

Ordering Job Responsibilities

GOAL

Students will be able to identify and inquire about job responsibilities relating to appropriate dress, work schedules, and job-related duties.

OBJECTIVES

The student will be able to : 1) Maintain eye contact during discussion of job responsibilities. 2) Demonstrate listening through verbal and/or nonverbal communication (head, nod, say “okay,” etc. 3) Indicate understanding of job responsibilities by asking questions or verbally stating that she/he has understood. 4) Restate job responsibilities regarding appropriate dress, work schedule, and job-related duties. 5) Thank the supervisor.

MATERIALS

Master Class Charts A and 1, 2, 3 “Ordering Job Responsibilities.” Markers and wall tablets. “Ordering Job Responsibilities” simulation activities. Student Cue Cards, “ENIRT”

PROCEDURE

Students and the instructor are seated in a semicircle with the flipcharts visible to all. Steps and dialogue for the lesson follow:

STEP 1

Introduce the skill.

We met [yesterday, last week, etc.] and talked about this program. You know that we are going to be working on developing some skills that will help you get a job and keep that job. The first skill is ordering job responsibilities. What do you think that means?

Elicit responses from students. Write them on the chalkboard or a wall tablet. Use the Master Class Chart for comparison of student responses with the prepared list.

MASTER CLASS CHART 1

WHAT'S INVOLVED:

- Knowing responsibilities of job.
- Knowing duties on job.
- Knowing what to wear to work.
- Knowing when to be there (on time).
- Knowing when to take a break.
- Knowing how to act.
- Knowing when to do jobs.

Great! You have just listed a number of important job responsibilities. If you can't or don't do your job, what happens?

You get fired or lose your job.

Repeats the students' responses.

So it's important to know what your job tasks and responsibilities are.

Okay, you now know what some of the major job responsibilities are. What does ordering mean?

Put important ones first, put in order, sequence.

How do we order job responsibilities?

Tell what to do first at work, second, third and so on.

Good, Let's order your list and number the job responsibilities on this chart. These are some of the important items you named: Dress, Duties, Work schedule

These are the job responsibilities you need to know about:

First, what to wear on the job. How to dress.

Second, what to do - your job duties.

Third, the hours you work - your schedule.

Who gives you this information?

Boss , manager, supervisor, person in charge.

When do you get this information?

When you get the job, orientation, training session.

What do you do if the person doesn't tell you about specific details?

You ask!

How do you remember this information?

Listen, organize, repeat, ask questions, write them down, ask for a list.

Good work! You have mentioned several things about ordering job responsibilities. You have said what the important responsibilities are and who tells you about them. You also mentioned that it might be necessary to ask someone if you're not sure. Finally, you listed some ways to remember the responsibilities.

Now, let's list the steps involved in ordering job responsibilities when the manager or person in charge tells you what to do. What is the first thing to remember?

Listen

What does that mean?

Look at the person who is speaking to you.

Good. What is another way to let a person know that you are listening?

Nod your head or say something like "Okay."

That is the second step. What's next?

If you don't understand, ask questions.

If you do understand, tell the person, "I understand". That is the third step.

Then to help yourself remember the responsibilities, what is a good thing to do?

STEP 2

List on chalkboard or wall tablet as given:

1. Listen.

2. Nod head or say "Okay".

3. Ask questions if you don't understand.

Write it down, or think about it, say it over, make a list of things to do.

Yes, you practice remembering. We call this verbal rehearsal. That means repeating what you hear. You can do this aloud or repeat the information softly, saying it under your breath to yourself. Talking to yourself - saying things aloud like repeating a phone number or a grocery list - helps a person to remember.

For example, your boss gives you a phone number for the shop: 749-5248. I'll use verbal rehearsal to help me remember the number. Now, you use verbal rehearsal to remember this number. [pause] I'll ask you later how to call the boss.

4. Restate the job responsibilities.

The fourth step is repeating or restating your responsibilities. You restate this list:

- **Wear a clean uniform.**
- **Work on Fridays and Saturdays, 5:00 to 9:00.**
- **Clean the tables.**

Now you've got the idea of restating.

Now tell me the three important areas of job responsibilities.

Dress, work schedule, duties.

After you restate your job responsibilities, what should you do?

Thank the boss.

5. Thank the boss.

That's right. Thank the boss or whoever trains you.

Okay, what is the boss' phone number - who remembers? [749-5248]

Okay, let's quickly review the five steps involved in ordering job responsibilities.

STEP 3

Show Master Class Chart 2

MASTER CLASS CHART 2

STEPS:

- 1) Make eye contact (to show that you are listening).
- 2) Nod your head or say something.
- 3) Say, "I understand" or ask a question.
- 4) Restate your responsibilities.
- 5) Thank the person.

Those are the five steps. Now, I want you to practice remembering these steps. The acronym or nonsense word for ordering job responsibilities is ENIRT. What is the word?

ENIRT

Here is the chart to help you remember the skill steps.

Show Master Class Chart 3

MASTER CLASS CHART 3

- E** - Eye contact.
- N** - Nod or okay.
- I** - I understand or ask a question.
- R** - Restate.
- T** - Thank you.

Try to visualize or imagine the steps in your head. See the "E" for eye contact, the "N" for nod or okay, the "I" for understand or ask, the "R" for restate, and the "T" for thanking the person. That spells "ENIRT", an easy way to remember the five steps for this skill, ordering job responsibilities.

Remove the chart.

Now verbally rehearse the steps aloud.

Show the chart if needed. Lead students during verbal rehearsal and provide reinforcement.

Distribute cue cards listing the skill steps

Here is a card listing these steps. Memorize them; that is, verbally rehearse them from now until this class meets again.

Step 4

Conduct simulation activity.

Show Master Class Chart A and discuss the six role play behaviors.

Read the simulation activity to the class.

Select a student to play the role of the employee. If no videotape equipment is available, critique as the role play is in progress.

Read the script. Stop and assist the “employee” with the part when necessary. Involve the group by asking direct questions about the skill steps (ENIRT) and have students assist the “employee” with appropriate responses. Videotape the role play two or three times if necessary. Then play back and again identify the skill steps. Provide positive feedback to the volunteer student.

Okay. Now I will demonstrate the use of the skill by role playing a situation that could happen at work. There are some rules to follow during role plays. Here are the rules:

MASTER CLASS CHART A
Role Play Behavior

- 1) Pay attention to the role play (look, listen).
- 2) Do not talk while watching the role play (give consideration to others).
- 3) Tell whether or not the “employee” uses all the skill steps.
- 4) Be ready to tell the “employee” she or he did a good job and what was done well.
- 5) Be ready to tell how the “employee” could improve dealing with the situation.
- 6) Give positive reinforcement.

Now here is the situation:

In this situation, you are ordering your job responsibilities. You will play the part of a food server at Carl Jr’s. I will play the part of your manager. It’s your first day on the job, and I am giving you the job orientation.

All right, _____ will you please play the employee in this role play? Good. I’ll read the script, and the group and I will help you if you get stuck. We’re going to videotape all the role plays and review them together. Everyone needs to watch and listen carefully . I’m going to ask you to identify the skill steps for when we watch the video replay. Then I want you to tell the group what’s good about the interaction and what could be improved, if there is anything to improve.

MANAGER: Now that you have your uniform, let’s go out front to see about your duties.

EMPLOYEE: [Makes eye contact, gives positive head nod to manager.]

MANAGER: Your job will be to take the food order to the customer when it is ready or “up” as we say. The customers order their food and sit where they want to. Your job is to pick up the food trays, identify the number on the receipt and deliver the tray to the customer who has that number on his or her plastic card. When you deliver the tray, be sure the numbers match. Take the plastic chips back to the cashier. Also, clean the tables well when the customers leave. Do you understand?

EMPLOYEE: [Asks a question if needed and restates the duties.]

MANAGER: One other thing, you will need to check the schedule each week. We post the schedule on my office door on Thursdays for the following week. Your hours for the week will be listed. Okay?

EMPLOYEE: [Acknowledges or asks a question about the schedule.]

MANAGER: If you need anything, let me know.

EMPLOYEE: [Thanks the manager.]

Repeat the role play with other students. Videotape and critique each enactment. If no video equipment is available, critique at the conclusion of each role play. Guide discussion according to the format for “Role Play Observation/Feedback Worksheet.” which will be used during the simulation activities practice sessions that follow this lesson.

SIMULATION ACTIVITY A

Instructional Cues

Share with the class.

Read the script while the student improvises part.

Student observers may record notes on Role Play Observation/Feedback Worksheet.

Follow up: Lead a discussion on performance feedback for the “student employee.”

Student observers may reference notes on the feedback worksheet.

MODEL SITUATION

In this situation, you will order your job responsibilities. You will play the part of a restaurant assistant at Calvin's. I will play the part of your supervisor. I have asked you to come to work for a training session.

EMPLOYER: Hi! Glad you could make it. I would like to go over the things you need to know about this job.

STUDENT EMPLOYEE: [Makes eye contact, gives positive head nod to boss.]

EMPLOYER: I think we should discuss your uniform first. We will supply you with two outfits. It is your responsibility to wear a clean uniform to work. As for shoes, I suggest you wear rubber soled shoes. You will be working around areas where grease can spill on the floor and rubber soles are safer, so you don't fall. You will also be requested to wear a hat. That is a state requirement for all food service workers. Be sure that you pick one out that fits securely on your head. Do you have any questions so far?

STUDENT EMPLOYEE: [Acknowledges or asks a question related to dress and restates what to wear.]

EMPLOYER: Your job will include:

- Clearing tables.
- Sweeping the floor and keeping the restrooms clean.
- Removing trash.
- Setting up new table service and bringing water glasses to the table.

Tomorrow when you come in, I will explain these jobs in detail. Are things clear so far?

STUDENT EMPLOYEE: [Asks a question if needed and restates duties.]

EMPLOYER: Now let's talk about your work schedule. This week you will be working on the afternoon shift - Monday, Wednesday, and Friday 4:00 to 8:00 and Saturday morning 7:00 to 1:00. Every Saturday at noon, the next week's schedule goes up, so be sure you check on your hours. Any questions?

STUDENT EMPLOYEE: [Asks a question if needed and restates the schedule.]

EMPLOYER: See you tomorrow at 4:00.

STUDENT EMPLOYEE: [Replies and thanks employer.]

SIMULATION ACTIVITY B

Instructional Cues

Share with the class.

Reads the script while a student improvises the part.

Students observers may record notes on the 'Role Play Observation/Feedback Worksheet'.

Follow-up: Leads a discussion on performance feedback for the "student employees".

Student observers may reference notes on the feedback worksheet.

Model Situation

In this situation, you will order your job responsibilities. You have just been assigned to work as a library aide at the Wilmot Branch Library. Your job is to reshelve books after they are checked back in. This is your first day on the job and the head librarian is explaining your duties. I will play the part of the librarian.

HEAD LIBRARIAN: Welcome. To get you started today, I would like to go over the things you need to do for this job.

STUDENT EMPLOYEE: (makes eye contact, smiles and appears to be interested and ready to receive information)

HEAD LIBRARIAN: When you arrive at work, check in at the circulation desk. Please dress in neat school clothes and wear slacks instead of jeans. Your work hours will be posted each week by the main desk. This week you will work Monday, Wednesday and Thursday from 3:30 to 6:00 p.m. Okay?

STUDENT EMPLOYEE: [Nods head, acknowledges or asks questions related to check in, dress.]

HEAD LIBRARIAN: Now as to your job duties. First you will need to collect a book cart and push it to your assigned section. Sections will change according to library usage. You will then place each book in its appropriate spot. Shelves are marked according to the Dewey Decimal system, as you know. Today, you will work with Martha, and Wednesday we will check you out on your shelving procedures. Any questions?

STUDENT EMPLOYEE: [Acknowledges or asks questions and then restates responsibilities which include:

- a. Check-in schedule.
- b. Dress (neat school clothes).
- c. Duties (taking books to each assigned section and placing them on the shelf according to Dewey Decimal order).]

STUDENT EMPLOYEE: [Thanks supervisor and states understanding of what to do.]

SIMULATION ACTIVITY C

Instructional Cues

Share with the class.

Read the script while a student improvises the part.

Student observers may record notes on the Role Play Observation/Feedback worksheet.

Follow-up: Lead a discussion on performance feedback for the “student employees”.

Student observers may reference notes on the feedback worksheet.

Model Situation

In this situation you will be required to order job responsibilities. You have been working as a stock clerk at the Canyon Country Gift Shoppe. Your employer has asked you to work in sales while another clerk is on vacation. She needs to explain your duties. I will play the part of the shop manager.

MANAGER: _____ [name of student], I would you like to work out in the shop while Martha is on vacation. Please wear neat school clothes and leave your “grubbies” for stock work. Your work hours will be the same as they are now. You will need to wait on the customers. As they select a purchase you are to pull a ticket, wrap it carefully and prepare a sales slip, which will be given to me. I will then ring up the sale. Any questions?

STUDENT EMPLOYEE: [Smiles, nods head to acknowledge information and asks questions about duties, if necessary.]

SHOP MANAGER: [Responds to any questions as asked.]

STUDENT EMPLOYEE: Restates duties which include:

- a. Dress (neat school clothes).
- b. Schedule to work (same).
- c. Duties (help customer, wrap packages, pull price ticket, prepare sales slip).]

STUDENT EMPLOYEE: [Thanks shop manager for chance to work in sales.]

SIMULATION ACTIVITY D

Instructional Cues

Share with the class.

Reads the script while a student improvises the part.

Student observers may record notes on the Role Play Observation/Feedback Worksheet.

Follow up: Leads a discussion on performance feedback for the "student employees".

Student observers may reference notes on the feedback worksheet.

Model Situation

In this situation, you are required to order job responsibilities. You are working at the Wet Pets tropical fish shop. Some of your duties include feeding the fish and wiping customer finger prints off the front of the tanks. The store manager has a new feeding program and needs to tell you about your job.

EMPLOYER: _____, I need for you to change your schedule and start helping to feed the fish. You will be working the early morning shift. Okay?

STUDENT EMPLOYEE: [Makes eye contact, nods head or verbalizes understanding.]

EMPLOYER: You will need to give each tank Tetramin flakes and brine shrimp. The amount of feed needed is pasted on each tank. For the piranha fish, please remember to add the ground hamburger chunks and to watch your fingers. All right?

STUDENT EMPLOYEE: [Acknowledges information and asks questions, if necessary, then restates responsibilities which include:

- a. Work schedule (change to mornings).
- b. Duties (what to feed the fish - flakes, brine shrimps and meat for the piranha).]

STUDENT EMPLOYEE: [Thanks the shop manager and says "I understand", "Right", "I've got it", etc.]

SIMULATION ACTIVITY E

Instructional Cues

Share with the class.

Reads the script while a student improvises the part.

Student observers may record notes on the Role Play Observation/Feedback worksheet.

Follow up: Leads a discussion on performance feedback for the "student employees."

Model Situation

In this situation, you are required to order your job responsibilities. You have been working for the International Airport Vending Corporation as a fill-in worker. Today's assignment sends you to the Flower Peddler cart on the mezzanine. Your job is to take the cut flowers from the cooler to fill orders for bouquets or singletons I will play the part of the clerk you are to relieve for lunch break.

STUDENT EMPLOYEE: [Greets clerk.]

CLERK: Hi. You're right on time. Let me show you what to do. First, put your Flower Peddler apron on. The carnations and roses are in the case behind you. The florist tape is under the counter. I use it to hold together a bunch of flowers before I wrap them. The wrapping paper is also underneath the counter. You know how to wrap the flowers, right?

STUDENT EMPLOYEE: [Acknowledges or asks questions related to job tasks.]

CLERK: I'll be back from my lunch break in 45 minutes. Stay here until I return. If you have a customer with a large bill to change, call Mary Kay in the gift shop, because we only keep small bills and coins in this register.

STUDENT EMPLOYEE: [Restates responsibilities which include:

- a. Dress (putting on the apron).
- b. Schedule (work lunch break, stay until clerk returns).
- c. Duties (wrapping in paper, tape, making change for large bills, etc.)]

MASTER CLASS CHART A**ROLE PLAY BEHAVIOR**

- 1. PAY ATTENTION TO THE ROLE PLAY (LOOK, LISTEN).**
- 2. DO NOT TALK WHILE WATCHING THE ROLE PLAY SITUATION (GIVE CONSIDERATION TO OTHERS).**
- 3. TELL WHETHER OR NOT THE "EMPLOYEE" USES ALL THE SKILL STEPS.**
- 4. BE READY TO TELL THE "EMPLOYEE" SHE OR HE DID A GOOD JOB AND WHAT WAS DONE WELL.**
- 5. BE READY TO TELL HOW THE "EMPLOYEE" COULD IMPROVE DEALING WITH THE SITUATION.**
- 6. GIVE POSITIVE REINFORCEMENT.**

MASTER CLASS CHART 1**SKILL 1: ORDERING JOB RESPONSIBILITIES**

WHAT'S INVOLVED:

KNOWING RESPONSIBILITIES OF JOB.

KNOWING DUTIES ON JOB.

KNOWING WHAT TO WEAR TO WORK.

KNOWING WHEN TO BE THERE (ON TIME).

KNOWING WHEN TO TAKE A BREAK.

KNOWING HOW TO ACT.

KNOWING WHEN TO DO JOBS.

MASTER CLASS CHART 2

SKILL 1: ORDERING JOB RESPONSIBILITIES.

STEPS:

- 1. MAKE EYE CONTACT (TO SHOW THAT YOU ARE LISTENING).**
- 2. NOD YOUR HEAD OR SAY SOMETHING.**
- 3. SAY "I UNDERSTAND" OR ASK A QUESTION.**
- 4. RESTATE YOUR RESPONSIBILITIES.**
- 5. THANK THE PERSON.**

MASTER CLASS CHART 3**SKILL 1: ORDERING JOB RESPONSIBILITIES****ACRONYM:**

E - EYE CONTACT.

N - NOD OR OKAY.

I - I UNDERSTAND OR ASK A QUESTION.

R - RESTATE.

T - THANK YOU.

STUDENT CUE CARDS

Skill 1: Ordering Job Responsibilities

ORDERING JOB RESPONSIBILITIES

E Eye contact.

N Nod or okay.

I I understand or ask a question.

R Restate.

T Thank you.

 JOB-RELATED SOCIAL SKILLS ASSESSMENT

SKILL 1: ORDERING JOB RESPONSIBILITIES

Student name _____ Rater _____ Date _____

Assessment Role Play Scenario:

In this situation, you will be ordering your job responsibilities. You will play the part of an employee at Wendy's. I will play your supervisor. I have asked you to come to work for a 1-hour training session.

Scripted Responses for Employer:

- A. "Hi, _____. Let's get started. The uniform looks exactly like those. You can get one from the assistant manager before you leave today. I want you to wear a clean uniform everyday and also wear the hat for health regulations. Your hours will vary, so check the new schedule every Thursday. Tomorrow, you'll work 5:00 to 11:00 with Tom. He'll show you what to do. You'll start on grill."
- B. IF EMPLOYEE INDICATES UNDERSTANDING: "Right, you've got it."
- C. IF EMPLOYEE ASKS FOR CLARIFICATION: (repeat needed information)
- D. IF EMPLOYEE NOTES RESPONSIBILITIES: "Good."
- E. IF THANKED: "You're welcome. Any other questions, let me know."

Behavioral Checklist:

1. Students attends to supervisor while training session is going on. (Makes eye contact: minimum 3 seconds)
2. Students acknowledges the responsibilities as explained by the supervisor. (Nods head or verbalizes, "Uh huh", "Okay", "Yes Sir", "Yes ma'am," etc.)
3. Students asks specific question about responsibilities, or indicates that he or she understands. (Asks questions or verbalizes: "I understand", "That's clear", "Okay" etc.)
4. Student restates responsibilities, which include statements regarding:
 - a. Dress (clean uniform and hat).
 - b. Work schedule (tomorrow 5:00 to 11:00).
 - c. Duties (work with Tom on grill).
5. Students thank the supervisor. (Verbalization: "Thank you, I understand what I'm to do now," etc.)

 Proportion correct

 Percentage correct