

## SOUTH CAROLINA CAREER GUIDANCE EFFECTIVE EXERCISES

TITLE: CAN-DO ATTITUDE

SUBJECT: Guidance Activity

GRADE LEVEL(S): 9-12

SC Career Guidance Standard/Competency

- Learning to Work: Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.
  - Competency 1.2. Demonstrate an awareness of personal abilities, skills, interests, and motivations
- Learning to Work: Standard 4. Students will demonstrate a positive attitude toward work and the ability to work together.
  - Competency 4.10. Acquire employability (SCANS) skills necessary to obtain and maintain jobs.

National Career Development Guidelines Goal/Indicator

- Personal Social Development: GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.
  - Indicator PS1.A3. Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- Career Management: GOAL CM4. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
  - Indicator CM4.K3. Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking skills, problem solving, resource information, and technology management, interpersonal skills, honesty, and dependability).

### Lesson Objectives

1. Students will identify aspects of their attitude toward work.
2. Students will make connections between their own traits and employability skills.
3. Students will document how they exhibit a positive work attitude.

### Assessment

1. Students will identify aspects of their attitude toward work by completing the *Attitude Quotient* survey.
2. Students will document at least 5 ways they exhibit a positive work attitude.
3. Students will give examples of at least three actions they can take to improve or maintain a positive work attitude.
4. Optional: Students will record their reactions in their career portfolio.

### Preparation

- Prior Learning—Introduction to employability skills (“SCANS”), EE #11-*Preparation Before Perspiration*
- Handouts/Worksheets—*Attitude Quotient* survey, *Your Attitude is Showing* worksheet, *SCANS Skills and Competencies* hand out
- Resources—<http://wdr.doleta.gov/SCANS/>, Optional: career portfolios
- Time Required—45-60 minutes

### Procedures

#### Part One

- Ask students what the word “attitude” means to them. How can you tell if a person has a good “attitude” ---a bad “attitude”? Make the point that a person’s “attitude” is expressed through actions and behaviors.
- Give students a copy of the *Attitude Quotient* survey and review it with them. Have them complete and score it.
- Discuss the results with the students, having students share some of their scores. Make the connection between a good work attitude and success in the work place.
- Give students the *Your Attitude is Showing* worksheet and review it with them. Have the students complete the worksheet and then discuss some concrete ways they can improve or maintain a positive work attitude in school and work.

#### Part Two

- Give students a copy of *SCANS Skills and Competencies* and review it with them.
- Points for discussion:
  - Explain employability skills, or “SCANS” (Secretary's Commission on Achieving Necessary Skills): *In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.*
  - Make the point that although each student is unique, each has his/her own special talents.
  - Invite students to think about some of their own knowledge, skills, abilities, as well as their employability skills. Have them partner with a classmate and go through the SCANS list together. Each should place an asterisk next to their strongest employability skills.
- Optional: Have students record their reactions in the career portfolio.
- Optional: Coordinate with a Service Learning class, a Character Education unit, or a “Character Counts” celebration day/week/month at your school.

# ATTITUDE QUOTIENT

The following twelve attitude traits are important to your ability to succeed in the workplace. A high rating will help you win the approval of your co-workers and the applause of your boss. How do you measure up?

Rate yourself on the traits listed below with "5" being the highest rating and "1" being the lowest rating. Circle the number for your rating.

Good grooming	1	2	3	4	5
Follow directions	1	2	3	4	5
Tactful	1	2	3	4	5
Courteous	1	2	3	4	5
Businesslike	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Dependable	1	2	3	4	5
Cooperative	1	2	3	4	5
Dedicated	1	2	3	4	5
Flexible	1	2	3	4	5
Ambitious	1	2	3	4	5
Helpful	1	2	3	4	5
Show initiative	1	2	3	4	5
Accept constructive criticism	1	2	3	4	5

**TOTAL SCORE** \_\_\_\_\_

Total all circled numbers and place the figure in the space provided for your total score.

Now see the explanation below to determine *your* "ATTITUDE QUOTIENT!"

<b><u>TOTAL SCORE</u></b>	<b><u>ATTITUDE QUOTIENT</u></b>
01-20	You'll last one day
21-34	You're on probation
35-48	You show potential
49-62	You're on your way...
63-70	Prepare for a promotion!

# *Your Attitude Is Showing*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Part 1—Review the Attitude Quotient survey. List below five of your best work attitude traits. Give an example of how you demonstrate each of those attitude traits.

Attitude Trait	Example
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1.

2.

3.

4.

5.

Directions: Part 2—Review the *Attitude Quotient* survey and list three attitude traits that you need to work on. Give an example of what actions you can take to better show that attitude trait.

Attitude Trait	Action Steps
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1.

2.

3.

# The SCANS Skills and Competencies

## Employability Skills

### Fundamental Skills: A Three-Part Foundation

#### Basic Skills:

**Reading** - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

**Writing** - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

**Arithmetic/Mathematics** - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

**Listening** - receives, attends to, interprets, and responds to verbal messages and other cues

**Speaking** - organizes ideas and communicates orally

#### Thinking Skills:

**Creative Thinking** - generates new ideas

**Decision Making** - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

**Problem Solving** - recognizes problems and devises and implements plan of action

**Seeing Things in the Mind's Eye** - organizes, and processes symbols, pictures, graphs objects, and other information

**Knowing How to Learn** - uses efficient learning techniques to acquire and apply new knowledge and skills

**Reasoning** - discovers a rule or principles underlying the relationship between two or more objects and applies it when solving a problem

### **Personal Qualities:**

*Responsibility* - exerts a high level of effort and perseveres towards goal attainment

*Self-Esteem* - believes in own self-worth and maintains a positive view of self

*Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

*Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

*Integrity/Honesty* - chooses ethical courses of action

### **Workplace Know-How Competencies**

#### **Resources:**

*Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

*Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

*Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently

*Human Resources* - assesses skills and distributes work accordingly, evaluates performance, and provides feedback

#### **Interpersonal:**

*Participates as Member of a Team* - contributes to group effort

*Teaches Others New Skills* - helps others to learn

*Serves Clients/Customers* - works to satisfy customer's expectations

*Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies

*Negotiates* - works toward agreements involving exchange of resources and resolves divergent interests

*Works with Diversity* - works well with men and women from diverse backgrounds

### **Information:**

*Acquires and Evaluates Information* - Identifies the need for information, obtains it from existing sources or creates it, and evaluates its relevance and accuracy

*Organizes and Maintains Information* - organizes, processes, and maintains written and/or other forms of information in a systematic way

*Interprets and Communicates Information* - analyzes information and communicates it to others using a variety of methods

*Uses Computers to Process Information* - uses computers to acquire, organize, analyze, and communicate information.

### **Systems:**

*Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them

*Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

*Improves or Designs Systems* - suggests modifications to existing systems and develops new or alternative systems to improve performance

### **Technology:**

*Selects Technology* - chooses procedures, tools or equipment including computers and related technologies

*Applies Technology to Task* - understands overall intent and proper procedures for setup and operation of equipment

*Maintains and Troubleshoots Equipment* - prevents, identifies, or solves problems with equipment, including computers and other technologies

