

DOING POOR QUALITY WORK

1 Read the situation below.

THE SITUATION



You have just completed a task at work. Your supervisor looks at your work and says it is not good. He is upset and wants you to stay past your quitting time to finish the task because it is part of your job, and it must be finished today. What would you do?

2 Read the possible solutions to the problem above. Rank the solutions in order from the best to the worst. (The top box is the best and bottom box is the worst.) Write your ranking in the column **MY RANKING** to the left below. Please feel free to come up with other practical solutions.

MY RANKING	
<input type="text"/>	←BEST
<input type="text"/>	
<input type="text"/>	WORST→

POSSIBLE SOLUTIONS

1. Quit the job because the supervisor is unreasonable.
2. Explain you did not understand how to do the job. Agree to stay and finish the work.
3. Tell the supervisor that you are sorry, but you cannot stay, but you can finish tomorrow.
4. Tell the supervisor's boss that he is unreasonable. Refuse to stay. Promise to finish tomorrow.
5. Tell the supervisor you are sorry. Tell him you will try harder next time. Agree to stay and finish the job.
6. Tell the supervisor that you are sorry. Agree to stay and finish the Job.

7. (Other)

GROUP RANKING	
<input type="text"/>	←BEST
<input type="text"/>	
<input type="text"/>	WORST→

3 Break up into small groups and discuss your ranking with the rankings of the other members in your group. Feel free to discuss other practical possibilities. Finally, decide on a group ranking. Again, rank the possible solutions in order from the best to the worst. All members of the group must agree before you write the numbers in the column **GROUP RANKING**.

4 As a whole class, discuss the best and worst solutions to the situation.

INTRODUCTION

These lessons are appropriate for students in English-as-a-Second-Language (ESL) and Vocational ESL classes as well as for native English speakers entering the work force. The goal of this book is to help people make ethical decisions in the work place. Each lesson presents a commonly-found work situation that requires discussing and clarifying individual and group values. These lessons are not meant to provide a right or wrong response to a decision. They are only a means to clarify an individual's or a group's choices in making an ethically-based decision. Instead of a right or wrong answer, the decision made about a specific situation might be a question between different views of what is right. The lessons help the participants explore the different reasons for their views. Instead of asking the participants to make generalized decisions about ethical questions, the lessons present specific situations in which a variety of good decisions can be made. Some participants may disagree among different versions of what appears right. Participants are encouraged to discuss different perspectives, values, and actions to the same situation. Also be aware that our actions also tend to rely on our experiences, social status, culture, and assumptions. Hopefully, the participants will respond to each other with respect and increase mutual recognition of each other as persons who want to do the right thing.

TEACHING NOTES

1. Before distributing the handout, read the situation and ask basic comprehension questions to check for understanding.
2. Distribute the worksheet to the student, and read the situation to the class. Discuss any unfamiliar vocabulary and expressions.
3. Read the possible solutions to the problem. Again, discuss any unfamiliar vocabulary and ask basic questions to check for understanding. Tell the students that they are free to come up with other practical possibilities in addition to the ones presented.
4. Direct the students to rank the possibilities in order from the best solution to the worst, the best being the box at the top and the worst at the bottom. Have the students prioritize their personal ranking in the column named "**MY RANKING**."
5. Then, gather in groups of four or five students.
6. Tell each group of students to discuss their ranking. Instruct them that they must come up with a single ranking that they must all agree on. Identify one person in each group to record the group's ranking in the column labeled "**GROUP RANKING**." Tell students to talk about what should be done, state the other practical possibilities, and ask about the reasons that support these proposals: observations, values, and assumptions.
7. Have each group report on its ranking to the whole class. You may also want to write the various rankings on the blackboard/whiteboard or overhead transparency for comparison.
8. Discuss other possible solutions with the students and write them on the chalkboard.
8. Finally discuss the pros and cons of each ranking, and lead the class in coming to a general consensus.
9. Write other possible solutions to the problems --on the blackboard as a follow-up exercise.
10. As a follow-up activity, use the exercises as a basis for role playing. When doing a role playing exercise, allow students to .prepare themselves in pairs or small groups before having them perform before the whole class. Give the students the freedom to vary the situation and be creative. Don't over-correct. Note major mistakes; discuss and correct them later. To practice active listening, have the other students in the class note the errors, too. Discuss the role-playing exercises afterwards for students' reaction and interpretations.

NEEDING TIME OFF FROM WORK

1 Read the situation below.



You started a new job only a few weeks ago. Last week you were sick at home with the flu for two days. Yesterday your best friend called you and asked you to take off a day this week from work to take her to several scheduled job interviews. She doesn't have a car. What should you do?

THE SITUATION

2 Read the possible solutions to the problem above. Rank the solutions in order from the best to the worst. (The top box is the best and bottom box is the worst.) Write your ranking in the column **MY RANKING** to the left below. Please feel free to come up with other practical solutions.

MY RANKING	POSSIBLE SOLUTIONS	GROUP RANKING
<input type="text"/>	1. Agree to take your friend. Call your supervisor early the day of the interview. Tell him you are sick.	<input type="text"/>
<input type="text"/>	2. Tell your friend you are very sorry, but you cannot take time off to drive her to the interviews.	<input type="text"/>
<input type="text"/>	3. Tell your friend you will lose your job if you take her to the interviews.	<input type="text"/>
<input type="text"/>	4. Take the day off. When you come back, tell your supervisor you were sick.	<input type="text"/>
<input type="text"/>	5. Go to your supervisor first, and tell her the problem. Ask for time off without pay.	<input type="text"/>
<input type="text"/>	6. Don't do anything.	<input type="text"/>
<input type="text"/>	7. (Other) _____ _____	<input type="text"/>

3 Break up into small groups and discuss your ranking with the rankings of the other members in your group. Feel free to discuss other practical possibilities. Finally, decide on a group ranking. Again, rank the possible solutions in order from the best to the worst. All members of the group must agree before you write the numbers in the column **GROUP RANKING**.

4 As a whole class, discuss the best and worst solutions to the situation.