

Code of Job Ethics

Behavioral Objective: Students will learn that teamwork and making decisions are the most important job skills. The Code of Ethics for working successfully together requires working in harmony with both men and women from diverse cultural and economic backgrounds. Young people have to acquire the skills for judging and dealing fairly with others. These skills should be made as much a part of their education as the skills of reading and writing.

Establish the Need: Students must know that as far as the job is concerned they should treat everyone as equals. Legal and ethical means should be used to achieve legal and ethical ends. In all jobs, it is most important to treat everyone as you would want to be treated; i.e., politely, courteously, and in a friendly manner.

Introduction: People should be motivated to perform well in the jobs they are given to do. On occasion, people may not do what is wanted. They are individuals and thus have different feelings; however, you must make yourself understood by them. The dignity of each individual should be respected. By patiently explaining to an individual why a job should be done at a certain time, in sequence, and in the manner you request, he/she might come to understand and cooperate.

Identify the Skills Components: Write the following skills components on the board.

- Set an example of what you expect from others.
- Treat all equally, according to their qualifications.
- Emphasize the future rather than the past.
- Deal with causes and not with symptoms.
- Learn from mistakes.
- Do not pass the buck.
- Consider difficult and easy results.
- Assure that everyone involved benefits.
- Maximize an employee's potential.
- Praise achievements.
- Promote good human relations.
- Create trust and confidence in a diverse groups.

Practice: Describe two workers and role play a scenario where they were not treated equally because of differences in know-how, behavior, speech, qualifications, dress code, aptitude, interest, and reliability, etc.

Independent Use: Students will look at their friends to find out if they are treated equally for equal performance. If they are not treated equally, they will determine the actual reasons for unequal treatment.

Continuation: The teacher will point out that one's judgment of what is fair treatment will be more reliable when one applies the skill components in all job and work situations.

TRAINING AGREEMENT FOR CAREER EXPLORATION AND WORK EXPERIENCE PROGRAM

Training Agreement Plan

Students Name: _____ DOB: _____

Age: _____ Student Address: _____

School District Name: _____

School Phone Number: _____

School District Training Teacher-Coordinator Name:

Employer/Training Site Name: _____

Address: _____

Training Supervisor Name & Position: _____

Average number of hours of employment: per day _____ per week _____

Student's Transition Goal:

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RESPONSIBILITIES OF THE STUDENT

The STUDENT/TRAINEE agrees to:

1. Be regular in attendance, both in school and on the job.
2. Perform required tasks as described in the job description to the best of his/her ability.
3. Shows honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
4. Conform to the rules and regulations of the training site and school.
5. Furnish the teacher-coordinator with necessary information about the training program and how to promptly complete all necessary reports.
6. Consult with the employer and the teacher-coordinator about any difficulties arising at the training site or related to the training program.
7. Confer with the employer and the teacher-coordinator before terminating training or accepting employment at another business.
8. Be subject to discharge at any time because of inefficiency or dishonestly or because of conditions/behavior within the industry. Communicate with the teacher-coordinator immediately.

COMMUNITY JOB TRAINING AGREEMENT

Student's Name _____ D.O.B. _____

School _____ Start Date _____

Job Site _____ Job Supervisor _____

Hours per Week _____

Goals:

1. Students are expected to be punctual, honest, cooperative, and willing to learn.
2. If student is absent or misses work for any reason; he or she is expected to call the place of employment.
3. If student is having any difficulty at the job, he or she is expected to discuss these problems with the job training coordinator.
4. Students will comply with all rules, regulations while participating in the job training program.
5. Student will comply with all school regulations while participating in the job training program.
6. Students will return all required forms and/or assignments when due.
7. Students are NOT to ask employer to hire him/her.

School Responsibilities:

1. The job training coordinator will contact places of employment to secure training sites for students.
2. Weekly evaluations will be obtained from job supervisors and results will be shared with students.
3. Whenever appropriate, school coordinator will place students in a variety of jobs during the school year.
4. The school district will not provide transportation to jobs.
5. If a student is having problems on a job, the coordinator will communicate with the students and employer in order to remedy the problem.
6. School coordinator will also adhere to non-discrimination practices regarding race, color, natural origin, or disability.
7. The school coordinator will make certain that insurance coverage is in place for the student.

Employer Responsibility:

1. Employer will provide information to the student and coordinator regarding duties, procedures, and regulation pertaining to placement.
2. Employer will help students learn new skills and will encourage positive work behaviors and attitudes.
3. If employer feels that the student is having problems on the job, he/she will discuss the matter with the school coordinator immediately.
4. If employer feels that a student has learned everything about a particular job or does the job at 100% capacity, it is that employer's responsibility to change or add to the job; or to discuss with the coordinator a change of placement or paid employment during the non-school hours.
5. Employers will adhere to the Fair Labor Standard Act (FLSA) criteria to insure that students receive adequate training that will be beneficial to the student and to adhere to non-discrimination practices regarding race, color, natural origin, or disability.

Parent Responsibility:

1. Parents will encourage students to effectively carry out his/her responsibilities.
2. If a parent has a concern they should always contact the job training coordinator first.
3. Parents will attend necessary planning meetings.

PLEASE SIGN BELOW AND RETURN FORM TO COORDINATOR. YOU WILL RECEIVE A COPY AFTER ALL SIGNATURES ARE OBTAINED.

I understand the purpose and expectations of this program and I will do my very best to carry out my responsibilities.

Student signature: _____

Parent/Guardian signature: _____

Coordinator signature: _____

Employer signature: _____

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GRADING

If hired during non-school hours to the job for which he/she is doing job-training, the student will receive an automatic "A" for the grading period, and will be transferred to another job for training.

All other grades are based on employers' evaluations according to the following procedures:

EXCELLENT=4

GOOD=3

FAIR=2

POOR=1

The averages could correspond to grades in the following ways:

3.5 to 4.0 = A

2.9 to 3.4 = B

2.3 to 2.8 = C

1.7 to 2.2 = D

Below 1.7 = F

SERVICE LEARNING/JOB SHADOWING EVALUATION

Intern's Name

Date of Evaluation

Intern's Supervisor

Cooperative Business

Near the date of evaluation noted above, please complete this evaluation by circling the appropriate number rating. Skip those activities or traits which do not apply to intern's responsibilities in your office. Please feel free to share this evaluation with the intern. Mail one copy to me or return copy to me by way of the intern, and keep one for your files. Your comments are especially helpful.

COOPERATION	Excellent	Good	Fair	Needs Improvement
Shows sincerity and interest	4	3	2	1
Observes office rules	4	3	2	1
Cooperates willingly	4	3	2	1
Works well with supervisor	4	3	2	1
Work will with coworkers	4	3	2	1

DEPENDABILITY	Excellent	Good	Fair	Needs Improvement
Sticks to the job through difficulties	4	3	2	1
Assumes responsibilities	4	3	2	1
Gets to work on time	4	3	2	1
Shows initiative	4	3	2	1
Was at work everyday	4	3	2	1

MANNERS & APPEARANCE	Excellent	Good	Fair	Needs Improvement
Dresses appropriately everyday	4	3	2	1
Shows courtesy to office visitors	4	3	2	1
Shows consideration for coworkers	4	3	2	1
Speaks in a clear voice	4	3	2	1
Uses good grammar skills	4	3	2	1

ATTITUDE	Excellent	Good	Fair	Needs Improvement
Shows enthusiasm	4	3	2	1
Feels it is important to do a good job	4	3	2	1
Shows loyalty to firm	4	3	2	1
Maintains a positive disposition	4	3	2	1
Takes pride in work completed	4	3	2	1

SERVICE LEARNING/JOB SHADOWING EVALUATION

OFFICE INTERN EVALUATION

QUALITY OF WORK	Excellent	Good	Fair	Needs Improvement
Understands work assignment	4	3	2	1
Understands software utilized	4	3	2	1
Keyboarding accuracy	4	3	2	1
Keyboarding speed	4	3	2	1
Telephone skills	4	3	2	1
Organization skills	4	3	2	1
Writing skills	4	3	2	1
Communication skills	4	3	2	1
Neatness of work	4	3	2	1
Follows instructions	4	3	2	1

OTHER

How many days was the intern absent from work?

How many days was the intern late for work?

Did the intern call if he/she was going to absent or late?

Please circle the number that best represents this intern's overall performance as of this date:

4 3 2 1
Excellent Good Fair Poor

Comments:

Signature of Supervisor

Date

Please review this evaluation form with the intern and then return one copy of this intern evaluation form to:

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Collaborative Work Skills: High School-Work Study

Teacher Name: _____

Students Name: _____

CATEGORY	Excels In The Area	Meets Expectations	Marginal Performance	Needs Improvement
Contributions	Routinely provides useful ideas when participation in the group and in classroom discussions. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussions. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be check/redone by other to ensure quality.
Time-Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadline AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project of the work of other members of the group. Often has a negative attitude about the task(s).

Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the tasks and what needs to be done some of the time. Other group members must sometimes be reminded to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Working with others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

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Pride	Works reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
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