



Work Ethic: Facilitator Guide

This facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jenee Pinsonneault for their input and guidance.

Gaming recommendations for this project were provided by our advisors at Teleos Engagement. Literacy Link South Central recognizes Gabriel Hancock, Robert Durant and Shayne Ganness and thanks them for sharing their in-depth knowledge of game design and development.

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A note for our Facilitators: The Game Changer curriculum (Facilitator Guides, Learner Playbooks, PowerPoint Presentations and supporting documentation) are available to download from Literacy Link South Central free of charge. We encourage you use these materials, but selling this curriculum or offering this training to clients for a fee is prohibited.

This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)


 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants personal information.)

Estimated time to complete this module: 2 hours and 5 minutes, not including a break.

Supplies required for this module:

- The Learner Playbook
- A flipchart or whiteboard and markers
- A SmartBoard, or laptop connected to a projector and screen, with internet access
- The PowerPoint Presentation “Traits of a Good Work Ethic”
- The document “Work Ethic Photo Tags”
- One or more devices that can take a digital photograph. Please see the activity “Setting a Bad Example” for more information
- Either a cord to connect the above device to your computer so you can download the photos, or an email account that you are comfortable sharing with participants so they can send digital photos to you
- The blank PowerPoint Presentation called “Setting a Bad Example”
- The game digital game “Quandary,” which is available online for free from <http://quandary.fablevision-dev.com/site/>. The free Quandary app is also available for Android and iOS phones via Google Play and the App Store.
- One copy of the handout “My Being-on-Time Game Plan” for each participant

Pre-session preparation:

- Consider any take-away activities or “homework” you may have assigned at the end of the last session, so you can review them before starting this module.
- Part of this session focuses on personal presentation, including the type of clothes that people wear and their personal hygiene. Consider your audience – if participants are unlikely to have easy access to professional clothing or hygiene items, plan ahead so you can address that issue. Look for local non-profit or social service organizations that offer people free professional clothing for job interviews and new jobs.
- Print one copy of the document “Work Ethic Photo Tags” in colour, and cut them into six tags
- Review the instructions for the game “Quandary,” and if possible, play through one or two episodes of the game to become familiar with it.
- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Introduction:

📖 Begin by welcoming participants and outlining the timing (including any breaks) for the session. Then, share the agenda. Note that the agenda is also in the participant playbooks for reference.

Agenda:

1. What is Work Ethic?
2. Work Ethic Survey
3. Traits of a Good Work Ethic
4. Setting a Bad Example
5. What drives people to demonstrate bad work ethics?
6. Quandry
7. Selecting the next session's topic
8. Wrap-up and take-away

Before you begin the first item on the agenda, take up or discuss any activities you may have asked participants to do between the last session and this one. They may be sharing observations from their life outside of class, letting you know what they learned from something you asked them to read, or describing an interaction they had with someone else.

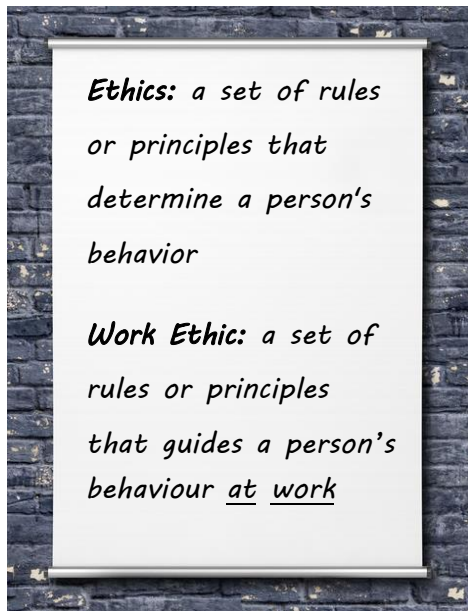
Estimated time to complete: 5 minutes

What is Work Ethic?

📖 Explain to the group that we'll be spending this session talking about work ethic, but want to break those two words apart first.

🗣️ Ask: What are “ethics” – what does that word mean to you? Answers could include doing what is right, fair, doesn't hurt others, follows a moral code, or is based on a set of rules or principles that determine a person's behavior. Mention that many organizations including schools, hospitals, and law enforcement agencies have Ethics Boards, whose entire role is to ensure that ethical standards are followed – clearly ethics are a very important part of the world of work.

📖 On the flipchart or whiteboard, write a definition of ethics similar to the last suggestion: “a set of rules or principles that determine a person's behavior.”



🗣️ Ask: What do you think “work ethic” refers to? Participants will probably answer this question using examples of what good work ethic is, so may mention working hard, being honest and trustworthy, or being loyal to the company you work for. Point out that these all seem like standards to live up to – good traits to exhibit at work. You can mention other signs of having a good work ethic could include being able to follow the rules of the workplace, having good time management skills and being able to focus on what needs to be done.

📖 Connect the answers shared to the original question of what “ethics” are by writing a definition of work ethic that is similar. For example, “a set of rules or principles that guides a person's behaviour at work.”

Explain that work ethic can refer to some very simple things that can be really difficult for some people, like being at work when you're supposed to be and doing the work you're supposed to do. It may sound simple, but employers want people who will both show up for work and return from lunches and breaks on time, and will be productive when they are on the job – working, rather than being on their phone or social media. This should be a given, but surprisingly, many employers suggest it isn't.



Your Workforce. Our Future.

Let the group know that every year, Workforce Planning and Development Boards across Ontario survey businesses to learn about their hiring practices and needs. For the past several years this survey, called EmployerOne, has shown that companies are open to hiring

applicants with fewer technical skills than they want, if they come to the table with strong soft skills, including a great work ethic. Employers are getting more and more willing to invest the time to train people on how to use systems or machines as long as that new employee is reliable, hardworking, and has a good attitude.

🗣️ Ask: Why do you think that is? Answers will vary, but will likely refer to it being easier to deal with an employee who doesn't know a lot about the job but works hard to learn than one who knows exactly how to do the job, but may not actually show up to do it.

✍️ Explain that this is where the connection between playing games and the world outside games becomes really interesting... because a lot of the skills we've just associated to work ethic – hard work, focus, finishing what you started, and accomplishing goals within a specific time limit – are things that come so much more naturally in a gaming environment than in the world at large.



Estimated time to complete: 10 minutes

Work Ethic Survey

📖 Let the group know that we're going to look at how we demonstrate work ethics – both in and outside of work.

📖 Direct the group to their playbook, where they will find the activity “Work Ethics Survey”. Ask them to fill out both part A and part B, stressing that the answers are confidential and you won't be asking them to share their choices with you or the group. Let them know you will be asking some questions about the results they receive, so when they are done they should score both quizzes and compare the two scores in the space provided.

📖 The survey appears on the following pages for your reference. It is in two parts – one specific to work ethic in life (part 1), and the other specific to work ethic in a gaming environment (part 2). Give participants 15 minutes to complete and score both surveys.

? Debrief: Discuss whether answering the survey was easy or difficult. Did they connect with the provided answers or sometimes feel they fell between two options? If so, assure them that's natural whenever only two or three multiple choice options are provided. Discuss whether they were surprised by the overall score they received or if they fell where they thought they would. Ask if anyone found there was a big difference in the score they received in part one compared to part two, and if so, what might that mean for them.

Estimated time to complete: 20 minutes



Part 1: Read the following questions, and circle the letter for the answer that is closest to your opinion. You may relate to more than one of the options, but please select only one that most closely reflects how you feel in general. The results of this survey will not be shared with anyone, so be honest.

1. How important is being on time to you?
 - a) Life is complicated, and sometimes I run behind trying to juggle it all
 - b) Being late makes me uncomfortable – I’d rather be early
 - c) I’ll get there when I get there

2. Do you do what you say you are going to do?
 - a) I wouldn’t agree to do anything if I couldn’t deliver on it
 - b) It depends who wants me to do it
 - c) I often say I’ll do something just to get people off my back - I do my own thing

3. Are you a hard worker?
 - a) I’ll do as much as I need to get by
 - b) I take pride in my work and want it to be good – I’ll work hard to make that happen
 - c) It depends on what I’m working on. If I find it interesting, then yes.

4. Do people look to you for guidance?
 - a) It makes me feel good that others ask me for advice and I try to help
 - b) I’m not going to tell other people how to do their work
 - c) Sometimes, but I’m not confident that what I tell them is right

5. Can people depend on you?
 - a) As long as nothing’s going on in my life that’s more important
 - b) I’m someone people can count on
 - c) I’ve got enough going on without worrying about someone else’s needs

6. Do you text friends or check social media while working or in class?
 - a) I will if something important is happening outside of class
 - b) I’m a really good multitasker, so I can do work/school at the same time
 - c) My phone stays on silent, and I check it on breaks

7. Do you ask others if you can help them with their work?
 - a) I'll ask as long as the person could do me a favour in return
 - b) If I'm done what I need to do, yes
 - c) It's not my responsibility if someone isn't getting their work done

8. How do you feel about rules?
 - a) Rules are made by people who don't understand what it's like to do the actual work
 - b) I might bend them now and again if it's to my benefit and I don't think I'll get caught
 - c) I feel uncomfortable going against the rules, but will talk to my manager/teacher about it if I think one should be changed

9. Do you keep your promises?
 - a) I don't make promises – you can't get in trouble for something you didn't say
 - b) I am a man/woman of my word
 - c) When I can, yes – but sometimes it's just not practical

10. How committed are you in your working and personal relationships?
 - a) I'll only consider myself committed to something if it (or they) make a commitment that benefits me too
 - b) Relationships are important to me, and I'm pretty loyal
 - c) I'm a lone wolf – I'd rather not be tied down to someone or something

11. Are you honest?
 - a) Most of the time, although I try to be gentle if the truth could hurt someone
 - b) People wouldn't like to hear what I had to say if I were honest
 - c) I'll be honest if I won't get in any trouble for it

12. Do you show initiative?
 - a) Once I'm done what I need to do, I've earned the right to take it easy
 - b) If a boss or teacher says they want to see me show initiative, I'll make an effort
 - c) Yes, because going above and beyond is how you get ahead in life

Next: score part 1 of the survey on the following page.

Scoring Part 1: Circle the letter you chose for each question in the chart below, and add up your score.

Question	A	B	C	My score
1	2	3	4	
2	3	2	1	
3	1	3	2	
4	3	1	2	
5	2	3	1	
6	2	1	3	
7	2	3	1	
8	1	2	3	
9	1	3	2	
10	2	3	1	
11	3	1	2	
12	1	2	3	
Total				

If you scored between **12** and **19**, you've begun your journey into work ethics, what they mean, and how to demonstrate them. Even if it doesn't come naturally, you have the knowledge you need to consider how taking initiative, staying focused, working hard, and being a team player can pay off for you and an employer.

If you scored between **20** and **27**, you're on your way to demonstrating the work ethics that employers are looking for. Keep practicing those great behaviours, because the more timely, committed, and focused you are the more valuable an employee you will become.

If you scored between **28** and **36**, you have a firm handle on work ethics. You know what employers are looking for and are ready to demonstrate it. Continue setting a good example, and helping others develop the skills they need to be leaders in work ethics.

Next: complete part 2 of the survey, which begins on the following page.

Part 2: Read the following questions, and circle the letter for the answer that is closest to your opinion. You may relate to more than one of the options, but please select only one that most closely reflects how you feel in general. The results of this survey will not be shared with anyone, so be honest.

1. When you start playing a game, do you feel you need to finish the level before you can stop playing?
 - a) I'll play until I beat the level no matter how long it takes
 - b) It bugs me to walk away, but I'll only play for however much time as I've set aside
 - c) I'm in it for fun, so the level I'm at isn't as important as the experience of playing the game

2. Do you give advice to other players on how to improve their game?
 - a) As long as they're not playing against me, I will
 - b) I'm too busy trying to improve my own game to worry about how others are doing
 - c) People look at me as an expert in my favourite game(s) and I like sharing that knowledge

3. Have you ignored work that you need to do and played games instead?
 - a) I'm pretty disciplined, so I'll usually balance what I have to do with what I want to do
 - b) If I don't want to do the other work, I do sometimes procrastinate and play instead
 - c) I'll get to the other stuff only once I get bored with the game

4. Do you research strategies to beat other players, advance through levels, earn more points, or improve your score in the game you're playing?
 - a) I often check out tutorials, and subscribe to a few gaming YouTube channels
 - b) I'd rather figure it out on my own
 - c) I'll talk to other people who play if I'm struggling with a specific part of the game

5. Do you have a regular group of people you game with?
 - a) Nothing regular, but I like it when people invite me to a games night
 - b) I play with a group regularly and am often the one who organizes our get-together
 - c) I prefer games where I don't have to rely on other people

6. Do you specifically schedule time to play games?
 - a) I usually save it for the weekend, but it's nothing scheduled
 - b) I'll play whenever I feel like it
 - c) I have a monthly games night scheduled, and play when other opportunities arise too

7. If you start a game, are you likely to finish it?
- If the game is interesting and challenging enough
 - I need to know how it ends, and who wins
 - If it doesn't catch my attention right away, I won't bother
8. Do you feel guilty about playing games instead of dealing with something you should be doing?
- Whatever else needs to be done will still be there when I'm ready
 - Knowing that I should be doing something else really takes my enjoyment out of playing
 - If someone else is relying on me getting other things done, then I might
9. Do you research other games that are similar to ones you enjoy?
- I have a few games that I've picked up because they're similar
 - I'm active on message boards and game sites that compare and review different games
 - I'm more likely to play what I have already, or what a friend is playing
10. If you're playing a game, do you pause it to do other tasks like answer texts or do household chores?
- I'd rather concentrate on one thing at a time, so I'll pause the game if something else comes up
 - It depends on what the other thing is. If it seems important, I might
 - Other things can wait until I'm done
11. Do you ever turn against other players on your team to score additional points?
- If they're not really pulling their weight, I might. It does make the game interesting
 - If I can beat them and get something for it, why not?
 - I'm not going to sabotage the team by going rogue
12. How would you react if another player made a move that contradicted the rules of the game?
- It depends whether they're on my side or not. If I'd benefit from them bending the rules, I'll keep quiet
 - I'd let them know right away that the move goes against the rules and they can't do it
 - If no one else calls them on it, I won't – I may do the same thing later

Next: score part 2 of the survey on the following page.

Scoring Part 2: Circle the letter you chose for each question in the chart below, and add up your score.

Question	A	B	C	My score
1	3	2	1	
2	2	1	3	
3	3	2	1	
4	3	1	2	
5	2	3	1	
6	2	1	3	
7	2	3	1	
8	1	3	2	
9	2	3	1	
10	3	2	1	
11	2	1	3	
12	2	3	1	
Total				

If you scored between **12** and **19**, you are an independent or “lone wolf” player whose focus is on your own game rather than on how other players are doing. You know what you like and may act impulsively or take risks to get it, without planning ahead for the long-term implications of a certain move. While these gaming techniques for you, they may offer a challenge in a workplace environment.

If you scored between **20** and **27**, you’re flexible and can change the games you play and the strategies you use depending on the situation. You likely think about the impact of your decisions and weigh the benefits of one over the other. Being able to change your approach is a valuable work ethic, so you’re well on your way to identifying skills that translate from a gaming world to the workplace.

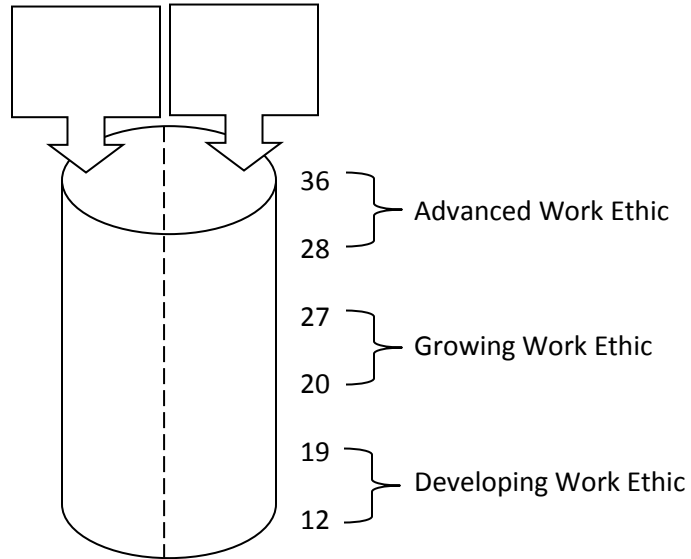
If you scored between **28** and **36**, you’re a focused, dedicated and collaborative player who gives their all to the task at hand. You’ve got leadership skills in the gaming world, which when transferred to the non-gaming world are very powerful tools.

Next: record your scores for part 1 and part 2 on the following page.

My scores

Part 1: Work ethics
for employment

Part 2: Work ethics
for gaming



Question: Is there a difference between the score in one of these categories over the other? If so, consider some of the traits you demonstrated that resulted in the higher of the two scores. Can they be translated to a different environment?

Traits of a Good Work Ethic

🗨️ Facilitate the lesson “Traits of a Good Work Ethic.” Facilitator instructions and scripting are both included in this Facilitator Guide, and also in the “notes” section of the PowerPoint presentation.

📖 If you are comfortable with this material, the scripting does not need to be used word-for-word. It is there as a guide and to be referenced to assist you in this lesson as needed.

📖 The participant playbook contains accompanying information and places to record notes for this lesson.

Estimated time to complete: 15 minutes



We've just gotten a sense of how strong our work ethics are in both a gaming and non-gaming environment. Let's dig a little deeper into exactly what traits we show when we're demonstrating work ethic, and how we can go about strengthening them.

There are six traits in particular that we'll review.



The first is attitude. Attitude can refer to two different things – how we feel on the inside, and how we act on the outside.

🗣️ Ask: When we say someone has a good attitude, what are we usually referring to? How does someone show they have a good attitude? Answers will vary, but examples of having a good attitude can include being friendly, saying positive things, treating people with kindness and respect, or looking at the bright side of challenging situations. Share some of these traits if they aren't mentioned by the group.

🗣️ Ask: What about the opposite? When we describe someone as having a bad attitude, what types of behaviours are we seeing? Answers will vary, but examples of having a bad attitude can include being combative, insulting, pessimistic, argumentative, or disrespectful.

It's interesting that most of the traits we associate with having either a good and a bad attitude are based more on how people act than how they feel. And there's something really important to recognize in that. We can't just flip a switch and change the way we feel – what we can do is control how we react to the way we feel.

Continued on the next page.

Let me paint a picture for you. You're working in a high-end clothing store, and the customer you're dealing with is getting on your nerves. As anyone who's ever worked in retail will know, there's a lot of pressure to provide friendly, professional service to customers whether you like them or not. When it comes to work ethic, maintaining a good attitude doesn't mean you have to enjoy the way the customer is behaving – it does mean that you control your reaction.

🗣️ Ask: How might you *want* to respond to that customer? Answers may include telling them off, refusing to serve them, or walking away. Suggest that even if we control our actions, sometimes our body language gives us away. Someone might continue to serve the customer while rolling our eyes at them or glaring at them in a way that makes our displeasure pretty clear.

📖 If you have facilitated the Non-Verbal Communication module with this group, remind them of the 7 universal facial expressions that people often make without even noticing them – including disgust, anger and contempt. These can be hard to control, but with practice we can at least minimize the visual “tells” we might have so the attitude we display remains positive.

📖 If you haven't facilitated the Non-Verbal Communication module with this group, mention that this module is available and can give them some great insight into not only the facial expressions and body language that we could be displaying, but provides tips on how to interpret them in others. Remind the group that they can vote to choose this module for their next lesson, if they would like to know more.

No one is saying we need to be in a good mood all the time. What having a good attitude involves is not taking your bad mood out on others.



The next trait of work ethic is integrity.

🗣️ Ask: What does integrity mean to you? What other words might we use to describe this trait? Answers may include being honest, not cheating or stealing, being trustworthy, or doing the right thing even when no one is watching. Share some of these with the group if they aren't mentioned.

Those are all great suggestions – and the dictionary definition of Integrity is very similar. ((CLICK)) It's "the quality of being honest and having strong moral principles; moral uprightness."

When we hear that definition, it sounds a lot like we're describing being ethical – which makes sense given that integrity is one of the main traits of a strong work ethic.

Another word I want to introduce here is tied very closely with integrity: accountability. ((CLICK)) If integrity refers to moral or ethical rules of behaviour someone might follow, then accountability is recognizing that you are responsible for what happens whether you choose to follow those rules or not. Someone who is accountable recognizes they are in control of their choices and actions, and takes responsibility for the outcomes of those choices (good or bad).

Continued on the next page.

🗣️ Ask: How would you know if someone was accountable or not? Answers will vary, but could include that they take pride in their work, don't blame other people when they've done something wrong, or don't justify bad decisions.

In a workplace, people who are accountable truly take ownership of the jobs they do, and recognize that whether the job gets done well or not is in their hands. This often makes them good problem solvers, because they take responsibility for making things better when things aren't going well.



Coachability

- Being open to hearing feedback from others
- Listening to recommendations for improvement without feeling personally attacked
- Being accountable for changes that need to be made
- Handling even negative feedback professionally

Being coachable is a very important trait of strong work ethic. And when we talk about coaching, we often think of athletes.

🗣️ Ask: So, what does a coach do for an athlete? Answers will vary, but could include helping them correct mistakes, strengthen their skills, practice effectively, and improve their performance.

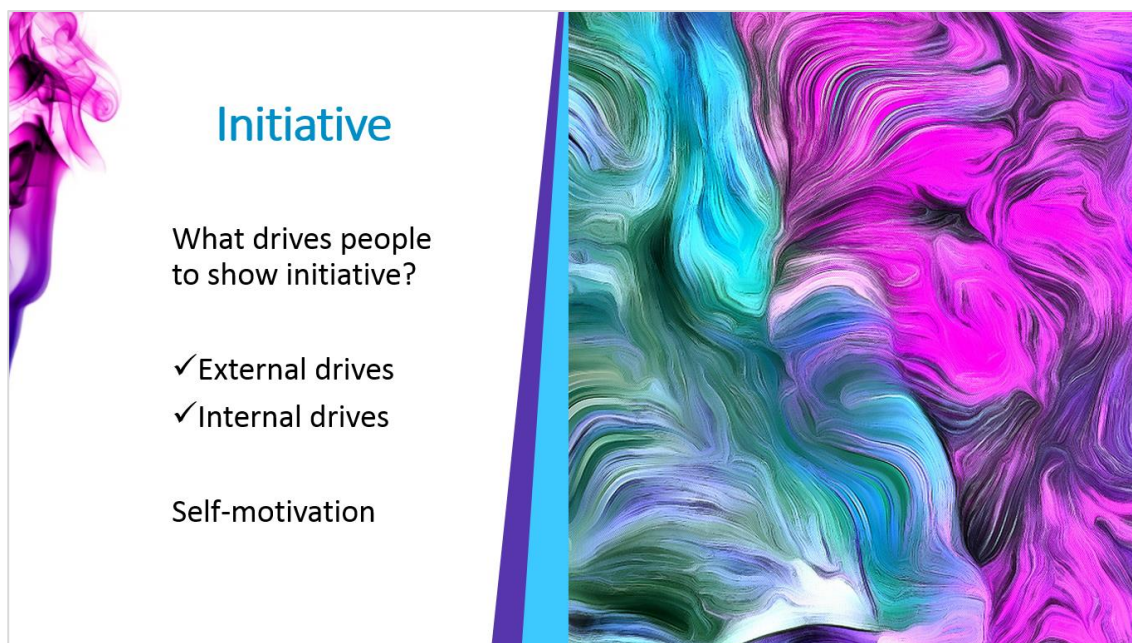
That's what happens in a workplace too, so supervisors and managers are often called "coaches." They do all of those things, including creating plans to help their employees improve performance, giving them specific activities to do to build their skills, and advising them on how to correct mistakes. Where that coaching hits a roadblock is if the employee responds poorly to it.

Being coachable means we listen to feedback, can be given recommendations for improvement (sometimes called constructive criticism) without interpreting it as a personal attack, and don't lash out at the person giving it. Being coachable also involves something we talked about on the last slide. People who are accountable recognize that they are the only one who can change their behaviour and improve their own performance.

Continued on the next page.

🗣️ Ask: Who do you think would be hard to coach? Answers will vary, but may include someone who thinks they know it all, doesn't want to listen to feedback, or who doesn't like or respect you and therefore doesn't want to hear what you have to say.

Being able to hear feedback and handle it well are two different things. It can be easy to get hurt, offended, or threatened when someone tells you that you should change how you're doing things, and if we act on that feeling of threat and lash out, we are definitely not coachable. As you can see, all of these traits are deeply connected, because we just described controlling how we react to the way we feel – a key element of displaying a good attitude.



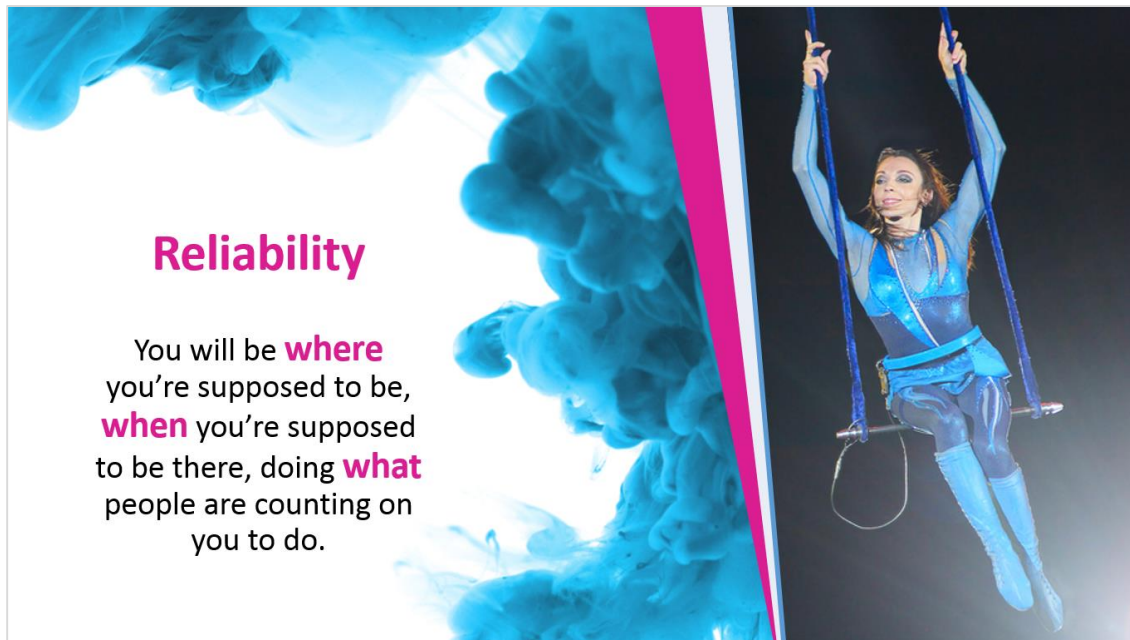
The next trait we'll talk about is showing initiative.

🗣️ Ask: What do you think that means – showing initiative? Answers will vary, but the most common interpretation is doing things without having to be told to do them.

Some people show initiative because they are driven by external forces. They may want the recognition of having gone above and beyond, or to achieve something that they couldn't if they didn't demonstrate initiative. This could also be considered having drive or ambition. Others are motivated internally. They may not be trying to achieve a specific goal, but show initiative because they want to seek out new and different ways of doing things, feel limited by their current responsibilities and want to stretch, or are driven to help others.

🗣️ Ask: How would you know if someone you worked with didn't show initiative? Answers will vary, but could include that they do only what's needed to get by, that they never try new things, or come up with ideas to make things better at work.

People on the other side of that range – who do things without being told – are often referred to as “self-motivated.” This is a great word to add to your list of skills, because it's very valuable to employers. Companies appreciate employees that don't need constant direction – people who, once they learn the job, will be motivated to do it right without someone hanging over their shoulder telling them exactly what to do.



Our next trait is being reliable. People know they can count on someone who is reliable – that their word is good, and that they'll do what they say they're going to do. Dependability is another good word for this particular trait.

🗣️ Ask: What are some jobs where it's really important for people to be reliable or dependable? Answers will vary, but could include the doctors or nurses that people in a medical crisis depend on for help, the air traffic controllers who pilots depend on to guide them safely into airports, or the teacher that students are relying on to show up and teach classes so they can graduate. Share some of these jobs and their responsibilities with the group, and mention that no one would take the risk of swinging on a trapeze if they didn't know whether they could depend on their partner to catch them every time.

While some jobs may not seem as important as a doctor or an air traffic controller, someone is relying on us to do the job we were hired for regardless of how important it might seem to us. Consider what would happen if we couldn't rely on sanitation workers to pick up the garbage, long haul truck drivers to deliver groceries to the supermarket, or personal support workers to care for the elderly in nursing homes. None of those jobs may have the same cachet as a doctor, but we depend on each and every one of them do their jobs, and things would go haywire pretty quickly if they stopped.

Continued on the next page.

Reliability and dependability also refer to being on time at the start of the day, managing break times, and not leaving early. That can be difficult for a lot of people, but when it comes to work ethic it's really important.

Because the biggest challenge for a lot of people face is being able to get to work on time, at the end of today's session I'm going to provide you with a helpful tool that you can use to plan for the morning rush. And it doesn't just have to be for work – if you find yourself often running late for appointments, social events, or family get-togethers, it can be used for that too.



The final element is what we call personal presentation. It's what makes a good first impression at a job interview, and continues to the workplace where how we present ourselves makes an impression on our coworkers, our boss, and any clients or customers we might have.

Some elements of personal presentation involve things that people notice before they ever speak to us, including the clothes we wear and our personal hygiene. At home we can present ourselves however we want, but in public places there are rules – think about the signs you see on doors that read “no shoes, no shirt, no service,” or more recently, “masks are required on the premises.”

At work there are often many more rules around personal presentation, but those rules change depending on the situation. For example, a construction worker can present differently than a server in a restaurant, who can present differently than a lawyer. In retail clothing sales, staff are generally expected to wear the clothes the store sells as a way to demonstrate how good they look, so people want to buy the clothes.

Continued on the next page.

🗨️ Ask: What other jobs require a specific way to look or present yourself? Answers will vary, but could include any job where a uniform is worn, from UPS drivers through fast food workers. Some companies have a “business casual” policy, or ban the wearing of jeans or shorts because they are considered too casual. Most banks have a strict dress code, and in some (like TD) you may notice the staff wearing only company colours. Discuss these different requirements.

🗨️ Ask: What do you think these companies are trying to accomplish through their dress codes? Answers will vary, but could include making their staff recognizable, creating a consistent look for their brand, inspiring respect, or attracting customers’ attention.

Presentation is sometimes connected to safety or to workplace regulations as well. For example, the road worker wearing a reflective vest isn’t doing it for personal expression or because he wants to be recognizable as part of a team – it’s a safety requirement. Where safety and industry regulation are concerned – and in jobs that require a uniform – the responsibility of figuring out what’s appropriate and what isn’t has been taken right off the table.

When it’s not clearly outlined in a policy, personal presentation can be based on what we want to accomplish instead of what the company we work for demands. We may choose specific clothes because we want to be taken more seriously, look like we fit in with a company’s culture, or be considered for a job or promotion. We may want to express our individuality, highlighting a sense of style or uniqueness through what we wear. We may want to dress expensively or professionally to give the impression that we are successful. No matter what the motivation, our personal presentation makes an impression on others, so it’s important to consider what that impression is and whether it matches the story we want to tell. *


🗨️ Ask: Who do you think has a great personal presentation? What impression do you think this person makes on others because of how they present themselves? Answers will vary by participant. If they struggle to identify someone, suggest celebrities or public figures they may recognize. If they don’t think that person presents themselves well, ask what it is they don’t respond well to. What impression does the way this person presents themselves give them? Tie their answers back to the traits of work ethic if possible – for example, if someone looks like they don’t care about their appearance, how does that translate to whether they care about the work they do? Do we think they’ll be less accountable for their actions, or do they come across as someone we couldn’t rely on?

Continued on the next page.

If we want to be seen in the same positive light as some of the people we think make a great impression through their how they present themselves, we can use them as models for our own efforts. We can also take cues from others in our workplace.

Together these six traits – attitude, integrity, coachability, initiative, reliability and personal presentation – create a solid foundation of ethical behaviour at work. Now let's have some fun with that, by seeing what happens when people do the exact opposite of these things.

* Note for facilitators: depending on the audience for this training, it's possible that personal presentation is less about choice, and more about access. If participants do not have easy access to professional clothing or hygiene items please be prepared to address that issue. Look for local organizations that offer people free professional clothing for job interviews and new jobs. As an example, in London, the organization Clothing Works provides this service. Please visit them online at <https://clothingworks.ca/>

 This concludes the lesson.

Setting a Bad Example

✂️ Divide participants into six groups. Place the pre-cut Work Ethic Photo Tags face down on a desk or fold them and place them in a small container, then direct one person from each group to choose a tag. Tell them to share the tag with their group, but not reveal the category they chose to the rest of the class.

Send the groups into different workspaces, preferably where they cannot see each other very well. Direct them to create a scene that shows someone doing the opposite of the work ethic they chose, and ask one member of the group to photograph the scene on either their own device, or one you can provide. Ask them to take their picture in landscape mode, so it is wider than it is tall.

Note: once the photos are taken, you will need access to them on the computer that is connected to the smartboard or projector. Plan in advance to have either a cable you can connect to the digital camera or smartphone so you can download the photos from it, or an email address that participants can send photos to from a smartphone.

As you get access to the photos, insert each one onto a separate slide in the PowerPoint Presentation called “Setting a Bad Example” (as shown at right). When you are done, display the presentation on the screen and ask the questions below for each photo.

🗣️ Ask: which of the 6 traits do you think this photo is about?

Once the trait is identified, have the participants who took the picture explain why they created that particular image.

🗣️ Ask: What would a picture of someone correctly demonstrating this trait look like? What skills would they be showing?

Estimated time to complete: 25 minutes



Bad Work Ethic

✍ Suggest that if employers are having such a hard time finding people with **good** work ethic, that must mean there are an awful lot of people out there demonstrating what can only be called **bad** work ethic – people like the ones we just showed in that activity.

🗣 Ask: Aside from the examples we just created, how else might someone with bad work ethic act? What would they do, or not do? Answers will vary, but could include showing up late, ignoring instructions, goofing off at work, cutting corners, or even stealing from the company. Reiterate some of these ideas with the group if they don't mention them.

🗣 Ask: Why do you think people act like that – why do they demonstrate bad work ethic? Answers will vary, but could include that they feel mistreated at work and therefore don't owe their boss anything, that they don't realize the expectations of the workplace, or that they have other things happening in their lives that make demonstrating work ethic really hard.

✍ Share that there's actually been a lot of research done into why people demonstrate negative, and sometimes even self-destructive behaviours like these at work. There are lots of reasons, some of which are psychological (because of the way a person thinks), and some of which are situational (because of the circumstances a person finds themselves in).

📖 Direct participants to read the list of possible explanations that appears in the learner playbook under the heading "What drives people to demonstrate bad work ethics?" The list appears on the following page for your reference.

❓ Debrief: After giving the group 2 to 3 minutes to review the list, ask them which of these reasons they think is most common? Which is most fixable? How would they fix it? Can they think of other reasons that should be included on this list?

Estimated time to complete: 10 minutes

What drives people to demonstrate bad work ethics?

There are a lot of reasons someone might demonstrate negative behaviours at work. Review the list of possible reasons below.



Ignorance – these could be skills they just haven't developed

Influence – mirroring the negative behaviour of others at the workplace

Entitlement – feeling they deserve the job regardless of how they perform, so they're not motivated to demonstrate these skills

Distraction – employees focus is split between work and other issues, including their physical health, financial crises, caregiver responsibilities, or relationship troubles

Inexperience – someone who's always been given things or didn't have to work to achieve, may not realize that they need to make the effort

Rewards – trying to gain positive outcomes - for example, pressure to meet goals and earn bonuses might lead some employees to falsify their achievements or earn them unethically

Punishment – trying to avoid negative outcomes - for example, pressure to have a low call handling time might encourage call centre employees to hanging up on callers

Indifference – genuinely thinking what they do doesn't matter or make a difference

Retaliation – getting back at an employer for a real or perceived injustice

Quandary

✍️ Mention that playing a single game that allows us to practice all of the elements of work ethic we've discussed today would take a very long time, so we're going to narrow the focus to just three specific traits: integrity, accountability, and initiative. To make things more interesting, the game will also call on players' critical thinking, problem solving, and decision-making skills.

🗣️ Ask: does anyone know what the word "Quandary" before? Once participants have shared their ideas, let them know that the dictionary definition of the word is "a state of perplexity or uncertainty over what to do in a difficult situation." Reiterate that when we find ourselves in difficult situations and we're unsure what to do, drawing on our work ethics can help.



✍️ Let the group know that the game we're going to play is also called "Quandary." In this game, they will play as the Captain of a human colony on the planet Braxos. When the colonists face a dilemma, they rely on the Captain to make good decisions based on facts, opinions, and possible solutions.

Gameplay is explained through the graphic novel that will appear at the start of the game. Note that the document "Quandary Game Play" contains instructions and is available for reference if needed as well.

🎮 Play the game "Quandary" in one of the following ways:

1. Project a single version of the game on the Smartboard for all participants to see. Have participants take turns controlling the mouse, and let them know that they need to get agreement from the group on what the Captain is going to do in the episode they play.
2. Direct participants to find a partner, and ask each partner team to play an episode of the game on their own internet-enabled computer, smartphone or tablet. Direct them to discuss each choice the Captain needs to make, and come to an agreement before they move forward in the episode.

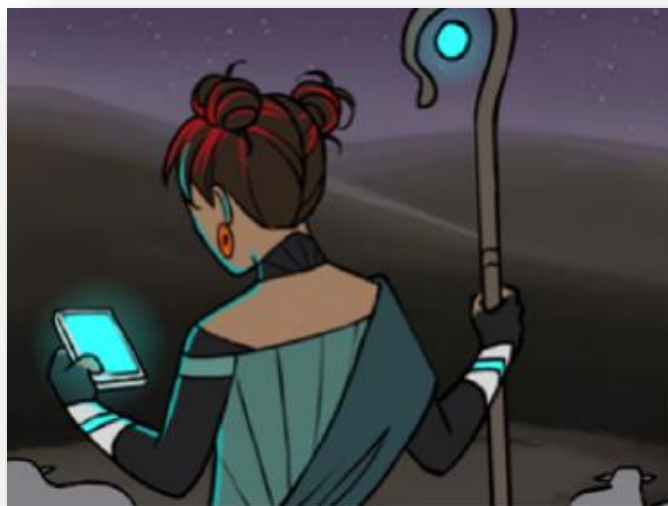


? Debrief: Did listening to so many different (and contrasting) opinions make it easier or more difficult to make a decision? Did players have any difficulty deciding whether the colonists were sharing a fact, an opinion or a solution? How would asking yourself that question (is this a fact, opinion, or solution?) change your opinion of what people tell you at home, at school, or at work?

Reiterate the solution they decided on by the end of the game. Why did they make it? Is there another solution you think the colonists should have considered to solve this problem?

Ask the person running the mouse – was there a time when the group decided the Captain should do something you didn't agree with? How did you handle that?

Estimated time to provide instructions and complete the game, including the debrief: 30 minutes. As with many games this activity offers opportunities for flexibility in terms of timing. After explaining the rules, actual game play is usually only 20-25 minutes long. Depending on your time requirements, you can play additional Quandary episodes. This will give anyone who didn't participate in the first episode an opportunity to control the mouse, or an opportunity for new partner teams to work together to see how that changes the dynamic of gameplay. It also provide players time to consider what they learned from earlier episodes to change the decisions they make in later ones.



Selecting the next session's topic

📖 Thank the group for choosing today's topic, and let them know it's time to pick the focus for the next session. Share the list of remaining topics as shown below.

1. Verbal communication
2. Non-verbal communication
3. Observation skills
4. Decision making
5. Problem solving
6. Teamwork
7. Flexibility and adaptability
8. Work ethic
9. Conflict resolution
10. Resiliency

✂ Take a poll: which of these topics would the group like to look at next? This poll should be done in the same format as the poll completed in the first session. A full list of possible polling options can be found in the Game Changers Course Facilitator Guide if needed.

📖 When the poll results are in, prepare for the topic chosen by reviewing that module.

Estimated time to complete: 5 minutes



Wrap-up and take-away

📖 Remind participants that we looked at several traits that are associated with good work ethic today. Let the group know that before the next session, you would like them to look for someone who is displaying those traits either – it can be someone in their own lives, on TV or in a movie. Request they make notes about that person’s behaviour using the questions provided below. Let them know you’ll be asking for their observations at the start of the next session.

Who did you see demonstrating good work ethic? _____

Which of these traits did they display?

- | | |
|--|--|
| <input type="checkbox"/> A positive attitude | <input type="checkbox"/> Coachability |
| <input type="checkbox"/> Reliability | <input type="checkbox"/> Taking initiative |
| <input type="checkbox"/> Integrity | <input type="checkbox"/> Personal presentation |

How did you know they were demonstrating that trait? What were they doing? _____

📖 Provide participants with a copy of the handout “My Being-on-Time Game Plan” and recommend they use it to help them plan for what they need to do to be on time for work, school, or any other timed events they need to attend.

Ask for questions or comments about today’s session. Thank the group for participating, and remind them of the date and time of the next session. Please make a note of the homework assigned during this session, so you can review it during the session that follows.

Estimated time to complete: 5 minutes

📖 This concludes the module “Work Ethic”.