend acted in this way? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 8.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Because you help a student in a wheelchair after your first class, you are late for your second class daily. Your second class period teacher will not accept your excuse for being late to class and threatens to give you a detention slip if it happens again.

You decide to talk to the principal of the school about your problem.

1. If you were the second class period teacher, how would you feel about this solution? Why?

2. If you were the student in a wheelchair, what would you think of this solution? Why?

3. If you were the principal of the school, how would you feel about this solution? Why?

4. What would happen if everyone student went to see the principal?

5. Will this solution solve the problem for the time being? What about over a long period of time? Why?

6. Would you make this same choice if you were helping a non-handicapped individual? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 9.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You find a wallet that belongs to your best friend's younger sister. Your first thought is to return the wallet, but then you see that it contains a small quantity of an illegal substance.

You decide to throw the wallet away and never say anything about it.

1. If you were your best friend, how would you feel about this solution? Why?
2. If you were your best friend's sister, what would you think of this solution? Why?
3. If you were a member of your best friend's family, how would you feel about this solution? Why?
4. What would happen if everyone ignored this kind of problem?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this same choice if the wallet belonged to a teacher? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 10.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You have worked hard to think of ways that the company you work for can improve profits. You ask your boss for a raise but she says that this isn't a good time to discuss raises. You find out that your boss has taken credit for your ideas and has been given a promotion.

You decide to quit.

1. If you were your boss, how would you feel about this solution? Why?
2. If you were a member of the company's board of directors, what would you think of this solution? Why?
3. If you were the company's customers, how would you feel about this solution? Why?
4. What would happen if everyone quit because someone else took credit for their ideas?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you quit if this had happened to other employees who had worked for the same boss? If not, what would you do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 11.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You were home on vacation from school on the last week in December. You watched a taped TV game show and saw that your favorite teacher--the one that has encouraged you to choose a career in health--was one of the contestants. The hostess asked his occupation. He told her that he was a teacher. When she asked him why he was there on a school day, he said that he called in sick and that everyone else was in school and would not know. But what the teacher didn't consider was that the show was taped and could be shown at a time that school wasn't in session. When you got back to school in January, some of the people congratulated the teacher on winning, but somehow all the things he said about your future seemed like a lie. You get to thinking that you aren't really interested in a career in health.

You decide not to turn in anymore assignments for class.

1. If you were your teacher, how would you feel about this solution? Why?

2. If you were another member of the teacher's class, what would you think of this solution? Why?

3. If you were a patient that would ultimately benefit from your health care skills, how would you feel about this solution? Why?

4. What would happen if everyone made this type of decision?

5. Will this solution solve the problem for the time being? What about over a long period of time? Why?

6. Would you make this choice if this situation did not involve your favorite teacher? If not, what would you do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 12.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Your friends plan a trip to Florida during spring break. Your parents won't let you go unless the trip is chaperoned by an adult. None of your friends' parents are going.

You decide to tell your parents that the trip will be chaperoned by Jim's parents who you know will be out of town during the trip.

1. If you were your parents, how would you feel about this solution? Why?
2. If you were Jim's parents, what would you think of this solution? Why?
3. If you were Jim, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you recommend this choice to your younger brother or sister? If not, what would you tell them to do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 13.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You work at a photography studio. You see that your boss has different fee schedules for different clients. She gives a hefty discount to those who belong to her country club. Soon you learn to take care of all the financial arrangements. Your first day with the responsibility, a new customer demands the same discount that you just gave to one of the boss's preferred clients.

You decide to tell the customer that he is not entitled to the discount because he is not a member of the boss's country club.

1. If you were your boss, how would you feel about this solution? Why?
2. If you were the new customer, what would you think of this solution? Why?
3. If you were another member of the country club, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if you were also a member of the boss's country club? If not, what would you do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 13.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You work at a photography studio. You see that your boss has different fee schedules for different clients. He gives a hefty discount to those who go to his church. Soon you learn to take care of all the financial arrangements. Your first day with the responsibility, a new customer demands the same discount that you just gave to one of the boss's preferred clients.

You decide to tell the customer that he is not entitled to the discount because he is not a member of the boss's church.

1. If you were your boss, how would you feel about this solution? Why?
2. If you were the new customer, what would you think of this solution? Why?
3. If you were the pastor of the boss's church, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if you were also a member of the boss's church? If not, what would you do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 14.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You are worried about the homeless people that live in your community. You and your friends decide to have a car wash to raise money to buy blankets for the homeless. The car wash is a huge success. You make over \$1000, enough to buy 100 blankets. You turn the money over to the mayor of the city. Later you learn that only 50 blankets were purchased with the money that you contributed. The rest of the money was used to repair a sign outside of city hall.

You decide to report your suspicions to the local newspaper.

1. If you were your mayor, how would you feel about this solution? Why?
2. If you were the editor of the newspaper, what would you think of this solution? Why?
3. If you were a homeless person in the community, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if you were a member of the mayor's family? If not, what would you do?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 15.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You clean cages and walk dogs at a dog kennel. While you are working, some of your friends come by to talk to you while you work. One of your friends starts playing with one of the dogs and the dog escapes. You and your friends finally catch the dog but the dog has cut its foot while running. You know that the boss will be angry when she learns that your friends were at the kennel during work hours.

You decide not to report the injury to the dog.

1. If you were your boss, how would you feel about this solution? Why?
2. If you were the owner of the dog, what would you think of this solution? Why?
3. If you were the friend who let the dog escape, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if the dog belonged to you? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 16.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You just moved to a new town. At school, the guys that you would like to be friends with all belong to the same fraternity. Fraternities are not approved of by the school authorities, so the fraternity operates in secret. You are asked to join. You go to a fraternity meeting and you are told that in order to be a member, you have to steal something that costs at least \$50 from a local store without being caught.

You decide to steal the merchandise.

1. If you were the owner of the store, how would you feel about this solution? Why?
2. If you were your parents, what would you think of this solution? Why?
3. If you were a regular customer at this store, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if you were not the new kid in town? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 17.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Fred is one of your co-workers and your best friend. He offers to give you a really good deal on a set of car speakers. You buy the speakers and tell everyone at school what a great deal you got. Later the police come to your home say that they were given a tip that you were in possession of stolen car speakers. The speakers turn out to be stolen.

You decide to tell the police that you bought the speakers from some guy passing through town.

1. If you were the owner of the speakers, how would you feel about this solution? Why?
2. If you were Fred, what would you think of this solution? Why?
3. If you were the police investigating this crime, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if Fred was not a friend? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 18.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Your school is sponsoring a local blood drive. The blood donated will help to save many lives--and you have the type of blood that is very much in demand. You want to help but are afraid to give blood--even the sight of blood makes you feel sick. The school nurse asks you what time he can give you an appointment.

You decide to tell the school nurse that you will be there at 9 am tomorrow morning. When the time arrives, you pretend that you are sick.

1. If you were the school nurse, how would you feel about this solution? Why?
2. If you were a person in need of blood transfusion, what would you think of this solution? Why?
3. If you were one of the other kids at your school, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if a friend of yours needed the blood? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 19.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

Your uncle gets you a part-time custodial job at a local medical supply company. It is a good job and the pay is great. After working there for awhile, you discover that hazardous medical supplies are being disposed of inappropriately. Some of this waste is just tossed into the dumpster in the back of the building. You tell your uncle. He advises you to mind your own business.

You decide to make an anonymous call to the EPA.

1. As a member of the local community, how would you feel about this solution? Why?
2. If you were the owner of the company, what would you think of this solution? Why?
3. If you were your uncle, how would you feel about this solution? Why?
4. What would happen if everyone made this type of decision?
5. Will this solution solve the problem for the time being? What about over a long period of time? Why?
6. Would you make this choice if your uncle hadn't told you to mind your own business? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Worksheet 20.0

Value Assessment Criteria

Read the following scenario and answer the questions below.

You want to go to the school dance but no one has asked you yet. Jim asks you if your best friend, Sue, has a date for the dance yet--he is thinking of asking her to go. You think that if you tell him she has a date he might ask you to go instead. After all, you know that Sue doesn't even like the guy.

You decide to tell Jim that Sue already has a date and hope he asks you instead.

1. If you were Sue, how would you feel about this solution? Why?
2. If you were Jim, what would you think of this solution? Why?
3. What would happen if everyone made this type of decision?
4. Will this solution solve the problem for the time being? What about over a long period of time? Why?
5. Would you make this choice if Sue really did like Jim? If not, what would you do instead?

Rate the solution on the scale below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10
PoorExcellent

Activities

Introduction

The following activities are a sampling of the types of experiences that can help students develop assertiveness, listening, negotiation and risk-taking skills. The limitations of this guide prevent a comprehensive review of these topics. The reader is advised to consult any of the following materials for more information:

Assertiveness

Albert, R.E. & Emmons, M.L. (1984). Stand up, speak out, talk back.

Kelley, C. (1978). Assertiveness training: A facilitators guide.

Zuker, E. (1983). Mastering assertiveness skills: Power and positive influence at work.

Listening Skills

Adler, M.J. (1985). How to speak, how to listen.

Glist, V.J. (1983). Lend an ear: A skills approach to effective listening.

Reed, W.H. (1985). Positive listening: Listening to hear what people are really saying.

Negotiation Skills

Fisher, R. & Ury, W. (1981). Getting to yes: Negotiating agreement without giving in.

Risk-Taking Skills

Carney, R.E. (1971). Risk taking behavior.

Activity 1.0

Assertiveness

Objective: To teach students the difference between assertive and non-assertive behavior.

Related Information: Definition of Terms

1. Aggression: Meeting your own needs at the expense of the needs of others. Outcomes include short term satisfaction and resentment from others.
2. Passivity: Satisfying the needs of others at the expense of meeting your own needs. Outcomes: Short term relief and loss of self esteem.
3. Assertiveness: Satisfying your own needs while respecting the needs of others. Outcomes: Self esteem and positive response of others.

Description of Activity:

Read the above definitions to students. Ask students to listen as you read the following scenarios and decide whether the person in the situation is behaving in an assertive, aggressive or passive manner.

1. Joe works in an office after school. One of the other office workers is always borrowing his supplies without asking. The next time she does it, Joe tells her, "You sure are lazy! Why don't you get your supplies in the supply room like everyone else? I'm not your servant, you know."
2. Susan's school is having a Sadie Hawkins Day Dance. The

girls are supposed to ask the boys for a date. Susan really wants to ask Brian to go with her but she is afraid that he will say no. She decides not to go to the dance.

3. Don is a good student in every subject except Math. He is also involved in a variety of student club activities at school. The VICA club is having a big dance to raise money for some new equipment for the school. Don is asked by the other club members to be in charge of organizing the dance. Don has a math exam scheduled for the end of the week. Don tells the others that he will be happy to help with the decorations but he won't be able to organize the dance because he has to study.

Suggestions: Try to get students to identify the needs of each person involved in the situation and how that person goes about satisfying those needs. Involve students in discussing how others in the situation might feel about the action taken by the primary character. Ask students to imagine how the primary character would feel because of their action/inaction.

Follow-up: Ask a few students to act out each scenario. Ask the students to vary the way they respond in each situation (passive, assertive, aggressive). Ask the students which type of response makes them feel most comfortable and why.

Activity 2.0

Assertiveness

Objective: To teach students about their rights as an individual.

Description of Activity:

Ask students to write down the following information on a sheet of paper:

1. I have the right to have control over my time.
2. I have the right to my belongings.
3. I have the right to have complete control over my body and my person.
4. I have the right to stand up for myself when I believe I am being treated unfairly.
5. I have the right to give and receive compliments, favors, affection and caring for myself and others.

Then ask students which of the above rights are at issue in each of the following scenarios:

1. Janice is wearing her hair a new way. Betty tells her how much she likes the new style. Janice responds, "I couldn't do anything with my hair this morning so I just left it like this."

2. Randy has been working out at the gym every day. One of the older guys tells him that he will never be able to lift the heavier weights unless he takes steroids.

3. Linda is the assistant manager of the local theater. When the manager quits to take a new job, the corporate division manager asks Linda to assume the manager's responsibilities but does not offer

her an increase in pay.

4. Rebecca's little sister is always borrowing her things without asking. When she returns the stuff she has taken, it is usually broken or in disrepair. Rebecca's mother tells her not to make a "big deal" out of it.

5. Jack has been working every weekend for the past three weeks to help his boss complete a special emergency order. This weekend Jack wants to go out with his girl friend.

Follow-up:

After students have identified the rights in question, ask students to give examples of how these rights exist in their own lives.

Activity 3.0

Assertiveness

Objective: To assist students to say "No" to unreasonable requests.

Related Information: Steps to saying NO

1. Don't say "yes" or "no" before you have a chance to evaluate the situation.

2. Ask yourself how do I feel about this request. If you feel nervous, trapped or uncomfortable, respect your feelings.

3. Ask for more information or clarification of what is being requested. Remember that understanding is not agreeing.

4. If you decide that you want to say "no," say it firmly and calmly. State your feelings about the request without excuses.

Description of Activity:

Discuss with your students, Steps to saying No. Then ask students to give examples of when they have had trouble saying no.

Follow-up:

1. Ask students to think of the reason behind their difficulty saying no. Some of these reasons may include:

- a. I feel guilty.
- b. I don't want to cause an argument.
- c. I'm not sure I'm right.
- d. The other person knows more or is better than me.
- e. I can't say no because that is how I am.
- f. I'll get hurt.
- g. I can't say no to a friend.

2. Have students act out any of the following situations:
 - a. A friend stops you to talk but you are late to work.
 - b. An irresponsible friend asks you to loan him money.
 - c. You get a steak in a restaurant and it is not done the way you want.
 - d. You are asked out on a date by someone you do not want to be with.

Activity 4.0

Assertiveness

Objective: To enable students to give and receive positive assertive statements.

Related Information: Reasons people have trouble accepting positive comments from others:

1. Having to live up to the positive things people say
2. Not knowing how to react to a compliment.
3. Feeling obligated to return the compliment.
4. Feeling that the other person is trying to take advantage of me or sucker me.

Description of the Activity:

Give each student six 5" X 8" index cards. Ask students to write down one positive statement about themselves on each of the six cards in the following categories:

1. Things that I do well
2. Things that I own
3. The way I look
4. The way I am
5. The way I think
6. Things I have done

Ask students to discuss the categories that were most difficult for them to respond to.

Follow-up:

Ask students to pair up. Ask each pair of students to take turns

giving and receiving positive statements related to any of the six categories. Ask students to decide which role feels more comfortable--giving or receiving compliments.

Ask students to close their eyes and think of a person that they would like to say something positive to, but have avoided doing it. Ask students to think of the words that they would like to say. Tell students to imagine saying it to the person and the person receiving it graciously. Tell students to open their eyes.

Follow-up: Ask students to discuss the experience. How did it feel. What made you nervous? What was easy to do?

Activity 5.0

Assertiveness

Objective: To make students aware that it is not always easy to be assertive and that they must practice assertive behavior.

Related Information: Risks associated with being assertive:

1. People who are used to someone behaving passively may not like the change. They may feel resentful, hurt or scared.
2. When other people's rights are as important your own, you may not always get what you want, when you want it.
3. By respecting the opinions of others, you may find out that you are wrong about what you believe and will have to change.

Description of the Activity:

Ask students to participate in the following exercises:

1. Imagine that there is a person you are attracted to. How do you approach them? Role play with each two people in the group until every one has a chance. Discuss how it felt after each role play.
2. Imagine that a person you are attracted to is already talking to three other people. How do you join so that you can get close to the person you like? Role play with three people talking about the weather, a football game, a TV show and have one member join in. Do this until each member of the class has a chance to join in. Discuss the feelings of the participants after each role play.
3. Imagine you are involved in a conversation that is boring to you. How do you change the topic so that it won't be a waste of your time? Role play with three people talking about a boring subject and

have one of the three try to change the topic. Do this until each member of the class has an opportunity to be involved. Discuss the feelings of participants after each role play.

Activity 6.0

Listening Skills

Objective: To help students to become aware of the importance of attending to what is said.

Related Information: Steps to Listening More Effectively

1. Face the person who is talking.
2. Maintain eye contact.
3. Pay attention to content as well as perceptions and needs.
4. Interrupt occasionally to get clarification.
5. Don't argue mentally while the person is talking.
6. When they have finished, restate what they have said to make sure you have not missed their point.

Description of the Activity:

Ask one student to stand in the middle of two other students. Have the two students on either side talk to the student in the middle simultaneously for approximately one minute. Ask the student in the middle to repeat as much as they can remember. Ask the student in the middle to describe how they felt during the exercise.

Follow-up:

Divide students into pairs. Ask each pair of students to take opposing points of view on a controversial topic, e.g, smoking on airplanes, the baseball team most likely to win the world series, using animals for research etc. Ask the two students to take turns expressing his or her point of view. The only rule is that before the next person can give an opinion, they must restate what the previous

person has said and get confirmation that they have understood the other person's point of view. Ask students if they feel the rule helped or hurt the communication process and why.

Activity 7.0

Listening Skills

Objective: To help students to understand the effect of body language on the communication process.

Related Information: Examples of Body Language

1. Nodding and smiling at someone while they are talking to show that you agree.
2. Copying the way the speaker's body is positioned to show that you agree with what they are saying.
3. Crossing your arms and/or shaking your head to show you oppose what the speaker is saying.
4. Drumming your fingers, tapping your foot, failing to make eye contact to indicate boredom or impatience.
5. Getting red in the face, excessive perspiration showing anxiety.

Description of the Activity:

Provide students with a variety of magazine photographs of people interacting. Ask students to interpret the feelings of those pictured from the body language they display. Have students discuss their interpretations.

Ask students to observe groups of people interacting around the school campus. Without listening to what people are saying, ask students to note the body language cues that indicate:

1. A positive interaction is taking place.
2. An unpleasant interaction is taking place.

3. A conversation is beginning or ending.
4. People are interested/not interested in what someone in the group is saying.
5. Someone is nervous

Follow-up:

Ask a small group of students to role play the five items listed above. Ask the other members of the class to identify the body language cues being used.

Activity 8.0

Risk-taking

Objective: To help students recognize risks that are based on luck and those that are based upon skill or ability.

Description of Activity:

Ask students to participate both of the following activities:

1. A mock lottery--Students are asked to choose a number from one to fifty and to write the number on a slip of paper. The teacher (or another student) then draws a number from one to fifty from a hat or another suitable container. Anyone who wrote down the number selected is a winner and given extra course credit.

2. Students are given a blank sheet of paper and told that they have two minutes to list as many names of the states as they can. A student wins if they can name at least 50% of the states in the given time period. Extra-credit is given for winning.

Suggestions to the Teacher:

Ask students the following questions:

1. Which of the two activities did you like best? Why?
2. Would you change your mind if the prize were \$6 million dollars? Why?
3. If the prize were \$6 million dollars, and I gave you extra time to practice, which of the two activities would you like best? Why?
4. What if I changed the rules and only winners could get a passing grade in this course--which activity would you

like the best?

Suggestions:

Students should be able to determine that the first activity is based entirely on luck and the second is based upon knowledge or skill. The questioning process should make the student aware that they have more control over the outcome of a risk based on skill than a risk based on luck. Students should recognize that the second task is therefore more likely to result in a successful outcome than the first activity.

Follow-up:

Ask students to identify other activities or games that are based on luck or skill or a combination of the two.

Activity 9.0

Risk-taking

Objective: To help students set risk-taking goals of moderate difficulty.

Description of Activity:

Place a strip of paper numbered from 1 ft. to 30 ft. on the floor. Place a target (dart board, trash can, etc.) at one end of the strip. Ask one student to try to hit the target while standing on the number line very close to the target. Ask a second student to try to hit the target while standing on the number line as far away from the target as they can. Ask a third student to attempt to hit the target while standing on the middle of the number line.

Ask the students to identify which of the three students is the risk-taker.

Suggestions:

Most of the students will think that the student standing the longest distance away from the target is the risk-taker. In fact, this student is risking very little because they are almost assured of failure. If they fail they can always blame the failure on the difficulty of the task. The student standing closest to the target is also not risking very much for they are almost assured of success. It is the student standing in the middle who is taking the biggest risk. If they fail, it is because of their ability. If they win, it is because of their ability.

Follow-up:

Ask students to try hitting the target from each of the three positions. Ask students to then select a position on the number line that would challenge their skill and give them a feeling of success.

Activity No. 10

Risk-taking

Objective: To enable students to see how their values influence the types of risks that they are willing to take.

Description of Activity:

Read to Students:

Imagine you are a genetic engineer and have discovered how to create human life in a test tube. The "offspring" from your experiment will be sent into space to start a new world. You realize you have the opportunity to create a better world by chemically manipulating the value structure of this new human life form. It is your responsibility to choose the best values you can.

Ask students to rank order the values in the following columns. Have students rank the values in Column A (1 to 8 with 1 representing the most important value) in terms of the values the student would like to give to the new life form. Next ask the student to rank order the values in Column B according to how these values are satisfied in their own life.

Follow-up:

Ask the students to subtract across the two columns. For example if Power was ranked 1 in Column A and ranked 8 in Column B, the difference will be -7. If Power was ranked 8 in column A and 1 in Column B, the difference would be +7.

Suggestions to the Teacher

The greater the difference between the value's ratings in the two

columns, the more likelihood that the student's risk-taking behavior will be influenced by this value. If the difference is a positive difference, e.g., +7, the student may feel an over sufficiency in this area of their life. If the difference is a negative difference, e.g., -7, the student may feel deprived in this area. Both over sufficiency and deprivation can cause an individual to greater risks.

A	B
<input type="checkbox"/> Power	<input type="checkbox"/> Power
<input type="checkbox"/> Respect	<input type="checkbox"/> Respect
<input type="checkbox"/> Wealth	<input type="checkbox"/> Wealth
<input type="checkbox"/> Knowledge	<input type="checkbox"/> Knowledge
<input type="checkbox"/> Skill	<input type="checkbox"/> Skill
<input type="checkbox"/> Health	<input type="checkbox"/> Health
<input type="checkbox"/> Righteousness	<input type="checkbox"/> Righteousness
<input type="checkbox"/> Love	<input type="checkbox"/> Love

Activity 11.0

Negotiation

Objective: To help students identify the multiple interests of others.

Related Information: Basic Human Needs

1. Security
2. Economic Well Being
3. Sense of Belonging
4. Recognition
5. Control over One's Life

Description of Activity:

Ask students to discuss the meaning of each of the needs listed above. Then ask the students to decide which of these needs are expressed in the following negotiations:

1. "All of the other kids in school are allowed to go, Why can't I go too?"
2. "If you want to buy it, you can pay for it. Money doesn't grow on trees!"
3. "I'd like to be considered for the opening in management, I think I deserve this promotion."
4. "I hate my job, but if I quit now, how will we afford the house payments?"
5. "How am I supposed to finish this assignment with everyone changing their minds about what they want?"

Follow-up:

Ask students to imagine the situation that led up to each of the statements listed above. Ask a group of students to role play each situation. Have other students identify the needs that are being expressed during the role play.

Activity 12.0

Negotiation

Objective: To help students recognize the relationship interests in any negotiation.

Related Information: Sometimes when we are in conflict situation, we tend to confuse the people with the problem. Anger over a situation can cause us to attack the human beings associated with the problem rather than the problem itself. When this happens, we may end the negotiation with an agreement but with both sides feeling bitter about each other.

Description of Activity:

1. Ask two students to role play the following situation:

A customer returns a pen that they bought on sale at a local department store. The customer explains that they want their money back because the pen is broken. The salesperson tells the customer that he can't return the customer's money because "all sales are final." The customer insists on getting the money back. The salesperson doesn't yield.

2. Ask the students to decide who "won" the negotiation process?

3. Ask the students how they think each side of the negotiation feels about the other side after this negotiation.

4. Ask the students what they think the customer's attitude toward the store will be after this negotiation.

Suggestions:

Students should recognize that for the sake of \$2 pen, the

salesperson has destroyed the store's relationship with the customer. They should recognize that neither side really "wins" when the relationship is destroyed.

Follow-up:

Ask the students to role play the situation again--this time finding a way to solve the problem and keeping a positive relationship with the customer. Ask all of the students to make suggestions on how this might be accomplished.

Activity 13.0

Negotiation

Objective: To help students use objective criteria in reaching a negotiated agreement.

Related Information: Settling differences on the basis of will is usually not productive. Usually one side has to back down and is resentful of the side that "wins." By using objective criteria to decide an issue, both sides can reach an agreement that is satisfactory to both. Here is a list of objective criteria that can be used:

1. Cost/Market value
2. Precedent
3. Scientific judgement
4. Professional standards
5. Efficiency
6. Equality/Fairness

Description of the Activity:

Ask the students to consider the negotiations below. Ask the students to identify those that are based upon an objective criterion.

1. It is Johnny's fifth birthday. After he blows out the candles on his birthday cake, his mother starts to cut the cake. "I want the piece in the middle with the big flower on it," Johnny demands. "I want the flower too!" yell all the other five year old children.

Before anyone can do anything, Johnny grabs the flower off the cake

and stuffs it in his mouth.

2. The office staff is having a meeting to discuss the use of the new Fax machine. Jennifer doesn't want the machine in her office because everyone will be coming in and out all the time. The rest of the staff want the machine in Jennifer's office because it is convenient and she is the only one who doesn't share an office. The Office Manager says, "Let's measure the space in each office and find out where there is the most space for the new machine."

3. A husband and wife are arguing about the purchase of a new car. The husband wants a vehicle he can use for hauling building supplies. The wife wants a sports car. The husband says, "Look, I bring in the pay check, I'll decide what kind of car we need."

4. Two candidates have applied for the same position. The Vice-President for Public Relations favors candidate #1 because he plays golf with the candidate's brother. The Vice-President of Financial Affairs supports candidate #2 because the candidate graduated from the same college. The President of the company says, "I think we should make a list of the tasks associated with this position and see which of the two candidates has the most experience with these tasks."

Assessment

Introduction

Assessment in the area of Vocational Ethics focuses upon two basic skill areas:

1. Understanding and use of the Value Assessment Criteria.
2. Ability to demonstrate Assertiveness, Negotiation, Risk-taking and Listening skills.

It is not the intent of the evaluation process to assign a grade based upon how well a student performs in these two areas in relationship to other students in the class. Rather, the teacher should evaluate the student on the basis of how well each student is doing in comparison to their own past performance. To accomplish this type of evaluation, the teacher will need to first establish a "baseline" or what is typical behavior for the student before instruction in Vocational Ethics takes place. The student's subsequent performance can then be evaluated against these baseline data.

Another important factor to consider when evaluating student performance in the behavioral skill areas (e.g. assertiveness) is that a student's behavior and performance will fluctuate over time, depending on many personal and situational factors. It is therefore

important to assess students on several different occasions before making any final determination about student progress in the behavioral domain.

The following sections contain assessment guidelines for evaluating student performance in Vocational Ethics. Part One provides an evaluation instrument for assessing student progress in Assertiveness, Negotiation, Risk-taking and Listening Skills. Part Two evaluates student use and understanding of the Value Assessment criteria.

Part One

Behavioral Skills Assessment

Assertiveness
Active Listening
Negotiation
Risk-taking

Guide for Rating Student Assertiveness Skills

Name _____

School _____

Rater's Name _____

	Seldom	Occasionally	Always
Uses "I" language			
States feelings			
Empathizes with others			
Can confront others			
Assert. body language			
Timing			
Gives pos. feedback			
Gives neg. feedback			
Rec'ves pos. feedback			
Rec'ves neg. feedback			
Initiates conversation			
Self discloses			
Limits requests on self			
Realistic requests of others			

Assertiveness Scale (Cont.)

Add Column Total

Multiply by Weight

Add Weighted Totals

Student Score

1	2	3

Guide for Rating Student Active Listening Skills

Name _____

School _____

Rater's Name _____

	Seldom	Occasionally	Always
Gives feedback that reflects understanding			
Understands body language			
Recognizes conflicts in verbal and body language			
Uses compatible body language			
Identifies with the experiences of others			
Reflects feeling and attitudes of others			
Add Column Total			
Multiply by Weight	1	2	3
Add Weighted Totals			

Student Score _____

Guide for Rating Student Negotiation Skills

Name _____

School _____

Rater's Name _____

	Seldom	Occasionally	Always
Responds to issues not personalities			
Identifies underlying interests			
Recognizes conflicts in positions and interests			
Generates a variety of possible solutions			
Uses objective criteria to obtain settlement			
Add Column Total			
Multiply by Weight	1	2	3
Add Weighted Totals			
Student Score	_____		

Guide for Rating Student Risktaking Skills

Name _____

School _____

Rater's Name _____

	Seldom	Occasionally	Always
Understands own value hierarchy			
Estimates chances for failure and success			
Understands effect of deprivation and over-sufficiency			
Predicts consequences			
Can identify type of risk situation			
Understands effect of group on risk			
Add Column Total			
Multiply by Weight	1	2	3
Add Weighted Totals			
Student Score	-----		

Part Two

Assessment of
Value Assessment Criteria

Instructions: Test 1

This exam is a fifteen-item, non-timed paper and pencil test designed to assess the student's ability to recognize ethical dilemmas. For the first part of the test, students are to circle the number of the items that they define as ethical dilemmas. In the second part, students are then asked to manipulate the problems to create an ethical dilemma if they declared them not ethical.

Part 1: 15 points, based on whether the student recognizes ethical and non-ethical dilemmas.

Part 2: Non-graded. This part serves as a check on the student's ability to recognize and create elements that form ethical dilemmas.

Mastery of this criterion-referenced test is achieved with at least 12 correctly answered items on Part 1 and several successfully altered problems in Part 2.

Name: _____

Date: _____

Part 1: Circle the number of the times listed below that are "examples of "ethical" dilemmas.

Part 2: If the item is not an ethical dilemma, alter the item in the space provided so that it becomes an ethical dilemma.

1. You have a good steady job. You have the problem of deciding whether to borrow money to pay for a new car or use your savings to buy a used car.

2. You must decide whether to study typing or home economics for 6th. yr.

3. Your friends all ask you at the last minute to go to a great concert tonight--a night you are scheduled to work.

4. You have been offered two relatively equal jobs and you must decide between the two of them.

5. For the third time this month, you stayed home from school to catch up on some sleep, and you need to provide an explanation as to why you didn't show.

6. You need money and find a wallet with identification and cash and must decide what to do.

7. You invite your friends to work when the boss is gone.

8. You must decide whether to purchase a 35 mm camera or a disc camera.
9. You have to decide whether to take your vacation from work in the summer or during spring break.
10. You want to buy something from a friend, and you are sure it is stolen.
11. A friend asks you to repay a favor at an inconvenient time.
12. Your boss asks you to work overtime when the business load picks up.
13. Your sister is flunking English; she is sure that if you write her final paper for her, she will pass.
14. You are a cashier; your best friend asks you to ring up only a portion of the items he intended to purchase and bag up all the items.
15. You must decide between two movies that you want to see.

Instructions: Test 2

This is a three part, non-timed paper and pencil test designed to assess the student's use of value assessment criteria. The students are asked to defend the reasons that they would or would not choose five solutions to an ethical dilemma. By asking the students to defend or criticize a particular solution, as well as list the reasons, it is the hope that students will rely on the value assessment criteria to support their decisions.

While this exam is three-part, the assessment has six parts. The teacher should look for evidence of the following criteria:

1. Reciprocity: Does the student think of what it would be like for someone else that is involved in this situation?

2. Consistency: Does the student consider whether a solution would work "across the board"-- that is-- in similar situations with different variables?

3. Coherence: Does the student look at how a chosen course of action would affect all of those involved?

4. Comprehensiveness: Does the student consider what the world would be like if everyone chose the same solution?

5. Adequacy: Does the student consider whether the chosen course of action would actually solve the problem?

6. Duration: Does the student consider what effect their solution might have on the situation over a long period of time?

Mastery of this criterion-referenced test is a successful account of five of these six criteria.

Name: _____

Date: _____

You looked long and hard for a job, and finally you are hired as a bookkeeper in a sporting goods department of a large department store. When it is time to file the financial statement at the end of the month, your boss tells you that you must declare 10% of the month's department sales as being sold on the "Green Light Special" at discount for tax purposes. The boss tells you that the bookkeeper who used to work there did that every month sometimes at 10% or at 11% so that it "looked right." You know that the department did not hold any specials that month.

List the reasons why you would or would not choose the following solutions:

1. Go ahead and declare the 10% of sales at discount.

2. Tell the manager's boss.

3. What would you do and why?

Name: _____

Date: _____

Your job is cashier--stockperson at a convenience store. The cashier-stockpersons work in pairs. One works the cash register and the other stocks the shelves. Tuesday nights you work with George. George is slow on the register. Frequently when George works the register, you have to open another register so the customers don't have to wait in line so long. Consequently, when you work Tuesday nights with George, you insist he stock the shelves and you work the register. Now that George stocks shelves, he often goes into the back room and phones his girl friend.

List reason why you would or would not choose the following solutions:

1. You tell George that he ought not stay on the phone in case the boss would call.

2. Tell the boss that George is slow and lazy and that you don't want to work Tuesday nights with him.

3. What would you do and why?

Name: _____

Date: _____

You work as a retail clerk in a hardware store. You have been working evening after school 15 hours a week for about a year now. Your best friend landed a job at the same store last month. One evening when the two of you are scheduled to work together the supervisor leaves you in charge when she takes a dinner break. While your boss is gone, your best friend totals a sale on the calculator without using the cash register. After the customer left, you saw your friend pocket the cash.

List the reasons why you would or would not choose the following solutions:

1. Turn your friend in to the supervisor when she returns.

2. Forget it. It isn't your problem.

3. What would you do and why?

Trouble Shooter's Guide

What if I want to teach Vocational Ethics to the class as a group?

The worksheets and activities provided in the preceding sections are designed to be used by individual students as well as by groups of students. Suggestions for group instruction are provided in the Vocational Ethics manual. The following is a brief description of this process:

1. Select an ethical problem faced by one or more workers. This problem can be related to the content you are teaching, an actual problem faced by a student on the job or one of the scenarios described in earlier sections of this publication. This situation should involve a conflict between two or more principles or values, e.g., loyalty to friends vs. one's own standards.

2. Ask students to generate as many possible solutions to the problem as they can. Students should be taught to brainstorm solutions without being critical of the ideas generated until all ideas have been expressed. These ideas should be written down so that the group can see the outcome.

3. Ask students to select one solution to evaluate. This solution can be the "best" solution or the students may want to evaluate an unusual solution to see if it has any merit.

4. Ask students to identify the "Stakeholders". Students should be encouraged to think of all of the people and groups of people that will be affected by this situation and the solution proposed by the students.

5. Ask students to express how each person affected by the solution will feel about it. This question attempts to get students to see the problem and the proposed solution from a variety of perspectives. If the ethical problem is a worthwhile dilemma to discuss, there will be a variety of points of view on the appropriateness of the solution.

6. Ask the students if they would choose this solution if the situation was slightly different. This question goes to the principle of consistency. If this solution is a good one, the students should be willing to make similar choices in similar contexts.

7. Ask the students how the solution will affect the organization as a whole. Individuals rarely function in isolation. Within a work environment, solutions to ethical conflict will ultimately affect more than one person. Students should be able to discuss the "big picture".

8. Ask the students how the solution would work if everyone made this type of choice. This question should enable students to see the effect of one small action if everyone did the same thing. For example, one person littering is not much of a problem. If everyone littered, the problem would be overwhelming.

9. Ask the student to think about the short and long term consequences of this solution. The adequacy of the choice must be determined by the likelihood that the solution will really solve the problem not just delay the effect to a later date.

10. Ask the students to evaluate the proposed solution. After discussing the points above, the student should be asked to reevaluate the solution proposed by the group. Is it still O.K.? Do I still think this would be a good idea? Would another solution be more appropriate? By altering or affirming their choice, students are establishing an enabling work ethic.

How can I remember all of these questions?

A transparency for an overhead projector is provided at the end of this section. This information can help you lead the discussion without having to refer to notes.

How can I teach my students to work effectively in groups?

Learning how to work as part of a team is an important skill in today's workplace. To make this transition easier, students need experience working on cooperative projects rather than competing with one another for grades. With the cooperative learning model, students join forces to solve a problem. The performance of the group is then evaluated as a whole.

Two problems can arise with this type of activity. First, students with lower level skills may be viewed as a liability by the group. Second, there may be some students who take advantage of the group and fail to do their fair share of the project.

The first problem can be solved if the performance of each member of the group is assessed in relationship to the individual's ability and previous level of achievement. For example, if John's individual performance improves significantly, the overall group score will also improve. The other students in the group will therefore have an incentive for encouraging John instead of criticizing him.

In the case of the second problem, each student in the group can evaluate the performance of the other group members. In this way the teacher will be able to identify those students who have been coasting along at the group's expense. These students will learn that they have to not only be accountable to authority but also to their peers.

I have a hard time thinking of ethical dilemmas.

An ethical dilemma is basically a problem that has no clear cut solution because the individual has to choose between equally desirable or undesirable solutions. The individual may have to lose something of value in order to obtain something of greater value. The following conflicts can form the basis of an ethical conflict:

1. Doing for oneself vs. doing for others.
2. Loyalty to friends vs. violating one's own standards.
3. Allegiance to the group vs. allegiance to personal standards.
4. Obeying authority vs. adhering to personal standards.
5. Coming to someone's aid vs. one's personal safety.
6. Immediate aid that might do harm vs. allowing suffering now for long term benefit.
7. Exposing wrongdoing vs. minding one's own business.
8. Advancing one's interests vs. not compromising one's standards.

(Schulman & Mekler, 1985)

There are many ethical questions related to areas I teach. How can I design learning activities around these questions?

The following formula demonstrates how such a learning activity can be developed:

$$\begin{array}{r} \text{VOCATIONAL CONTENT} \\ \hline \text{PERSONAL CONFLICT} \\ \text{ISSUE} \end{array} \times \begin{array}{l} \text{(PERSON} \\ \text{+} \\ \text{PLACE} \\ \text{+} \\ \text{TIME)} \end{array} = \text{ETHICAL DILEMMA}$$

EXAMPLE

Use of Pesticides				
<hr/>				
Exposing Wrong doing	x	New entry	=	John is working for
vs.		worker		Mr. Boyd, a farmer
Minding one's own		+		who lives just down
business		Part-time		the road. After
		job		school, he helps Mr.
		+		Boyd do odd jobs
		After school		around the farm. One

day, John notices Mr. Boyd dumping some old containers of pesticide along the road in a ditch. John tells Mr. Boyd that he doesn't think that's a very good idea. Mr. Boyd tells John to get back to work.

Teacher As the Most Experience Learner
Teaching Checklist

This is how often I:

1. Model the behavior I want to see in my students.	Always	Sometimes	Never
2. Allow students to participate in classroom management decisions.	Always	Sometimes	Never
3. Allow students to teach other students.	Always	Sometimes	Never
4. Admit I don't know the answers to all questions.	Always	Sometimes	Never
5. Encourage students to participate in problem solving behavior.	Always	Sometimes	Never
6. Provide students with unstructured problems so that students have to identify the problem before they can solve it.	Always	Sometimes	Never
7. Allow students to be my partner in the learning process.	Always	Sometimes	Never
8. Ask open-ended questions-- questions with more than one right answer.	Always	Sometimes	Never
9. Ask questions that require students to analyze, synthesize and evaluate not just restate facts.	Always	Sometimes	Never
10. Encourage cooperative rather than competitive learning.	Always	Sometimes	Never
11. Involve students in work teams activities.	Always	Sometimes	Never

12. Treat all student responses with respect.	Always	Sometimes	Never
13. Insist members of the group treat each other with respect.	Always	Sometimes	Never
14. Consider student interests when planning learning activities.	Always	Sometimes	Never
15. Provide every student with an equal opportunity to participate in all activities.	Always	Sometimes	Never
16. Avoid comparing student performances.	Always	Sometimes	Never
17. Maintain a safe classroom environment.	Always	Sometimes	Never
18. Evaluate student performance in relationship to prior performance.	Always	Sometimes	Never
19. Reward risk-taking behavior.	Always	Sometimes	Never
20. Assist students to learn how they learn best.	Always	Sometimes	Never

Value Assessment Criteria

-  Would you want this choice made if you were someone else affected by this situation?
-  What would happen if everyone made this type of choice?
-  How will this choice affect the organization as a whole?
-  Would you make this choice if circumstances were slightly different?
-  Does this choice solve the short term problem?
-  Will this choice solve the problem in the long run?