

Instructor Guidelines
for
Choices: Ethics for the Workplace

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About *Choices*...

Choices is an innovative training program that is designed to foster exploration and comparison of personal values and workplace ethics. It provides participants with an awareness of employer expectations and essential how-to information for the decision-making process.

Why was *Choices* developed?

Choices was developed to meet a growing need for awareness of workplace ethics in the labour force of today and tomorrow. It represents an important aspect of “job-getting” skills and, even more importantly, a key ingredient of “job-keeping” skills. The content has been carefully constructed from information provided by competent workers and their employers. Each topic contains examples and exercises drawn from actual workplace situations. Research provides extensive evidence that using such workplace situations and scenarios as vehicles for skills instruction is one of the most effective methods for enabling participant achievement of maximum transfer of learning.

What does *Choices* do?

Topics encourage and enable participants to investigate the critical concepts of self-esteem, personal values, behavioural styles, attitude, motivation and goals. Information is also provided that models practical thinking strategies for adapting to changes, dealing with stress, focusing concentration, and thinking “out of the box.” Participants are also guided through the application of effective processes for choosing appropriate behaviours to enhance customer service and conflict resolution. In addition, *Choices* addresses the information needed to make personal decisions in the workplace about freedom from addictive behaviours and substance abuse, courtesy, emotional maturity, conscientiousness, honesty, long-term job commitment, and job safety.

Who is *Choices* for?

Choices is written in a simple, easy to understand, non-theoretical style. It is designed for use either as an introduction to workplace culture and behavioural expectations or as a targeted brush-up on ethical issues for incumbent employees. It has been developed for use with pre-teens, teens, young adults, and adults who read at a 6th-8th grade level or above. It also may be used as an intervention for pre-hires who are designated as “not work ready” by counsellors or by their scores on the *Employee Reliability Inventory* ®, or other similar pre-hire screening instruments.

What does *Choices* contain?

Choices is written at a 6th – 8th grade reading level. It offers targeted instruction in workplace ethics and in how to make informed choices to guide personal and professional behaviour. Each topic is systematically developed through direct, concise treatment of human behavioural theory and the use of numerous examples for applying it to real-life situations. Instructional techniques used throughout the program include:

- demonstrations of application processing strategies,
- exercises built on workplace scenarios,
- mini-reviews to check comprehension,
- mind-map completions for previewing content and for summarizing key concepts, and
- discussion starters for use with mentors or review partners outside of class to facilitate retention.

How should *Choices* be delivered?

Choices includes an introductory core module, *1st Choices, YOU Have the Right to Make Choices* - a module about self esteem, and seven companion modules:

Choices for Freedom from Disruptive Work Behavior

Choices for Courtesy

Choices for Emotional Maturity

Choices for Conscientiousness

Choices for Trustworthiness

Choices for Long Term Job Commitment

Choices for Safe Job Performance

1st Choices, the core module, is designed to be used as the initial course instruction. The self-esteem module, *YOU Have the Right to Make Choices*, should immediately follow *1st Choices*

The *1st Choices* workbook is self-contained and comprehensive. It may be used for self-study, with a minimal estimated delivery time of 8 hours required. *1st Choices* may also be used with teams or support groups, or in a classroom setting, by using the topic delivery guidelines contained in this guide. Estimated minimal delivery time required under these conditions is 12 hours.

The self-esteem module, *YOU Have the Right to Make Choices*, is recommended for use independently by participants, due to its sensitive, introspective content. Portions of the knowledge-based information it contains, however, may be used for individual or group review to reinforce the concepts it presents.

Each of the companion modules is recommended for use following completion of the pre-requisite *1st Choices* and *YOU Have the Right to Make Choices*. Individual modules may be taught as classroom instruction. Alternatively, participants may select, or be assigned, to one or more of the seven companion modules based on individual needs and/or the results of the *Employee Reliability Inventory* ®, or a similar instrument. Each module can be completed in approximately 2 – 4 hours, depending on the amount of discussion permitted.

A 10-hour training workshop for *Choices* is also available and is recommended for all potential instructors. In addition, special *Choices*-specific program evaluation guidelines and data collection forms can be obtained from Impact Training Corporation to quickly and systematically gather, interpret, and report program results.

Guidelines for Instructional Delivery

Tips and Techniques:

- Introduction of Concept- This technique is recommended for introducing each topic in the *Choices* series. A suggested “bridge” between what participants are familiar with and new information addressed by the topic is provided. Using such a bridge has two main purposes: 1.), to get participants involved in actively participating immediately as their prior knowledge of the topic is recalled and validated; and, 2.), to facilitate the development of “mental hooks” on which participants can “hang” new information categorically to facilitate future recall and use. This introductory component of the session should not last longer than approximately 5 minutes.
- Mind Maps- This feature appears at the beginning of each topic in *Ist Choices* as a method for previewing key ideas associated with the topic and as a built-in means of fostering retention of content. As participants scan the starter diagram for each mind map, they can quickly identify the key topic concepts to be presented and how they relate to each other. Upon completion of topic instruction, participants can return to the mind map and fill in the details, plus add organizers and personalization that facilitates entry of topic information into long-term memory and its recall for later use.
- Direct Instruction – The key technique for making this core component of each session effective is to avoid the “lecture” style for presenting information as a telling of a group of “whats”. Instead, demonstrate the thinking strategies that are the “hows” for processing the steps to be learned to make *choices*. The most effective technique for demonstrating “hows” is to *model* the thinking steps that are used. To do this, you need to verbalize the mental steps going on inside your own mind as you demonstrate the process being addressed.

- Guided Practice – This component of each session is designed to allow you to gradually turn over the responsibility for completing exercises to the participants. Begin by eliciting assistance from participants with one step in the process you have taught, while you perform the other portions of the process. Next, take back the step you allowed participants to perform, performing it yourself as you elicit “help” from them with another step. When you are reasonably sure that participants have mastered each step in the process being taught, turn over responsibility for all steps to the participants and proceed with the Applied Practice section of the session in which participants work independently.
- Applied Practice- This component of each session has been created to allow participants adequate time on task to practice what they have learned. The context of the exercise is the workplace to encourage participants to recognize how the decision-making skill can be utilized on the job. This awareness is critical to participants actually using their newly learned skills whenever opportunities arise. Not recognizing opportunities for using new skills is the most common reason why new skills are not used and are forgotten. Using a functional context improves the likelihood that the new skill will be used and retained.
- Closure – This component of each session facilitates retention of newly learned information or skills. Each Closure activity requires participants to restate what they have learned in their own words. This strategy promotes “ownership” of the new knowledge and processes from instruction through the use of paraphrasing and summarizing. In *1st Choices*, each topic also includes a Pin-Point Review, which provides participants with an additional opportunity to summarize and paraphrase key ideas from the session.
- Taking It with You – This final component of each section in *1st Choices* sets the stage for retention and use of information learned beyond the

instructional session. The participant is asked to work with a mentor on a regular basis to discuss what was learned. This strategy allows participants to paraphrase what they have learned, further discuss the topic, and explore additional possible situations in which others have applied the concepts. Sharing a summary of the contents of the session with someone else also provides the opportunity for the participant to assume the role of “expert” in the retelling, which helps build self-confidence and self-esteem. Discussion Starters for participants to use are included in each of these activities to focus the mentoring session. Demonstrating how Discussion Starters are used after each of the first few sessions and providing participants with time during each session to report on the progress and success of their mentoring sessions can increase the likelihood that the mentoring sessions will function as an effective learning and retention tool.

- Facilitating vs. Instructing – Many of the topics addressed in the *Choices* series are highly sensitive and introspective. It is critical that you recognize and encourage participant sharing and discussion of instructional topics as they explore new ideas and relate them to their own personal experiences. The philosophy that underwrites *Choices* is one of empowering the participants to choose what they will do with the information that is presented in the workbooks. *Choices* provides participants with information about decision-making processes and examples of how it can be applied to a variety of typical workplace situations. Participants need to be offered opportunities to digest, share, and explore the “hows” of self-confidence, opinion forming, values clarification, values comparisons, and decision making that they are learning. Be extremely careful to not squelch such opportunities for personalizing learning by being overly structured or schedule-conscious. A good facilitator is a reciprocal learner, not an authority figure. Effective facilitating guides instruction and keeps it on task while allowing participants the freedom of self-exploration and the achievement of personal learning goals.

- Using Instructor Guidelines for Choices: Ethics for the Workplace-
Throughout the guidelines text you will find references to specific pages in the *Choices* series. Please note that the module pages are not consecutive. To eliminate confusion for you and your participants, the module page numbers have been identified with and are referred to in this guide by the following letter designations related to their main topics:
You Have the Right to Make Choices (self esteem) – SE
(example: page number SE-9)
Choices for Freedom from Work-Disruptive Behaviour (substance abuse and addictive behaviours) – A
Choices for Courtesy (courtesy) – C
Choices for Emotional Maturity (emotional maturity) – E
Choices for Conscientiousness (not getting fired) – F
Choices for Trustworthiness (honesty) – H
Choices for Long Term Job Commitment (not quitting or quitting correctly) – Q
Choices for Safety on the Job (safe work habits) – S

[Please note: references in these guidelines to pages in *1st Choices* do not include any letter designations (example: page 53).]