

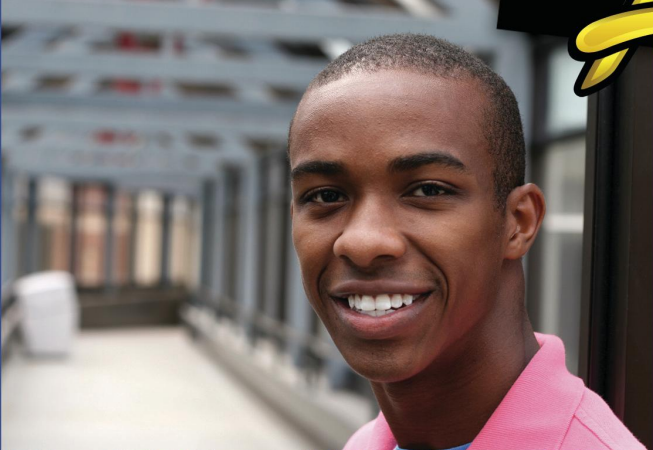
WIN AT WORK, WIN AT LIFE

BRING YOUR



GAME

TO WORK



YOUTH
CURRICULUM
GUIDE

www.workethic.org

ATTITUDE

ATTENDANCE

APPEARANCE

AMBITION

ACCOUNTABILITY

ACCEPTANCE

APPRECIATION

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BRING YOUR A GAME TO WORK

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BRING YOUR



GAME

TO WORK



[OVERVIEW]



BRING YOUR A GAME TO WORK

SEVEN FOUNDATIONAL WORKPLACE BEHAVIORS

ATTITUDE

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APPRECIATION

WELCOME!

The Center for Work Ethic Development is the nation's only institution focusing on work ethic to drive organizational profit and individual success through the development of curriculum and resources for educators, workforce development professionals, and corporate trainers.

Its signature youth training program, *Bring Your A Game to Work*, is designed to instill foundational workplace behaviors and values in young adults. After completing the program, *Bring Your A Game to Work* participants will understand the long-term benefits of work ethic, setting a foundation for personal and professional success.

Based on research with over 1,500 national employers, this Curriculum Guide and the matching Participant Workbook give facilitators the tools they need to develop and reinforce the work ethic behaviors that employers demand. Designed to be easy enough for first-time trainers and practical enough for professional educators, the *Bring Your A Game to Work* curriculum can be adapted to almost any environment.

Thank you for your commitment to developing these values and behaviors with your participants. We are confident it will make an impact on them for a lifetime.



BRING YOUR A GAME TO WORK

THE CHALLENGE

It didn't take the collaborative research of four large non-profit agencies to produce undeniable proof in their much publicized, white paper entitled "*Are They Ready for Work?*" to overwhelmingly conclude that they're not.

Just ask any employer in America.

"They" are today's teens and young adults entering the workforce in record numbers, and their unpreparedness for the workplace is costing business bundles. Without question, they have a better grasp of technology, and they possess book smarts and street savvy. But their work ethic is conspicuously absent. And the work ethic they adopt in their teens and early twenties will follow them throughout their entire careers.

Unlike previous generations, parents and teachers no longer have the time to instill youth with the foundational values that are prerequisites for success on the job. As a result, teens struggle with the concepts of work before pay, effort before reward, and training before doing.

Employers lament the workplace readiness of their young front-line workers, and it has little to do with their talents or skills. Business leaders, owners and managers don't understand why parents and/or schools have failed so miserably to prepare entry-level employees with attitude, drive, character, and discipline to succeed-or even perform at work.

The problem is serious, it is obvious, and it is ubiquitous. The equation is simple:

More than 70 million baby boomers are gearing up for retirement.

35 Million Gen X'ers are moving into senior positions.

80 Million Gen Y's are coming into the workplace sans the work ethic America was founded on.

Can an entire generation be re-indoctrinated? Can work ethic be instilled where it previously did not exist?

The answer to these questions is a resounding "YES!" Young employees can be taught to change their attitudes and behaviors if they are exposed to the causes and effects of the choices they make. The key is to present information in an engaging and meaningful way using language and anecdotes that they can truly understand and appreciate. This guide is designed to aid you in successfully changing the course of the lives of the individuals you work with.

You can show youth how they can WIN AT WORK so they can also WIN AT LIFE!



BRING YOUR A GAME TO WORK

THE SOLUTION

Bring Your A Game To Work is the first-of-its-kind work ethic training and certification program in the United States. Based on the writings of Eric Chester, America's top school-to-work expert, *Bring Your A Game to Work* shows participants why it is in their best interest to bring their very best -their **A GAME**- to work every single day.

The program tackles seven undeniable behaviors that are a prerequisite to an individual's success in any job, in any business, in any industry. To make them memorable and easy to assimilate, each of the seven behaviors has been alliterated by a word that begins with the letter "A."

Bring Your A Game to Work reinforces these behaviors with core values, engendering a transformation that occurs on an individual level but is felt on the largest scale. The long-term impact that this program will make is astonishing. Participants will arrive on day one of their new job with a firm grasp of exactly what their managers expect of them and why adhering to those standards will make them successful. They will have the essential base-layer of values and behaviors that support skills and tasks for which they will be responsible, and they will be far less likely to turnover due to poor attendance, bad attitude, dishonesty, dress code infractions, or general performance or conduct issues.



BRING YOUR A GAME TO WORK

WORK ETHIC MATRIX

Value	Behavior	Outcome	Business Result
Reliability	Attendance	Employees show up when scheduled	Decreased employee absenteeism
Professionalism	Appearance	Employees present consistent brand image	Increase in average sale
Positivity	Attitude	Employees display enthusiasm and passion	Increased employee morale
Initiative	Ambition	Employees go beyond basic expectations	Improved productivity
Respect	Acceptance	Employees adhere to policies and rules	Decreased involuntary turnover
Integrity	Accountability	Employees are trustworthy	Less employee theft and shrinkage
Gratitude	Appreciation	Employees give authentic service	Improved customer satisfaction



BRING YOUR A GAME TO WORK

CURRICULUM COMMITTEE

In developing the *Bring Your A Game to Work* curriculum for youth, it was of the utmost importance to make sure the learning activities, lesson content, video segments and certification ensured mastery understanding of the behaviors and the curriculum would be relevant to the emerging workforce.

With this charge, The Center for Work Ethic Development formed a curriculum committee to provide curriculum development, oversight and testing for *Bring Your A Game to Work*.

Curt Archambalt	Jack in the Box
Athena Borgialli	Western Colorado Community College
John Bucci	Retired Marketing Teacher
Kelli Buffo	Cherokee Trail HS
Randy Dalton	BETR Project
Brandon Johnson	Life Skills Center For Leadership Development
Jim Konrad	Cherry Creek HS
Patti Krattenmaker	Colorado FCCLA
Melissa Lane	The Knowledge Factor
Greg Lorenz	Johnson & Wales University
Patti Ord	Overland HS
Jill Pepples	Iowa State University
Deb Ramirez	Colorado FBLA
Tony Raymond	Skills USA & TSA Colorado
Rudy Sumpter	Monarch High School
Gary Tenhulzen	Arvada High School
Laurie Urich	Colorado Community College System
Everett Vaughan	Colorado DECA
Patrick Yearout	Ivar's Restaurants



BRING YOUR A GAME TO WORK

SEVEN FOUNDATIONAL WORKPLACE BEHAVIORS

ATTITUDE

ATTEendance

APPEARANCE

AMBITION

ACCOUNTABILITY

ACCEPTANCE

APPRECIATION

TRAINING BEST PRACTICES



BRING YOUR A GAME TO WORK

KEYS TO TRAINING

There are three essential instructional concepts used in the *Bring Your a Game to Work* Curriculum Guide:

Experiential Learning

Participants learn best when engaging in the lesson, instead of being lectured. Experiential learning in The A Game incorporates course content with daily life through the use of activities, exercises, and games. Experiential learning is most effective when powerful debriefing questions are asked, including:

- a. Did you notice . . .
- b. Why does this happen?
- c. Does this happen in life?
- d. Why does that happen?
- e. How can you use that?

Peer-to-Peer Learning

Peer-to-peer learning leverages participants' strengths, and collaboration with peers. Trainers shift their focus from giving information to participants and instead, facilitate cohesive social learning. *Bring Your A Game to Work* works best when the following peer learning techniques are utilized:

- a. Think-Pair-Share: Think as an individual, then talk with one partner, and ultimately share your findings with the group.
- b. Reciprocal Teaching: Have participants teach their peers, in order to get more from the lesson themselves.
- c. Student Teams Achievement Divisions (STAD): Place small groups of learners with different levels of abilities work together to accomplish a shared learning goal.
- d. Socratic/Group Seminar: Set participants in a circle of chairs to have a group discussion. They must continue to ask one another questions until the discussion is resolved.

Adaptable Application

In this training program, we discuss foundational and deep-rooted values. This guide is intended to create lasting behaviors and values of a participant with work ethic. The lessons focus on applying the concept to each participant's personal habits. By applying the learning to life experiences and motivations, participants will be able to understand why these values and behaviors are important, and how to exhibit them in the workplace.



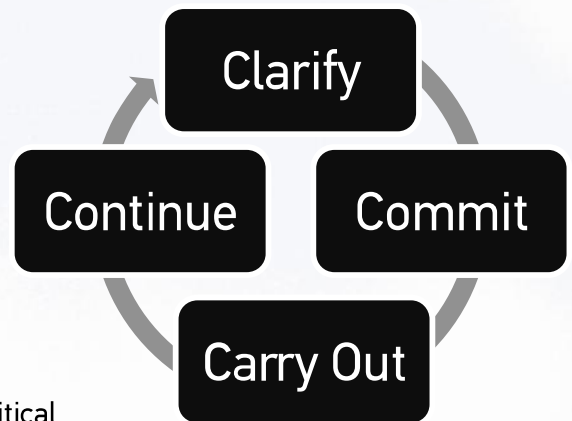
BRING YOUR A GAME TO WORK

LEARNING MODEL

As consistency is key in long-term behavior change, *Bring Your A Game to Work* has a standard format for each of the seven foundational workplace behaviors that make it easy to integrate lesson plans into an existing program or to create a custom workshop.

Clarify / Define

The first phase of every module is to have the participants come up with their personal definition of the behavior and then share their definitions with the class to gain an understanding of the backgrounds and experiences of their classmates. It is then critical to give the *Bring Your A Game To Work* definition and have the group use this vocabulary moving forward, connecting it to their personal experience. There are additional questions for the facilitator to use to ensure that participants have a fully clarified definition of the behavior. This section should take about 15 minutes for each module.



Commit / Discuss

After defining each behavior, it is critical for participants to understand why the behavior is important. Each module has both a listing of outcomes when someone applies the behavior, and questions to get participants thinking about the impact on their lives. The goal is for participants to see the value of living the behavior and make an initial commitment to developing it moving forward. Plan on spending 15 minutes getting the class to understand and commit to living each behavior.

Carry Out / Practice

Choose which of the provided activities would be best for your participants, based on how much class time you have and which Tags best fit your needs. Make sure to take time to review the Activity Page and follow the instructions carefully to ensure that participants learn both how to deliver the behavior and why it is important. Note that some activities have additional work for participants to complete after the training.

Continue / Experience

Each chapter has at least one activity to assign as a "homework experience" that participants will need to complete outside the training and bring to the next session. Allow for time at the beginning of the next training to go over the learning points from the homework activity. The amount of time is indicated in the Planning Snapshot.



BRING YOUR A GAME TO WORK

HOW TO USE AN ACTIVITY PAGE

Each activity is broken down so the facilitator knows exactly what to say and do.

The top of the page is the Planning Snapshot, which provides the name of the activity, how long the activity should take, and what supplies are needed. The times given are an average, and you will find that smaller classes and larger classes may take less and more time respectively. At the bottom of the planning snapshot are **Tags**, which identify recommendations about activities that are useful for different levels and types of classes. A full list of Tags and their meanings is available on the next page. Here is an example of a Planning Snapshot:

Name of Activity:	Overview Questions
Duration:	20 Minutes
Supplies Needed:	Workbook, Writing Utensil
Tags:	Everyone Can Do This

Workbook: Page 24 **Textbook:** Pages 56 – 59

The **Workbook** key shows trainers what page to direct the class to in their Participant Workbook. The **Textbook** key explains what page(s) in the *Bring Your A Game to Work* textbook to reference or read prior to beginning the activity. We will be referencing the *Bring Your A Game To Work 2nd* Edition in this Curriculum Guide (ISBN# 978-0-9651447-5-9).

PREP: This section will give the overall purpose of the activity, and then any preparation required before the activity. Note that supplies needed for the activity are already provided in the Planning Snapshot.

SAY: To assist facilitators in what to say, this section provides statements and questions to give your participants. Phrasing and questions with quotation marks around them are designed to be read as written. Experienced facilitators can paraphrase these once they are comfortable with the content.

DO: The instructions on how to facilitate each activity are in this section, and for some activities there may be an opportunity to reflect on the learning through a journal entry in the Participant Workbook.

RECAP: The recap section allows facilitators to check for understanding and ties the learning to reality. For activities with homework, this section will include questions to ask when participants come to the next class.



BRING YOUR A GAME TO WORK

ACTIVITY TAGS

To assist trainers in determining which of the activities to include in their training sessions, all of the activities are marked with different Tags. These Tags give a quick overview of who the activity would be best suited for – though each activity can be modified to fit any audience. Here is a list of the Tags used in the curriculum, and their meaning:

Everyone Can Do This: an appropriate activity for any class or participant

Low Energy Class: an appropriate activity for a class with low energy

High Energy Class: an appropriate activity for a class with high energy

Lower Literacy Class: an activity that is appropriate for a class that has an overall lower literacy level

Alternative Learning Styles: an activity that is appropriate for a class that needs multiple learning styles (auditory, visual, tactile, energy, and changing learning environments)

Small Class: an activity that is appropriate for a small class, and that engages the entire class or allows more individualized attention

Large Class: an activity that is appropriate for a large class, where multiple participants can benefit from working together, and then presenting their findings to the class

Younger Class: an activity that is appropriate for a class with younger participants and focuses on tangible, easy-to-grasp concepts

Older Class: an activity that is appropriate for a class with older participants and focuses on high-level, challenging concepts

Employment Experience Suggested: an activity that is appropriate for participants with work experience, and although is helpful, is not required



BRING YOUR A GAME TO WORK

HOW TO USE A JOURNAL ENTRY

Journal Entries are an opportunity for reflection after an activity. It provides the participant an opportunity to check for understanding, concretely identify what they learned, and what they are going to do about it in their personal and professional journey. Some journal entries are designed as homework, and are stated as such in the activity page. Journal entries located at the end of an activity include questions for reflection. These journal entries should be completed immediately after an activity to ensure that the participant does not miss the intended outcome of the activity.

An example journal entry is below:

JOURNAL ENTRY:

Record what you're most looking forward to learning from **Bring Your A Game to Work**:



BRING YOUR A GAME TO WORK

SEVEN FOUNDATIONAL WORKPLACE BEHAVIORS

ATTITUDE

ATENDANCE

APPEARANCE

AMBITION

ACCOUNTABILITY

ACCEPTANCE

APPRECIATION

TRAINING PLAN TEMPLATES



BRING YOUR A GAME TO WORK

DELIVERING THE TRAINING

Training Program Set-up Recommendations:

1. Use one of the training agendas provided or customize your own to deliver the content you think is most relevant for your participants.
2. The recommended minimum amount of time suggested for the training is eight hours, especially if participants will be taking the *Certificate of Work Ethic Proficiency* exam.
3. Training is designed for between 10 and 35 participants. Some exercises may not be suitable for smaller or larger classes – please refer to the Tags.
4. Set the room in round tables or other physical sets where the participants can easily see and connect with each other.
5. Have *Bring Your A Game to Work* Textbooks and Workbooks for each participant.
6. If available, have a computer, projector, and use the Youth Presentation that was included in your multimedia resources USB drive.

Training Program Wrap-up Recommendations:

At the end of the program, use discussion questions and the capstone activities to reinforce the seven foundational workplace behaviors. In addition to the activities, include the following:

1. All behaviors are easy enough to do and learn, but hard to make a regular practice.
2. Think about how you can use the seven foundational behaviors together all the time.
3. What do you want to make sure you remember and share with others?
4. How can you role model values for others?

Finally, if you have purchased access to a site license, have participants register and complete their Certificate of Work Ethic Proficiency online at www.workethic.org.



BRING YOUR A GAME TO WORK

TRAINING PROGRAM MATERIALS

In order to most effectively teach the seven behaviors of Bring Your A Game to Work for youth, we highly recommend using all of the following training materials. All of these materials are available for order at The Center for Work Ethic Development (www.workethic.org).

Bring Your A Game to Work Textbook

To reinforce the classroom learning, and appeal to your visual learners, we recommend having a copy of the original *Bring Your A Game to Work* textbook for every participant. Each clarify, commit, and activity page has a suggested textbook reading to complete prior to start of the session so that participants can begin with a basic understanding of the concepts for that session. While these textbooks can be kept by the participants at the end of the course, they could also be reused by additional participants.

Bring Your A Game to Work Workbook

This individual use resource is necessary for guided instruction as part of the official *Bring Your A Game to Work* training program for youth. Participants will use the workbook to complete activities, review material, and reflect on their experiences in the training. Ensure that each participant has their own workbook prior to starting your first class session.

Multimedia Resources

This thumb drive contains several multimedia resources to increase the visual components of the training. Each drive contains several resources to assist trainers:

- Youth Presentation – this PDF document contains a slides for all of the clarify, commit, and activities in the training. By using the “full-screen” option, trainers can move through each slide to provide additional visual support to each session.
- Mardy Mar Video – a short rap on the seven behaviors of the A GAME, this fun video can be used to kick off your training, or at the end as a celebration.
- Win at Work Championships – this entertaining video is a longer overview of each of the seven behaviors, and what they look like in action. Can be shown all at once, or as an introduction to the clarify section of each behavior.

Card Deck – The 52 Greatest Work Ethic Quotes of all Time

This well-researched collection of 52 timeless quotations will inspire and reinforce the indisputable core work ethic values that it takes to succeed in any job, any career, and any industry. These versatile training aids can be used to begin conversation, reinforce the behaviors, divide groups, or just inspire participants.

Bring Your A Game to Work Wall Art

Visual reinforcement can help reinforce the key behaviors from the training sessions. This set of seven large posters features pictures and text for each of the seven behaviors, and are perfect to hang up in a classroom, hallway, or workplace break room.



BRING YOUR A GAME TO WORK

SAMPLE 4-HOUR AGENDA

* Note: Activities marked with an asterisk have had their times shortened, be prepared to limit discussion during those exercises.

Introduction

Class Introduction	5 minutes
Why Are We Here?	10 minutes

Attitude

Define/Discuss*	5 minutes
Attitude Top 10 List	30 minutes

Attendance

Define/Discuss*	5 minutes
Sick on Saturday	20 minutes

Appearance

Define/Discuss*	5 minutes
Appropriate Dress Collage	30 minutes

Ambition

Define/Discuss*	5 minutes
Vision Statement*	20 minutes

Accountability

Define/Discuss*	5 minutes
Accountable to Yourself*	20 minutes

Acceptance

Define/Discuss*	5 minutes
Venn Diagram	30 minutes

Appreciation

Define/Discuss*	5 minutes
Never Say No*	30 minutes

Capstone

Moving Forward	15 minutes
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BRING YOUR A GAME TO WORK

SAMPLE 8-HOUR AGENDA

* Note: Activities marked with an asterisk have had their times shortened, be prepared to limit discussion during those exercises.

Introduction

Class Introduction 5 minutes
 Dream Job* 25 minutes

Attitude

Define 15 minutes
 Discuss 15 minutes
 Missing Baskets but not Character 30 minutes

Attendance

Define 15 minutes
 Discuss 15 minutes
 Brand Builder 40 minutes

Appearance

Define 15 minutes
 Discuss 15 minutes
 Putting Yourself on Paper* 20 minutes

Ambition

Define 15 minutes
 Discuss 15 minutes
 Vision Statement* 20 minutes

Accountability

Define 15 minutes
 Discuss 15 minutes
 Job Interview 30 minutes

Acceptance

Define 15 minutes
 Discuss 15 minutes
 Venn Diagram 30 minutes

Appreciation

Define 15 minutes
 Discuss 15 minutes
 Never Say No* 30 minutes

Capstone

Capstone Crest* 30 minutes



BRING YOUR A GAME TO WORK

SAMPLE ONE-HOUR, 16 SESSION AGENDA

* Note: Activities marked with an asterisk have had their times shortened, be prepared to limit discussion during those exercises.

Introduction

Name Game	5 minutes
Introduction Questions	20 minutes
Dream Job	35 minutes

Attitude 1

Define	15 minutes
Discuss	15 minutes
Missing Baskets but not Character	30 minutes

Attendance 1

Define	15 minutes
Discuss	15 minutes
Cause and Effect	30 minutes

Appearance 1

Define	15 minutes
Discuss	15 minutes
Starting with the Man in the Mirror*	20 minutes
What is Appropriate Dress Code Homework Setup	10 minutes

Ambition 1

Homework Review	10 minutes
Define	15 minutes
Discuss	15 minutes
Prioritizing*	20 minutes



BRING YOUR A GAME TO WORK

SAMPLE ONE-HOUR, 16 SESSION AGENDA

Accountability 1

Define	15 minutes
Discuss	15 minutes
Culture of Accountability	30 minutes

Acceptance 1

Define	15 minutes
Discuss	15 minutes
Best Boss Ever*	20 minutes
Resolving Conflict Homework Setup	10 minutes

Appreciation 1

Homework Review	10 minutes
Define	15 minutes
Discuss	15 minutes
The Power of Thank You	20 minutes

Attitude 2

Journal Entry Review	10 minutes
Leaping Over Hurdles	40 minutes
Rewriting the Scene Homework Setup	10 minutes

Attendance 2

Homework Review	15 minutes
Brand Builder	40 minutes
Dependability Survey Homework Setup	5 minutes

Appearance 2

First Impressions	10 minutes
Homework Review	10 minutes
Dress the Part	40 minutes



BRING YOUR A GAME TO WORK

SAMPLE ONE-HOUR, 16 SESSION AGENDA

Ambition 2

A Game Behavior Review	5 minutes
S.M.A.R.T. Goal Setting	45 minutes
Three-Year Plan Homework Setup	10 minutes

Accountability 2

Homework Review	10 minutes
Why do we Need Rules?	45 minutes
Describe Accountability Homework Setup	5 minutes

Acceptance 2

Homework Review	20 minutes
Put the Rules Up	40 minutes

Appreciation 2

Barriers to Excellent Customer Service	40 minutes
Certification Review	20 minutes

Capstone

Moving Forward	15 minutes
Capstone Crest	45 minutes



BRING YOUR A GAME TO WORK

WORK ETHIC DEFINITIONS AND OUTCOMES

ATTITUDE Definition: *Staying positive in every situation. Take control of the way you react.*

- Approach work with a winning attitude every day
- Take control of their position within the company they work for
- Choose to present a positive outlook, even when times are tough
- Do all of their jobs – the easy and the hard
- Make an effort to share good attitudes

ATTENDANCE Definition: *Showing you're reliable in every phase of your life. Be on time, every time.*

- Come 100 percent prepared to work
- Build a personal brand that includes elements of timeliness
- Demonstrate commitment to their employer by being punctual
- Drive their successes at work with consistent attendance

APPEARANCE Definition: *Being professional both in the way you act, and the way you look. Choose to be a pro.*

- Dress appropriately for work, from the time of their interview until the end of their employment
- Recognize that they have agreed to wear a company uniform by accepting a position with the company
- Understand the impact that their appearance has on the image of their employer
- Verify the numerous components of appearance

AMBITION Definition: *Taking initiative and adding value. Do more than the minimum.*

- Take steps to learn more about their jobs and the company they work for
- Establish long-term goals, work toward them and ultimately achieve those goals
- Demonstrate increased productivity by accomplishing more than the bare minimum
- Accurately identify their personal weaknesses and seek to improve in those areas

ACCOUNTABILITY Definition: *Living honestly and having integrity with every decision you make. Refuse to rationalize bad decisions.*

- Follow the rules at work, even when no one is looking
- Build a reputation for trust and accountability
- Maintain honesty and integrity, even when they make a mistake
- Have standards for their own actions and follow company rules
- Build good habits by being honest, no matter the cost

ACCEPTANCE Definition: *Having respect and following direction. Be coachable and play by the rules.*

- Understand the terms that they agreed to accept when they began their jobs
- Demonstrate respect for their managers and co-workers
- Conduct their work relationships in a way that does not interfere with work
- Perform their jobs well, regardless of the way they feel about their co-workers

APPRECIATION Definition: *Demonstrating your gratitude towards others. Provide selfless service.*

- Recognize that consumers decide which businesses they will support based upon the customer service that employees provide
- Present themselves in a positive way, even if they don't feel like it at the time
- Treat customers in a way that lets them know they are always right
- Smile on a regular basis
- Identify behaviors that go above and beyond the basic levels of customer service

BRING YOUR



GAME

TO WORK



[INTRODUCTION]



ACTIVITY

Name of Activity:	Name Game
Duration:	5 Minutes
Supplies Needed:	None
Tags:	Everyone Can Do This

Workbook: N/A

Textbook: N/A

PREP: The purpose of this activity is to provide an energetic yet simple way for everyone to introduce themselves. Prior to the beginning of training, familiarize yourself with some possible alliterative adjectives for participant names in your class, in case a participant cannot come up with one on their own, and prepare the room in a circle (or an easy forum to have a discussion to start the program).

SAY: “Welcome to Bring Your A Game to Work! Before we get started, let’s go around the room and introduce ourselves. But rather than do a typical introduction, I want each of you to introduce yourself by using an adjective that starts with the same first letter as your first name. For example, Energetic Elizabeth or Awesome Alex.”

DO: Start by introducing yourself with the alliterative adjective. Then move clockwise around the room and have each participant introduce themselves by using the same approach. After the first participant has said their name, the second participant needs to start by saying the previous participant’s name, AND then share their name and adjective. Continue until the final participant, who will have to recite everyone’s names (and adjectives) before giving theirs.

RECAP: Ask participants:
“Who was able to remember everyone’s name going around the room?”
“What helped you remember names?”
“Do you think this could help you when you have a hard time remembering names?”



ACTIVITY

Name of Activity:	Why Are We Here?
Duration:	10 Minutes
Supplies Needed:	Whiteboard or Flip Chart
Tags:	Everyone Can Do This

Workbook: N/A

Textbook: N/A

PREP: The goal of this activity is to set the stage for what work ethic is and why it is important today. Prior to the training, write the seven work ethic behaviors on the whiteboard or flip chart, but don't reveal them. (You can also use slide five of the Youth Presentation that was included on your Multimedia Resources USB drive.)

SAY: "We are going to have a discussion about why we are here, and what we are most looking forward to learning from this program."

Ask participants:

"How do you feel about work?"

"What do you like about work?"

"What do you dislike about work?"

"What behaviors does a great employee exhibit?"

"What behaviors does a poor employee exhibit?"

"What kind of employee do you think you are?"

DO: Reveal the seven behaviors of work ethic and explain why it is critical for youth to understand the foundations of the modern workplace. Talk about the state of work ethic in the country and tell them that these behaviors are the most important factors that employers are looking for.

RECAP: Ask participants:
"Do you think you need to learn to work?"
"Why or why not?"
"Which of the seven behaviors do you think you might need some help with?"



ACTIVITY

Name of Activity:	Introduction Questions and Goals
Duration:	20 Minutes
Supplies Needed:	Workbook, Writing Utensil
Tags:	Low Energy Class, Smaller Class

Workbook: Pages 1-3

Textbook: Pages 1-10

PREP: This activity allows for participants to give a more detailed introduction and to set some early goals for the training. Prior to the training, review the questions, and be prepared to answer one of the introduction questions in the Participant Workbook for your introduction.

SAY: “We are going to take a moment and reflect on ourselves, and what we bring to the program. By filling out the introduction questions and goals in your workbook, you’ll have the opportunity to start thinking about your strengths what you want to get out of this training.”

DO: Have participants take 10 minutes to fill out Pages 1 and 2 in their Participant Workbook. After five minutes, ask participants to start working on Page 2 if they haven’t already gotten there. Then have each participant introduce himself or herself and pick one question from Page 1 they would like to share.

After everyone has introduced himself or herself, have them complete the journal entry on Page 3.

RECAP: Ask participants:
“What are you most looking forward to in this training?”
“What questions do you have before we get started?”



INTRODUCTION QUESTIONS

1. What are the three best things about work or school?
2. What is it about work or school that you do not like, or is a particular challenge to you?
3. What are your favorite activities in or outside of work or school and what is special about them?
4. What is your favorite type of music and what are your favorite songs?
5. What are your favorite television shows? Why?
6. What are the best books that you have read? Who are the characters that you like?
7. What are the characteristics about your best friends that you most admire? What have they taught you?
8. What makes you laugh?



INTRODUCTION TO GOALS

1. My goal for the next year is:
2. How will I know when I accomplish it?
3. What stops me from accomplishing it?
4. What resources do I already have to accomplish it?
5. What resources do I need?
6. How will this affect my work, school, family, and/or friendships?



PARTICIPANT WORKBOOK

JOURNAL

JOURNAL ENTRY:

Record what you're most looking forward to learning from **Bring Your A Game to Work:**

What were some concepts that your classmates shared that they were looking forward to learning from this program?

How will you commit yourself to getting the most out of this program? What will you do to ensure that you achieve your goals?



ACTIVITY

Name of Activity:	Dream Job
Duration:	35 Minutes
Supplies Needed:	Workbook, Writing Utensil, Whiteboard or Flip Chart, Paper (plain or colored)
Tags:	Alternative Learning Styles, Older Class

Workbook: Pages 4-5

Textbook: Pages 1-11

PREP: In this activity, participants will create a help wanted ad for their dream job. The objective is to see how common the key personality traits (behaviors) no matter what job or skills are required. Prior to the start of class, write the following requirements on the whiteboard or flip chart:

- One help wanted ad per participant
- Creativity a plus
- Must include three relevant skills
- Must include three personality traits desirable for success in this position
- You will be asked to share your advertisement with the class

SAY: Ask participants:
“What are strengths and skills that would be useful in the professional world?”
“What kind of job would you work at if you could do anything in the world?”
“How do you think these strengths and skills could apply to the Dream Jobs you came up with?”

DO: Instruct participants that they will have 15 minutes to create a help wanted ad for their Dream Job on Page 4 of their workbook. The advertisement should be written from the prospective of the employer seeking a qualified applicant, and needs to include all of the requirements you have written on the whiteboard or flip chart. When participants are finished, ask each participant to share their help wanted ad, while you write the personality traits on the board for everyone to see. If a personality trait is repeated, place a tally mark next to it. Then have participants complete the journal entry on Page 5 of their workbooks.

RECAP: Ask participants:
“What personality traits or behaviors were listed the most?”
“Why are these traits important for an employee to possess?”
“Are there some additional personality traits that should be added to our list?”



PARTICIPANT WORKBOOK

DREAM JOB

Can you think of your ideal job? Something that would get you excited to wake up and go to every day?

In this activity, you'll get to create your own help wanted ad for your dream job. The help wanted advertisement should be written from the perspective of the employer seeking a qualified applicant.



PARTICIPANT WORKBOOK

DREAM JOB

JOURNAL ENTRY:

What are the qualifications for this job? (Education, Experience, etc.?)

What current strengths and skills do you possess that would meet the qualifications of your dream job?

Why are these traits important for an employee to possess?

What qualifications do you need to complete in order to apply for a job like this? (Education, Experience, etc.)

What will it take for you to get this job?