Moral Excellence In The WORKPLACE

Building Teamwork Through Character Development

The Peaceful Solution Character Education Program

Moral Excellence

In The Workplace

By Yisrayl Hawkins

Peaceful Solution Character Education
INCORPORATED

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The Peaceful Solution
Character Education Program

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Preface ----------g
Introduction---------- i
How To Use This Program---------- k

Chapter One: Wanted: Workers With Positive Character

Overview..... Page 1
Chapter One Lesson Plan .....Page 3
Student Pre-Test Assessment Form .....Page 6
Chapter One Lesson Content: Introduction .....Page 7
What Is Character?.....Page 9
What Is Personality?.....Page 9
Values & Character.....Page 10
Ranking Your Values .....Page 10
The Importance Of Moral Values To Character .....Page 11
The Positive Side Of Character .....Page 12
Positive Character Traits .....Page 12
Steps To Help You Develop Positive Character Traits .....Page 14
Developing Positive Character .....Page 15
Negate The Negative .....Page 16
Negative Character Traits .....Page 16
Steps To Help You Eliminate Negative Character Traits.....Page 18
How Does Personality Affect the Workplace? .....Page 19
What's Your Personality? .....Page 20
Looking Beyond Personality .....Page 21

Chapter Two: Self-Control: The Essential Ingredient To A Successful Work Environment

Overview .....Page 23
Chapter Two Lesson Plan.....Page 25
Chapter Two Lesson Content: Introduction .....Page 29
Just What Is Self-Control? .....Page 30
Let's Look At A Scenario .....Page 31

Triggers ..... Page 32
The Effects Of Negative Thoughts ..... Page 33
S.T.O.P. Acronym ..... Page 34
Change Negative Thoughts To Positive Ones ..... Page 35
Putting It Into Practice ..... Page 36
Use Self-Control To Handle Your Emotions ..... Page 37
Let Your Choices Lead You To Success ..... Page 40
Stem The Tide Of Violence In The Workplace With Self-Control ..... Page 41
Use Self-Control To Follow These Guidelines
For Maintaining A Healthy Workplace Environment ..... Page 43
Respect Requires Self-Control ..... Page 44
Stop And Think! Questions ..... Page 45

Chapter Three: Mine, Yours And Theirs: Ownership In The Workplace
Overview ..... Page 47
Chapter Three Lesson Plan ..... Page 49
Chapter Three Lesson Content: Introduction ..... Page 51
Obtaining Belongings ..... Page 52
True Life Example ..... Page 53
Accept Another's Decision ..... Page 54
Use Of Workplace Items ..... Page 55
Stop & Think ..... Page 56
What It All Boils Down To ..... Page 57

Chapter Four: Ask: More Than Just A Three-Letter Word
Overview ..... Page 59
Chapter Four Lesson Plan ..... Page 61
Chapter Four Lesson Content: Introduction ..... Page 65
The Importance Of Asking ..... Page 66
What We Should Ask For ..... Page 67
Why Should We Be Consistent In Asking? ..... Page 67
Putting It Into Practice: Scenario A ..... Page 68
Scenario B ..... Page 69
Scenario C ..... Page 70
Scenario D ..... Page 71
Scenario E ..... Page 72
Scenario F ..... Page 73
The ABC's Of Asking: Always Be Consistent ..... Page 74

Chapter Five: Respect: Give It Freely

Overview ..... Page 75
Chapter Five Lesson Plan ..... Page 77
Chapter Five Lesson Content: Introduction ..... Page 81
So, Just What Is Respect? ..... Page 82
Disrespect Results In… ..... Page 83
Putting It Into Practice: Scenario A ..... Page 84
Scenario B ..... Page 85
Scenario C ..... Page 86
Scenario D ..... Page 87
Scenario E ..... Page 88
Scenario F ..... Page 89
Respectful Communication And Interactions In The Armed Services ..... Page 90
Simple Points To Help ..... Page 91
Take The Steps To Respect ..... Page 92
You Have To Have The Right Attitude To Deal With Disrespect ..... Page 93
Are You The One Who Is Being Accused Of Disrespect? ..... Page 94

Chapter Six: Responsibility Brings Results

Overview ..... Page 97
Chapter Six Lesson Plan ..... Page 99
Chapter Six Lesson Content: Introduction ..... Page 101
Take the Responsibility Quiz ..... Page 102
It's About Character ..... Page 103
You Have A Responsibility To Communicate Effectively ..... Page 106
Use Words Effectively ..... Page 106
Tone of Voice Counts Too ..... Page 107
Are You Aware Of Your Facial Expressions? ..... Page 107
Responsibility Using All Forms Of Communication ..... Page 108
Types Of Workplace Communication ..... Page 108
Tips For Responsible Communication ..... Page 109
Stop And Think ..... Page 111
Communicating With Your Boss ..... Page 112
It's All About Attitude ..... Page 113
Attitude Checklist ..... Page 114
Be A Team Player ..... Page 115

Chapter Seven: Honesty: A MUST In The Workplace

Overview ..... Page 117
Chapter Seven Lesson Plan ..... Page 119

Chapter Seven Lesson Content: Introduction ..... Page 123
Being Honest, What Exactly Is It? ..... Page 124
What Does It Mean To Be Honest In The Work Environment? ..... Page 124
Honesty Means Following The Rules ..... Page 125
Honesty Means Being Truthful ..... Page 126
Honesty Means Giving Credit to Others ..... Page 127
Honesty Means Being Trustworthy ..... Page 128
Honesty Means Being Timely ..... Page 129
Honesty Means Not Usurping Authority ..... Page 130
Honesty Means Not Stealing Someone's Reputation ..... Page 133
Honesty Checklist ..... Page 135

Chapter Eight: Management Leads With Character

Overview ..... Page 137
Chapter Eight Lesson Plan ..... Page 139
Teacher Resource Sheet – Listening Scenario Cutouts ..... Page 142
Student Post-Test Assessment Form ..... Page 143
Chapter Eight Lesson Content: Introduction ..... Page 145
Management Is About Leadership ..... Page 146
Successful Managers Are Knowledgeable ..... Page 146
Successful Managers Are Observant ..... Page 147
Successful Managers Are Decisive ..... Page 148
Successful Managers Train Their Employees ..... Page 149
Successful Managers Are Personable And Approachable ..... Page 149
Successful Managers Are Active Listeners ..... Page 150
The Following Points Can Help You Become An Active Listener ..... Page 150
Successful Managers Mediate Conflicts ..... Page 152
Tips On How To Mediate Successfully ..... Page 153
Successful Managers Correct To Learn ..... Page 154
Successful Managers Encourage A Team Approach ..... Page 155
Successful Managers Learn To Delegate ..... Page 156
Successful Managers Take Initiative ..... Page 156
Successful Managers Must Acknowledge And Then Make A Plan
To Change Unacceptable Behaviors ..... Page 157
Do's and Don'ts For Dealing With Problem Behaviors ..... Page 157
Building Up Or Tearing Down? ..... Page 158
Successful Managers Have A Serving Attitude ..... Page 159
Do A Quick Evaluation Of Your Attitude ..... Page 159
Successful Managers Demonstrate Positive Character Traits ..... Page 160
Putting It Into Practice ..... Page 161
A Few Final Thoughts ..... Page 163

Preface
Why This Program?

This program, *Moral Excellence In The Workplace*, was developed by *The Peaceful Solution Character Education Incorporated* to promote positive, moral character in the workforce all across this nation and around the world. Positive moral character is just as valuable in our work environments as it is in our schools, homes and all other aspects of society.

As a matter of fact, it is the ultimate goal of the *Peaceful Solution Character Education Program* to prevent problems from arising in the first place. This can be successfully accomplished by providing training in positive moral character and then practicing positive moral behavior in all situations and interactions we encounter. Accomplishing this goal will produce a more peaceful, safe, productive and healthy way of life for all.

Training in character education is becoming popular in homes, community centers, youth groups, primary and secondary classrooms, universities, and penal systems. We now offer training to promote a more cohesive, productive work environment. The *Peaceful Solution Character Education Program* is essential to all areas of society, promoting peaceful values globally. We've established a universal code of conduct that is essential to the development of peace for everyone in all walks of life and for all ages.

A workforce can be made up of people from different environments, cultures and religious beliefs. It can include service and technological industries, research facilities, or even military and police departments. It is a fact that every individual needs to develop positive character. Yet, not everyone is raised to know, for example, what respect is or how to show respect to others and their belongings; nor does everyone know how to control their anger and other negative emotions in the midst of setbacks.

Despite such a wide variety of character and personality traits, moods, opinions and personal stressors, we are often placed in confined spaces to work together and accomplish goals. This is no small task! Not only do we have to serve others, make products and meet deadlines, but we must also fulfill these obligations amidst people who are often times very different from us and whom we may know very little about. One thing is sure: we are all humans. We all have value as unique individuals and we all deserve to be respected and treated fairly.

For many of us, we may spend more time during the week in our work environments and with our co-workers than with our own families. The work community for many can become a "home away from home". Interacting with positive character traits will make the difference between a productive and satisfying day and one fraught with frustration or feeling you've

not carried your load. In short, it is the difference between looking forward to your job and dreading it. When looked at from this standpoint, coupled with the increase of violent occurrences in workplaces, it is easy to see why we should make the *Peaceful Solution Character Education Program* an integral part of the work environment.

Schools of higher learning focus on training individuals how to develop careers in various fields. Rarely, if ever, is there any focus on teaching students how to develop traits such as self-control, honesty, respect, or the importance of positive interaction. How then can we expect adults entering the workplace to consistently exhibit these positive character traits? How can we expect them to interact with consideration and respect and to treat others fairly?

We assume that as children grow and mature they will automatically develop moral character traits. This could not be further from the truth. Children and young adults are routinely bombarded with the entertainment industry that glorifies violence, disrespect, dishonesty; just to name a few. In addition, most schools do not offer character education as a mandatory part of the curriculum. Families are becoming increasingly dysfunctional and a greater number of children suffer from emotional, sexual, and physical abuse. With so few examples of positive moral character in our daily lives, as well as a lack of formal character education in our schools, is there any wonder we, as a society, are experiencing the issues, conflicts, and violence that are erupting in workplaces throughout the world?

Just think about it. We send children to school to learn to read and write. We send adults to schools of higher learning to learn trades and build businesses. Doesn't it make sense that training in positive character development should be of equal importance at all levels of society? Take the first step to learn and then practice the *Peaceful Solution Character Education Program*. As you embark on your study of *Moral Excellence In The Workplace,* pay close attention to the behavioral modification skills that are taught. It is a proven fact that when practiced, these techniques can change an environment where there is dishonesty, disrespect and intolerance, to one where there is trust, greater respect and better communication and interaction.

Through character education, we can develop work environments where employees interact with care and concern and are willing to work out conflicts peacefully and put forth genuine effort to complete all tasks to the best of their abilities.

Introduction

Character Education is no longer just for school age children. The *Peaceful Solution Character Education Program* was designed to facilitate the development and growth of a positive moral character in participants, both young and old, regardless of their age, nationality, religion, or occupation. This Program has brought measurable benefits to leaders, law enforcement centers, early learning centers, youth groups, church organizations, elementary, intermediate and high schools, colleges, as well as after school, summer and community programs. Additionally, the *Peaceful Solution Character Education Parenting Program* has helped thousands of parents learn how to become positive moral people in order to raise morally outstanding children.

In this Program, *Moral Excellence In The Workplace,* the focus is on character education as an important aspect of on-the-job training. It is not uncommon that before an employee is officially hired he or she must undergo orientation and training. But, with so many people being terminated for stealing, insubordination, or sexually inappropriate behavior, traditional orientation and training are no longer adequate. Think of the wasted time and effort in orienting and training employees only to later fire them for intolerable behavior, or for failing to follow rules and procedures.

Training in moral character as presented through the *Peaceful Solution Character Education Program's Moral Excellence In The Workplace* encompasses not only behaviors, but attitudes and communication skills as well. It promotes teamwork, respect for authority, responsibility and self-control. With behaviors such as theft, harassment, tardiness, absenteeism, conflict and aggression on the rise, we cannot delay putting this program in place to help decrease, if not eliminate, these problematic issues.

Let's face it, although we try to the best of our abilities to learn as much as we can about a prospective employee *before* he or she is hired, we can only learn so much. Usually, a person's true character becomes apparent only *after* he or she has been caught breaking the rules, or is involved in a tragic incident, the kind we hear about on the nightly news and read about in the newspapers. Could training in positive moral character have changed the outcome of some of these tragedies? Absolutely.

Wherever there are people working together, the *Peaceful Solution Character Education Program Moral Excellence In The Workplace* can help improve their interactions by raising the standard of proper and acceptable conduct. By including this Program as part of the training in your place of employment, you will be taking measurable steps towards making your work environment a more respectful, productive, stress-free, and peaceful place for all.

By incorporating this Program in your work setting, your employees will recognize the concern you have for them as individuals. Much of what your employees learn in this program will assist them not only with work-related issues, but personal issues as well. Often times, employee's personal problems accompany them to the workplace, affecting their job performance and making the work environment tense and stressful. The fact is character education accompanies us wherever we go and many employees will benefit from this Program professionally and personally. Their appreciation will greatly assist you in developing an excellent employer/employee relationship and work environment.

The *Peaceful Solution Character Education Program Moral Excellence In The Workplace* will provide an easy to understand method of communication that all employees, regardless of language barriers, ethnicity, personality, culture, or religion can utilize to facilitate better, more peaceful interactions.

How To Use This Program

The *Peaceful Solution Character Education Program* introduces true moral values in relation to the workplace in simple, easy-to-follow lessons. This Program consists of eight lessons. Each lesson builds on the last in order to reinforce the main concepts taught. We recommend that they be used in the order presented to get the full benefits.

Create a work environment where staff can practice what they have learned through their interactions with others. Learn, practice, evaluate progress, and then succeed are the principles on which our Program is based.

When teaching *Moral Excellence In The Workplace*, be careful not to be obvious about personal situations within specific work areas. No one likes to be singled out. Consider cultural and religious differences of individuals. Sometimes even language barriers can exist. When working together and issues arise, often everyone already knows someone messed up. At that time, no one needs people reminding them of the "mess up", but sincere, peaceful help in finding a way to fix the problem.

When there are tense, conflictive situations, it may be best to have a *Peaceful Solution Character Education Program* representative, who is objective and has no other association with the company, come to do an in-service training.

Purpose/ Objective

Each lesson plan begins with a purpose/objective, a clear statement of the goals to be met in order for the lesson to be successful. Refer to the purpose/objective at the end of each lesson to ensure that you have accomplished the desired goal.

Materials

Preparation and organization will help the lesson run smoothly and more efficiently. Add your own creative presentation to fit your work environment. You know your work environment best, so utilize what will best stimulate the learning experience. Hands-on material can help students effectively retain what they have learned. Encourage participants to obtain their own manuals to reference and review the information they have learned.

Procedure

Read the entire lesson procedure and text prior to your presentation. Begin the lesson by motivating students towards the purpose (the goal of the lesson) and by making them aware of the need for that goal. Go through the procedure step by step. Ask questions periodically to be sure your students understand what is being presented. Use stimulating material, such as roleplays, demonstrations or news articles to enhance learning.

Activities

The lessons also include activities--which are designed to reinforce the purpose of

the lesson. All activities give students the opportunity to practice newly learned skills, and put these skills to work in real-life situations. They also make the learning experience more enjoyable. Frequently, scenarios are included in the text, which can be used to creatively address areas of concern.

The Role of the Peaceful Solution Character Education Program Teacher

When you choose to use the lesson plans provided in the *Moral Excellence In The Workplace,* you are on your way to becoming a Peaceful Solution Educator. Educators of the *Peaceful Solution Character Education Program* play an important role in the lives of those they teach. Unlike many other subjects that are taught in the workplace to improve morale, communication, motivation, or productivity, character education affects all aspects of life. Participants can use these lessons to improve not only their work environment, but also their personal lives as well. We can set the stage to help build strong moral character and positive decision-making skills by modeling and encouraging others to practice the main concepts in the lessons throughout the day. *The Peaceful Solution Character Education Program Moral Excellence In The Workplace* offers a solution to the problems in today's workplace environments and provides you with the necessary tools to make a difference by educating people today on the values and morals they will need for a lifetime.

Chapter One

Wanted: Workers with Positive Character

Overview

Read the "Jobs Wanted" section of the classifieds and you will notice that even before experience, employers request positive character from perspective employees. "Looking for responsible, caring workers," "Hard workers with a positive work ethic needed," are examples of the ads you are likely to come across.

In this chapter, you will learn that people with positive character, possessing traits like self-control, respect and honesty are what make healthy, productive work environments and successful businesses. **Character** is *the combination of morals and beliefs that dictate how we treat others, our environment and ourselves.* It is the means by which we distinguish between right and wrong. But, as important as character is, personality can easily obscure both a positive or negative character. **Personality** is *the combination of personal preferences, qualities, attitudes, likes, and dislikes of an individual.*

Our personality is what we take on a job interview. The warm smile and cordial greeting, the well-pressed suit and polished shoes say, "I'm here to impress," and these personable traits usually do impress. However, the wise employer will look beyond what the eye can see, investigate the perspective employee's past work history, as well as personal and professional references.

When we consider the harm that can come from mistaking a pleasant personality with a positive character, we can clearly see the importance of learning to differentiate between the two for the betterment and safety of our work environments.

Chapter One
Lesson Plan
Topic: Wanted: Workers With Positive Character

PURPOSE/OBJECTIVE

Students will learn what character and personality are. They will explore the differences between the two and how they are related to the workplace environment.

MATERIALS

- Student Pre-Assessment Form (one per student)
- Paper and pens/pencils

PROCEDURE

1. Introduce the *Peaceful Solution Character Education Program Moral Excellence In The Workplace*. Explain that character education is a unique concept in the workplace. Guide class feedback by asking why is it important to learn about character? Why is it important in the workplace? Take as many answers as time permits, then explain to students that character education will teach them to:

    a. Recognize the difference between right and wrong behavior.
    b. Improve employee decision-making skills.
    c. Improve the quality of living by becoming the best each individual can be and motivating others to do the same.
    d. Create better interpersonal skills between employees and clients.
    e. Create a more unified team within the workplace.

2. Pass out books as available or copies of the **Student Pre-Assessment Form**, found on **page 6**. Ask students to take a few minutes to complete it. Allow an open discussion with students on their expectations of the class and how they think it will make a difference in their work environments.

3. Tell students that in today's lesson they will focus on what character is and how it is developed. Discuss the process of someone interviewing for a job position. Emphasize that first impressions are important, but to know

whether a person has a sound moral character an employer has to look further. Explore how the employer or supervisor often checks personal and professional references and work history to determine a person's character. Read the **"Sample Job Advertisement"** for employment:

> **Wanted**
>
> We need responsible, caring people to work with the elderly. Only apply if you have flexible work hours and a safe driving record. You must also be willing to work under stress, showing patience and compassion.
>
> **Only people with these qualities need apply.**

Have students identify character traits the employer is looking for. Stress that character plays an important role in hiring/firing from a company.

4. Have students turn to the section entitled **Introduction** found on **pages 7-8** and summarize key points. Ask volunteers to define character and personality. Choose a volunteer to read the sections entitled: **What Is Character?** and **What Is Personality?** found on **page 9**. Ask class: What is the fundamental difference between character and personality? *(Character is the means by which we distinguish between right and wrong; personality is the combination of our personal preferences and social skills.)* Tell students that the combination of personality and character makes each person unique and valuable individuals.

5. Explain to students that moral values clearly distinguish character from personality. Summarize key points found on **pages 10-11** under the heading, **Values & Character**. Discuss moral values and the role they play in the interactions of all people. Include that **morals** are *principles or beliefs that govern the way people think and behave*. Morals help us understand that despite our ethnic, age, religious or gender differences all people should be treated with respect and have a right to live in peace. A moral attitude towards others also includes the safety and respect of their belongings.

6. **Activity—**Divide the class into groups. Assign a writer and spokesperson for each group. Have the writers for each group draw two columns on their papers. Head one column "Moral Behavior In The Workplace" and the other column, "Immoral Behavior In The Work Place." Instruct the groups to brainstorm examples for each column. Remind them that examples involving their immediate workplaces should not be used. Allow groups to share their findings with the class. Have a general discussion about the atmosphere in

the work environment when people behave immorally towards each other. *(sexual harassment, conflicts between co-workers, theft, disrespect, etc.)* What is the atmosphere like when people behave morally towards others? *(respectful, safe, kind, etc.)* In which environment would they rather work?

7. Tell students that a person's character becomes evident by the moral choices they make. People make both positive and negative choices, so character is a combination of both positive and negative traits. Review with students the lists of both **Positive** and **Negative Character Traits** found on **pages 12-13** and **pages 16-17.** Negative traits, such as irresponsibility and disrespect could negatively affect a workplace. In contrast, positive traits such as honesty and respect support moral principles and can make the work environment a positive and productive place. Discuss the **Steps To Help You Develop Positive Character Traits** on **page 14** and the **Steps To Help You Eliminate Negative Character Traits** on **page 18**.

8. Inform students that now that they have a better understanding of character, they can focus on understanding what personality is and how the two are different. Reiterate that **personality** is *the sum of our likes, dislikes, and attitude.* Read or have students read **pages 19-20**, the section entitled, **How Does Personality Affect The Workplace?** Have students complete the **What's Your Personality?** exercise on **page 20** and allow volunteers to share with the class some of their personality traits and the type of personalities they like in others.

9. Guide class discussion by asking students to identify some of the drawbacks of employees being hired on the basis of personality alone. Emphasize that together character and personality paint a complete picture of who we are. Read or have students read **page 21** entitled **Looking Beyond Personality**. Allow students a few minutes to write two to three character and personality traits of people they like to work with, and two to three character and personality traits of people they would rather not work with. Have students explain why for both lists. Allow volunteers to share with the class.

10. Conclude by explaining that the process by which we are interviewed for a job is evidence that character and personality are vital to the workplace. Reiterate the importance of learning about character so that we can foster pleasant and productive work environments.

(Note: The *Peaceful Solution Character Education Incorporated* values any feedback you would like to share regarding the behavioral modification noted after this program is taught. Please send your valuable feedback to info@peacefulsolution.org.)

The Peaceful Solution Character Education Program
Student Assessment Form
PRE-TEST

Date: _____ City, State, Country: _____

Please check the appropriate box for each statement to the best of your ability. Do not leave any statement blank.

1. There is a difference between character and personality.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

2. My values are those things which are important to me.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

3. Moral values are the foundation of a positive character.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

4. I can improve my character.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

5. Everyone has a right to ownership.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

6. The work environment can influence my character.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

7. Thoughts lead to feelings, which lead to actions.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

8. I can control my thoughts, feelings, and actions.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

9. Being consistently on time for work is a moral choice.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

10. My belongings are safe in my work area.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

11. My work area is a friendly, comfortable place.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

12. A combination of both moral character and skills make a positive manager.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

13. A manager needs to know how to communicate effectively.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

14. Developing moral character can have a positive effect in the workplace.
❑ Strongly Disagree ❑ Disagree ❑Don't Know ❑ Agree ❑ Strongly Agree

Chapter One
Lesson Content
Topic: Wanted: Workers With Positive Character

"For a business to remain successful it must be built with a positive moral character as its foundation."

~The Peaceful Solution Character Education Program

INTRODUCTION

In today's world, in almost every nation, technology, industry, and machinery are highly advancing. However, there has been little advancement made to man's character. Instead of peace, nations are being provoked to anger. The same holds true in the workplace and business establishments. There are countless news reports concerning corporate and business scandals, improper use of companies' resources, theft, kickbacks, insider trading, embezzlement, sexual harassment, discrimination, unethical decision-making, and improper codes of conduct. All of these scandals and corrupt business practices result in higher prices for products and services, decrease in worker productivity, decrease in consumer confidence, increase in internal conflicts within a company, loss of employee pensions and, in some cases, are causing companies to default on financial obligations, resulting in bankruptcy.

What each person needs right now and what is lacking is a perfect guide for responsible behavior. What we all need in the workplace, first and foremost, is to know how to have positive interactions, but did you know that this is dependent upon character?

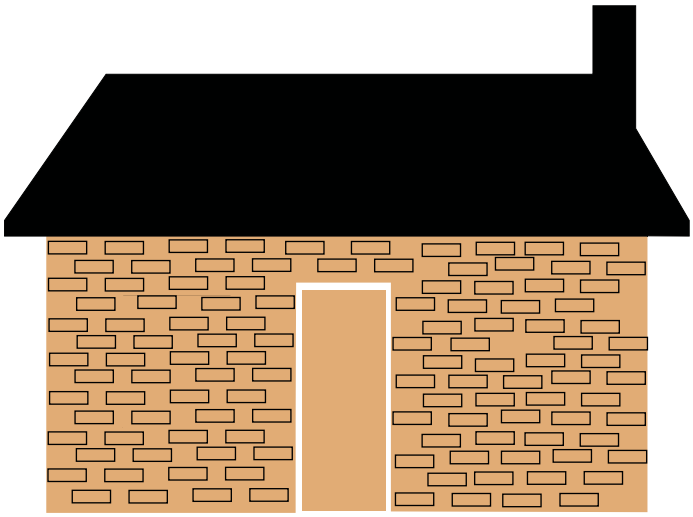
How often can you recall using the following statements to describe people you know or have recently met? "He seems okay, but I wouldn't trust him." "I've only spoken with her once, but she seems nice." Simple statements like these describe a very complex combination of behavior known as character and personality. Coupled with physical features, character and personality help to make each person a unique individual.

In this first chapter of the *Peaceful Solution Character Education Program Moral Excellence In The Workplace*, you will learn what character is and the importance of developing a positive character in the workplace. You will see that character plays an important role in how we conduct ourselves and interact with others in the workplace, and within society as a whole, because all people deserve to be treated fairly and with respect, no matter their cultural, social, or religious background. You will explore how character and personality are developed and why it is essential that you learn to distinguish between the two. Although there is a clear distinction between character and personality, the two can be easily confused, and often personality is used to describe character. When people are unclear about the differences between character and personality, they can make assumptions about each other that are inaccurate and sometimes detrimental.

Understanding the importance of a positive character, knowing how to obtain it and then being able to tell the difference between character and personality are steps towards achieving true success in developing a positive moral character. This will contribute to a more peaceful and harmonious work environment, boost employee morale, enhance communication, improve worker productivity and employee conduct, increase the ability to solve problems without conflicts and decrease theft and misuse of company resources. This chapter teaches the foundation to building a positive moral character in the workplace and in the lives of individuals.

What Is Character?

Character is the combination of morals and beliefs that dictate how we treat others, our environment and ourselves. It is the basis on which our every thought, action and decision are derived. Furthermore, it is the means by which we distinguish between right and wrong. For example, an honest person is one who can be trusted not to steal. Every facet of society will benefit from people who are honest. Therefore, character defines a universal code of conduct necessary for all people.



Character is our foundation, like a solid brick house.

What Is Personality?

Personality is the combination of personal preferences, qualities, attitudes, likes, and dislikes of an individual. An example of this would be the type of hobbies you like, whether you like sports, dance, art, style of dress/fashion, type of music you like to listen to, various cuisines you prefer, as well as countless other qualities. All of these things make up your personality.

Just like paint and flowers make a house unique, so too does personality make each person different from the next.

Values & Character

Our values are the principles or qualities we consider to be important or worthwhile. Values play a key role in the formation of our character and personality. Some values pertain to what we want to accomplish in life and what we consider beautiful. There are also personal values such as hygiene and appearance, as well as music and art. What we value comes from several sources. Our first and most influential teachers were our parents/guardians. The things we value are largely in part to how they influenced us. Other people who played a significant role in our lives also influenced our values. These include teachers, babysitters, friends, relatives and employers.

The sum of our values is called our value system. Our value system is the means by which we rank or prioritize the things that are important to us. How we prioritize our values is the basis by which many of our decisions are made. Just as no two people are exactly alike, no two people have the same system of values. Even members of the same family may have different values. For example, you may love staying home and reading, while your spouse enjoys sports, or while you may love to cook, your sister can't boil water or butter bread.

The most important thing to remember about your values is that they can change based on your education, experiences, influences and environment. Therefore, periodically evaluate the things that are important to you. Ask yourself if what you value will support your positive growth and character development. Your values help you to make choices that determine how you live your life and how you treat others.

Ranking Your Values

Directions: Read the following list of values and rank them from 1-12 where 1 is most important and 12 is least important.

____Career/Work	____Family
____Sports	____Vacation
____Hobbies	____Religion
____Marriage	____Friends
____Education	____Health
____Money	____Positive Character

The Importance Of Moral Values To Character

One of the key factors that distinguish character from personality is called **moral values** or **principals**. Moral values clearly separate what is right from wrong and they are the foundation of character, because they govern the way people think and behave. In general, moral principles are considered universal, because people from all over the world agree with and uphold them. For example, ownership is a moral value that is accepted universally. People all over the world regard their possessions as important and valuable. They protect and guard their belongings from harm and theft. When we respect the possessions of others by asking permission to touch, use, or borrow we are making a moral or right choice. Stealing, vandalizing and destroying property are immoral or wrong choices. Even briefly using an object that belongs to someone else, without asking first, may lead to conflict.

Three Basic Categories Of Morality:

1. Behavior and attitude towards all life: Moral principles in regards to peoples' lives mean acknowledging and accepting that life is valuable and that all people, regardless of ethnicity, religion or gender have the right to live and work in safety and have the potential to contribute to society.

2. Behavior and attitude towards possessions and property: Everyone has the right to own their belongings without fear of it being stolen, vandalized, or destroyed.

3. Behavior and attitude towards the environment: All people have a responsibility to care for our immediate environment and for the world around us.

Having morals is an important way to define your character. Moral values set boundaries that help an individual demonstrate appropriate behavior towards self and others. In other words, when a person has moral values, he tries to distinguish between right and wrong and make choices that are respectful and thoughtful of all life and the environment. This results in more peaceful relationships with others.

Our character is a combination of the moral values that we have been taught, as well as values that include work ethics, education, hobbies, and so on. In addition to values, your interactions with others and their influences have also helped to mold and shape your character, making you into the person you are today.

The Positive Side Of Character

Your character is made up of many different qualities. They are called **character traits**. Character traits can be either positive or negative based upon your values, what you have been taught, your choices and your experiences. The key to having moral character is to develop positive character traits. When you demonstrate these traits on a consistent basis, you will be known as a person of integrity. People who have moral character show, by their actions and attitudes that they care about themselves, others and the environment.

Today, with so much emphasis placed on being popular, we find that the work environment is not exempt from this influence. However, it is important to note that most employers put greater emphasis on productivity rather than popularity. Therefore, striving to be a diligent, responsible, dependable and trustworthy employee will go a long way in securing job stability over another who appears to be everyone's friend and confidant.

In addition, becoming a person of integrity is a valuable asset not only in your workplace but also in your personal life. Developing positive character traits will benefit you your entire life. Knowing you have the ability to control your thoughts and actions is not only reassuring but also rewarding in many ways. People who have moral character care about themselves and others. Their actions and attitudes demonstrate this point consistently in their interactions and relationships.

Positive Character Traits

Become familiar with these words that describe moral character traits and strive to make them a part of your character.

Educated: *Getting all the facts and making sure they are correct before making a decision.*

For example, when you hear about a new product on the market, you do research and check testing and safety records to see if it will benefit your customers before you begin selling it.

Respectful: *To value others as important as yourself and to allow that to show through your actions and attitudes.*

For example, you address everyone with a polite greeting when you walk into the building or onto the job site.

Patient: *Demonstrating self–control and remaining calm through setbacks.*

For example, you need to speak with your supervisor concerning an important matter, but every time you try to speak to him, his phone rings. Although you feel frustrated, you patiently wait until he has time.

Honest/Trustworthy: *Being fair, sincere and straightforward.*

For example, you accidentally knocked some fuses off one of the inventory shelves and broke a few. No one saw you, but you tell your supervisor anyway.

Humble: *Not being proud or arrogant.*

A humble person will not argue, dispute nor disobey set rules. For example, you are supposed to check in with the foreman when you arrive at the job site. Even though you have to walk halfway across the site to find him, you do it anyway.

Thankful: *To be conscious of the benefits that you have received.*

Thankful people find joy in what they have, instead of worrying or being upset about what they don't have. For example, you didn't get the promotion you wanted, but you are thankful you still have a job.

Forgiving: *To refrain from holding anger or resentment towards someone who has wronged you.*

For example, your co-worker gossiped about you. You are certain that the negative information she told others caused you to lose a promotion. You decide to forgive her, because holding a grudge would affect not only your professional life, but your personal life as well.

Steadfast/Persistent: *You are determined not to give up or change what you have set out to accomplish.*

For example, you are determined to improve your character. You refuse to become involved in gossip and encourage others not to take part in this harmful behavior.

Self-Control: N*ot yielding to impulsive thoughts and actions.*

For example, your co-worker was very rude to you. Although you were upset you realized that confronting him when you were angry could make the situation worse. You waited until you calmed down and then dealt with the situation appropriately.

Compassion: *To care about the needs of others.*

For example, you hear a couple of the workers making racial slurs towards another worker. You point out to them that it's not appropriate and you notify the supervisor immediately.

Considerate: *Having regard for another's feelings.*

For example, you see a co-worker with her hands full trying to open the door to her office. You offer to help her.

Responsible: *To complete your duties and obligations to the best of your ability; to be accountable.*

For example, you arrive to work on time every morning and remember to clock in.

How many of these positive character traits do you recognize in yourself? When you possess these traits you can feel positive about yourself and your ability to interact with others in a meaningful and caring way. In like manner, when people around you exhibit these same positive character traits and treat you accordingly, *you* feel appreciated and respected. In essence, this is what the *Peaceful Solution Character Education Program* teaches. By simply interacting and communicating using these positive character traits, we can avoid hurting and devaluing each other.

If you find that you are lacking any of these positive character traits, choose to set a goal to develop them. You can develop a character trait by first evaluating why it is important to you and how it can be beneficial to yourself and others.

Steps To Help You Develop Positive Character Traits

3. Evaluate all the ways achieving that positive trait will greatly improve the lives of your co-workers, family and friends.

2. List all the ways achieving that positive character trait will improve your life.

1. Consider why you want to obtain a certain positive character trait

For example...

Let's say you want to develop the character trait of being thankful. The first step is to consider why you should be thankful. Next, list all the things you have to be thankful for; such as food, clothing, your family, a job, your health and so forth. Often these things are taken for granted, and we forget to be thankful for them. Make another list of how being thankful can affect the people you interact with everyday. For example, a thankful person appreciates and takes care of their belongings and treats others with respect. You can use these same steps to develop any character trait that you are lacking.

Developing Positive Character

Complete the following exercise to help you in your quest to develop positive character traits.

List three positive character traits that you would like to achieve/improve upon.

_____ _____ _____

How can developing these traits help to improve your personal life? _____

_____

_____

_____

_____

_____

How can developing these traits help to improve your professional life? _____

_____

_____

_____

_____

_____

What are some ways you can develop these traits? _____

_____

_____

_____

_____

_____

_____

_____

Developing positive character traits takes commitment, dedication and consistency. Changing yourself from the inside out is not always easy, but is well worth the effort.

Negate The Negative

Although it might be difficult to admit that we have some negative traits, changing them begins with being honest with ourselves. Become familiar with these words that describe negative character traits and strive to keep them out of your character.

Negative Character Traits

Uneducated: *Making a decision without getting all the facts.*
For example, Mary found the supply closet unlocked and decided to lock it without checking with the supervisor. She later found out repair men were coming and the closet was left unlocked on purpose. Her supervisor had to go back and unlock it a second time for the repair men.

Disrespectful: *Lacking courtesy, esteem or honor.*
For example, Don was very polite to his supervisor but very unkind to the other workers.

Impatient: *To be short-tempered and easily aggravated.*
For example, Jane needed to speak to her supervisor, but he was with a customer. She checked back three more times in five minutes, but he was still occupied. Finally, she interrupted and said she needed to talk to him.

Dishonest/Untrustworthy: *Deceitful, unable to be trusted.*
For example, when Patty is the waitress for her friends, she gives them free food when her manager isn't there.

Arrogant: *Proud, overbearing, not humble.*
For example, the new cashier has a cocky attitude toward the supervisor, interrupting him when being corrected and making derogatory remarks behind his back.

Envious: *To resent what someone has, at the same time wanting what he or she possesses.*
For example, Joe is almost always the first one sent out when an emergency call comes in. Mike is envious because he isn't a first responder so Mike tells their captain lies to try to make Joe look bad.

Selfish: *A lack of concern for the needs of others and only thinking about oneself.*
For example, Bob was in a bad mood and ignored everyone he passed in the office. He just wasn't in the mood to deal with them.

Hateful: *An intense emotion that results in extreme dislike and hostility.*
For example, Becky hates the fact that Susan catches onto things quickly and has great leadership skills. Susan is always the one the boss goes to first when there is an important project.

Aggressive: *Hostile, violent behavior that can be both physical and verbal.*
For example, Paul had an argument with his boss. Paul became verbally abusive and knocked over a chair as he was leaving the room.

Lacking self-control: *To act impulsively.*
For example, Marly loves to gossip. She leaves her work throughout the day to go to her fellow co-workers to fill them in on her latest discoveries and to get the "scoop" on everyone else.

Pessimistic: *Unable to see the positive side of a situation; always thinking negatively.*
For example, John grumbled and complained about the new policy. He was unwilling to work with the new procedures and made it known to everyone.

Revengeful: *To seek retaliation or desire to get even.*
For example, while Sylvia was speaking at a meeting, a co-worker interrupted her. Later that day when she walked by the co-worker's desk, she tipped her coffee over and kept walking.

Irresponsible: *Not completing duties or tasks. Not accountable for one's actions.*
For example, Angela is repeatedly late to work. She blames the traffic, the drivers and even her own children for always being late.

Do you recognize any of these character traits in yourself? Although it might be difficult to admit that we have some of these negative traits, changing them begins with being honest with ourselves. To eliminate a negative trait from our character, the first thing we can do is to determine how that negative trait affects ourselves and others. Secondly, evaluate what might be the underlying cause of the negative trait.

For example, could the cause be insecurities? Are you envious? Do you have a tendency to lack self-control? Regardless of the underlying cause of a negative trait, the point is to acknowledge the harm it causes in your life and in the lives of others, and then begin weeding it out of your character.

Use the following chart to help analyze any negative character trait, what the root cause of that trait may be and some of the possible effects of having that trait as part of your character.

Negative Trait	Cause	Effects
Example: envious	*Insecure feelings*	*Unnecessary stress, conflicts, hurt and resentful feelings, etc.*

Now that you have identified some of the traits that need changing, how do you go about eliminating the negative?

Steps To Help You Eliminate Negative Character Traits

1. **Set your mind in advance to decide you want to eliminate a negative character trait**. Consider the hurt and harm that trait brings to others and to yourself. Clear your mind of thoughts such as, "It doesn't really matter if I'm jealous or not, it doesn't affect anyone else. " Hold yourself accountable for your every thought and set your mind to correct any negative thinking, so you can become the person you truly want to be.

2. **Focus on practicing self-control in all situations**. This means you have to be prepared ahead of time to deal with a situation when it comes up. Be prepared to stop, think, and consider your actions, always choosing to do the right thing. A right choice is one which will not bring hurt or harm to yourself, others, property, possessions or the environment.

3. **Think of others**. Stop thinking about yourself and consider the other person's feelings in any given situation.

4. **Remember, two wrongs never make it right**. Behaving in a negative way towards someone who behaved negatively towards you will never help the situation or create a peaceful environment.

5. **Have confidence in your own abilities**. You have been trained for the work you do. You are able to do your job successfully and you can ask for help when you need to. Don't compete against others, but rather determine to always strive to improve yourself. Your skills are unique and special to you. Don't put all your time and attention on what others bring to their work, that is on them. Work on making yourself the best at whatever you do.

6. **STOP for a moment and consider the consequences of your actions**. Bad choices **ALWAYS** come back to affect us in one-way or another. For example, if you are verbally abusive to someone else, it shows your own lack of respect and will affect your reputation.

7. **Find appropriate outlets for frustrations**. This might mean taking deep breaths, going for a long walk at lunch, or even speaking to your supervisor.

8. **Look for a solution in every situation you are struggling with**. Rather than focus on the problem, use positive character traits to find a solution. Control your emotions to avoid doing or saying something you will regret. If you are unable to find a solution on your own, talk to your supervisor.

9. **Keep trying... and trying... and trying...** Even if you do not handle a situation in the right way, realize you can start right that minute to try again. You can apologize and be determined to try again and do better the next time. Building positive moral character and eliminating negative character traits should be your two main focal points that will progress over time. Give yourself room to grow.

How Does

PERSONALITY

Affect The Workplace?

It is easy to confuse personality and character. So let's take a closer look at personality, because it also tells us about who we are. Remember, personality is made up of behavioral traits that are unique to each individual. Personality is a combination of your feelings, attitudes and preferences. It is the basis by which you choose to interact with others.

For example, when you first meet someone, you notice if they smile when they say hello. You may also notice if they are humorous, serious, outgoing or shy. Other aspects of your personality include such things as your preference for foods, colors and hobbies. Do you eat things for taste only or do you choose foods that are healthy? Do you like loud, bright colors or do you like quiet, softer colors? Do you choose hobbies for fun only or do you choose them for exercise or education?

Our work relationships are strengthened by similarities in our personalities. Shared likes will usually motivate co-workers to get to know each other better, and can help them to work together more efficiently. However, we cannot be too quick to judge someone's personality. The person who is quiet and reserved might appear to be conceited. The person who is talkative and frank might appear to be rude or aggressive. It is important to take the time to get to know others in order to appreciate who they are.

Differences in personalities can cause serious conflicts within the workplace. Are you quiet and well organized while your co-worker is loud and disorganized? Do you tidy up after yourself in the break room, while others leave their spilled drinks and garbage on the table? Working in an environment where personalities are opposite can be a challenge, and if handled inappropriately can cause resentment and hostilities.

Personality clashes in the workplace can result in character clashes as well. The quiet, neat, organized person working next to the loud, disorganized co-worker could one day lose his self-control and become verbally or even physically violent. In fact, personality conflicts can lead to people revealing their true characters. Let's face it, there are many different kinds of people, and regardless of our personality differences, we must learn to

work together peacefully. In the upcoming chapters, we will learn about the importance of accepting and tolerating the differences in others, as well as how effective, respectful communication can help to alleviate some of the tensions that arise due to conflictive personalities.

What's Your Personality?

Directions: The following is a list of common personality traits. Circle the ones that best describe you and put a check next to the personality traits you look for in others.

talkative	personable	carefree	careful
outgoing	serious	funny	sophisticated
sloppy	pleasant	adventurous	spoiled
sweet	clever	down to earth	affectionate
humorous	conceited	easy going	quiet
friendly	thoughtful	shy	boring
timid			

List three personality traits you like in others.

_____
_____
_____

List three personality traits you dislike in others.

_____
_____
_____

Are there any personality traits that you have that can be a problem for others? List them below and tell why.

_____
_____
_____
_____
_____
_____
_____

Looking Beyond Personality

Although personality is important in how we get along with others, it does not indicate the measure of a person's true character. Keep in mind that personality is what we notice right away when we meet someone. It is how we present ourselves to others. In fact, if we meet someone who appeals to us after only one conversation we think to ourselves, "Oh, he or she seems like a nice person."

Character, on the other hand, is what helps you to determine what is right and wrong. Character defines the way you treat yourself and the way you treat others. It dictates your moral and ethical beliefs. It is not as easy to recognize a person's character, as it is to recognize their personality. Sometimes a positive character may be hidden behind negative personality traits. So, the sloppy, boring worker may be very honest and compassionate.

Take the time to learn about a person's character, regardless of his or her personality, and look for ways to deal with someone's personality that is different from yours. To find out about someone's character, observe them while making a moral decision. How do they respond to the situation? For example, does your co-worker usually have something negative to say about others or is she consistently rude to customers? In the workplace environment you have to look past personality to recognize both positive and negative character traits.

The qualities that determine character are based upon the choices we make. It is up to us to recognize that these choices will, over time, establish a pattern of behavior. This pattern shows we have a tendency to act in a specific way. The important thing to remember is that each choice we make concerning how we treat ourselves, others and the environment determines the traits that we will develop.

Chapter Two

Self-Control: The Essential Ingredient To A Successful Work Environment

Overview

Self-control means not yielding to impulsive thoughts and actions. The ability to stop, think and then proceed on with a right choice is self-control and is essential for all employees to acquire and demonstrate at all times in order to have a peaceful work environment. Self-control is the foundation of all positive character and is what enables us to make responsible and respectful choices. What is a work environment like where even one employee does not practice self-control on a consistent basis? Employee theft, sexual harassment, insubordination, uncontrolled anger, and impulsive behaviors are only some ways a lack of self-control affects the workplace. It is a proven fact that problem employees can cost a company in overall productivity. Therefore, invest in training your staff to develop positive character traits, such as self-control.

Self-control, like other positive character traits, needs to be developed over time. Hence, the need for training employees how to develop self-control is an imperative part of a successful work environment. The problems that stem from a lack of self-control can be avoided if employees are taught what self-control is and encouraged to practice self-control to be respectful and responsible at all times.

Chapter Two
Lesson Plan
Topic: Self-Control: The Essential Ingredient To A Successful Work Environment

PURPOSE/OBJECTIVE

Students will learn that self-control is the foundation of positive character and is essential to a successful, productive, and peaceful work environment.

MATERIALS

- Paper and pens/pencils

PROCEDURE

NOTE: Before class prepare for demonstration for procedure 2 and activity in procedure 7.

1. Welcome students to class and encourage them to continue in their training of positive moral character in the workplace. Review the previous lesson by asking the following questions:

    a. What is the difference between character and personality? *(Character is the combination of morals and beliefs that dictate how we treat others, our environment and ourselves. It is the basis on which our every thought, action and decision is derived; the means by which we distinguish between right and wrong. Personality is a combination of our personal preferences, attitudes and basic interactions.)*

    b. Why is it important to emphasize positive moral character in the workplace? *(Character dictates the choices we make and how we treat others. A positive moral character includes traits such as responsibility, respect and self-control. These and other positive traits are what are needed in the workplace to ensure that we treat others appropriately and display a positive work ethic in order to work together peacefully and effectively.)*

2. **Demonstration**: Prior to class, choose two volunteers to role-play a situation where an employee is angry with a supervisor and is not displaying self-control *(raised voice, threatening)*. Discuss the role-play based on the following points:

a. Which negative character traits is the employee demonstrating? *(Lack of self-control, disrespect, irresponsibility)*

b. What are some short and long-term results of the employee's actions? *(The employee could be fired and will have poor references for future employment.)*

3. Tell students that without self-control, a foundational character trait, not only do we sabotage ourselves, but we can also put our lives and the lives of others in danger. Choose participants to read the **Introduction** found on **page 29** and also the section entitled **Just What Is Self-Control?** found on **page 30**. Discuss and expound. Emphasize that impulsive behaviors can lead to regret. Read the **Scenario** on **page 31** as a class, comparing the negative and positive thoughts and their respective consequences.

4. Talk to participants about experiences or situations that trigger or cause them to feel upset. Explain that everyone has triggers and are susceptible to them; therefore we must be prepared to deal with our triggers appropriately. Discuss the section entitled **Triggers** found on **page 32**. Have participants complete the exercises on **pages 32-33** and allow volunteers to share with the class.

5. Emphasize that triggers fuel negative thoughts and without self-control these thoughts can lead to poor choices. Introduce the **STOP** acronym on **page 34**. Go through it showing how in all our decisions, at work, home and elsewhere, we can use this acronym to help us make right choices. A right choice is one that will not bring hurt or harm to ourselves, others, possessions or the environment. Explain that the **STOP** acronym can help us to learn to control negative thoughts. Negative thoughts can fall into three main categories, "generalizations", "all or nothing", and "hateful and angry". These types of thoughts cause us to feel victimized, defeated, and hostile. Choose students to read the section entitled **Change Negative Thoughts To Positive Ones** found on **pages 35-36**. Stress the importance of recognizing these types of thoughts, in order to use self-control to stop them from affecting our choices. Have participants complete the chart on **page 37** entitled **Putting It Into Practice**. Allow volunteers to share their positive replacement thoughts with the class.

6. Explain that the next important aspect of developing and practicing self-control is to control our emotions. Have students re-visit **page 30**, re-emphasizing that our thoughts lead to feelings. Discuss with students the section entitled **Use Self-Control To Handle Your Emotions** found on **pages 38-39**. Inform participants that controlling our thoughts and feelings will enable us to think correctly. This, in turn, will help us make rational choices, which can lead to positive interactions and communication.

7. **Activity—Thoughts Lead To Feelings.** Prior to class write the following statements down on small strips of paper. Begin this activity by handing out the strips. Have volunteers take turns reading the statements.

"I can't even complete a sentence. She is always cutting me off when I try to give my opinion."

"I always get overlooked."

"My co-workers are so incompetent. Why do I have to do all the work?"

"He never listens to anything I have to say."

"My co-workers are disgusting. Why won't someone besides me clean this bathroom?"

"I can't believe he took my idea again!"

"These people are so sloppy. They leave their stuff everywhere!"

"They can take this job and shove it."

Discuss what feelings would derive from each thought. Are these feelings negative or positive? Discuss as a class what would occur without self-control. How could these feelings affect our choices and interactions? *(Answers will vary but can include negative feelings of anger or jealousy, could lead to speaking disrespectfully or damaging property. These choices could cause us to hurt others, cause conflict and strife in the workplace and possibly even lose our jobs.)*

8. Explain to students that when we control our thoughts and emotions we are better able to make right choices. Read the section entitled **Let Your Choices Lead You To Success** found on **page 40**. Ask students for some examples of a right choice. *(Answers will vary but can include, following rules and policies, being honest, showing respect, etc.)*

9. Lead a discussion with students about the rise of violence in the workplace. Allow them to name some examples they have seen on the

news recently. Cover points from the section **Stem The Tide Of Violence In The Workplace With Self-Control** on **pages 41-42** and discuss the basic guidelines to help control workplace violence. Stress the importance of using self-control to maintain a healthy workplace environment by covering the guidelines on **page 43**.

10. Choose students to read and discuss the section entitled **Respect Requires Self-Control** found on **page 44**. Emphasize that respect is a result of self-control. When we feel that we are being disrespected we do not have to respond with disrespect. Allow students to read the scenario and answer the questions on **pages 44-45**. Discuss findings as a class.

a. Did Detective North practice self-control while interrogating the suspect? (*No, he let his emotions take control and he became violently aggressive.)*

b. What were some of the emotions Detective North was feeling? *(He felt hurt, disgusted and then frustrated. These unchecked emotions led to his outburst of anger.)*

c. How was Detective North disrespectful to the suspect? *(He was disrespectful when he became so angry that he grabbed Miller, pulled him out of his seat and then slammed his head on the table, causing injury.)*

d. Did Detective North deserve to be suspended for his actions? Explain your answer. *(Suspending Detective North is not the solution. He needs to be educated in the Peaceful Solution Character Education Program. He was not trained in moral character development. It is society's problem in how he was trained, not his alone.)*

e. What consequences do you think Detective North should receive? Explain your answer. *(Detective North deserves to be educated in the Peaceful Solution Character Education Program. Then, when situations like this arise, he will have the ability to maintain his self-control, no matter his emotions and help solve the problem peacefully.)*

11. Conclude the lesson by reviewing the **STOP** acronym. Have students share what they learned in class and ways in which they could put this information to work in their lives. Encourage students to practice controlling their thoughts and emotions in order to make right choices in the work environment and also their personal lives.

Chapter Two
Lesson Content
Topic: Self-Control: The Essential Ingredient To A Successful Work Environment

"If positive character were a house, self-control would be the foundation."
~The Peaceful Solution Character Education Program

INTRODUCTION

Sharon was fed up and had no reservations about telling her boss she was sick of working for her, sick of the agency she worked for, and she wasn't going to take it any more. She punctuated each word as she angrily took each key off of her key ring and threw it against the office wall. Turning over the chair as she stood up in rage, she slammed the door when she walked out of the room. Does this sound like Sharon practiced self-control?

Have you ever been in Sharon's place, or know of someone who has acted in a similar fashion? Even if you don't know someone personally, news reports tell of people who have clearly shown a lack of self-control in the workplace. There are situations like these that help us appreciate working in an environment where people make right choices in regards to dealing with their frustrations and anger issues. But, even if people don't go around telling off the boss and overturning chairs, they display a lack of self-control in many other ways. Backstabbers, gossips, whiners, and bullies all lack self-control. Insubordination, sexual harassment, or purposely undermining a co-worker are all some other ways a lack of self-control affect the work environment.

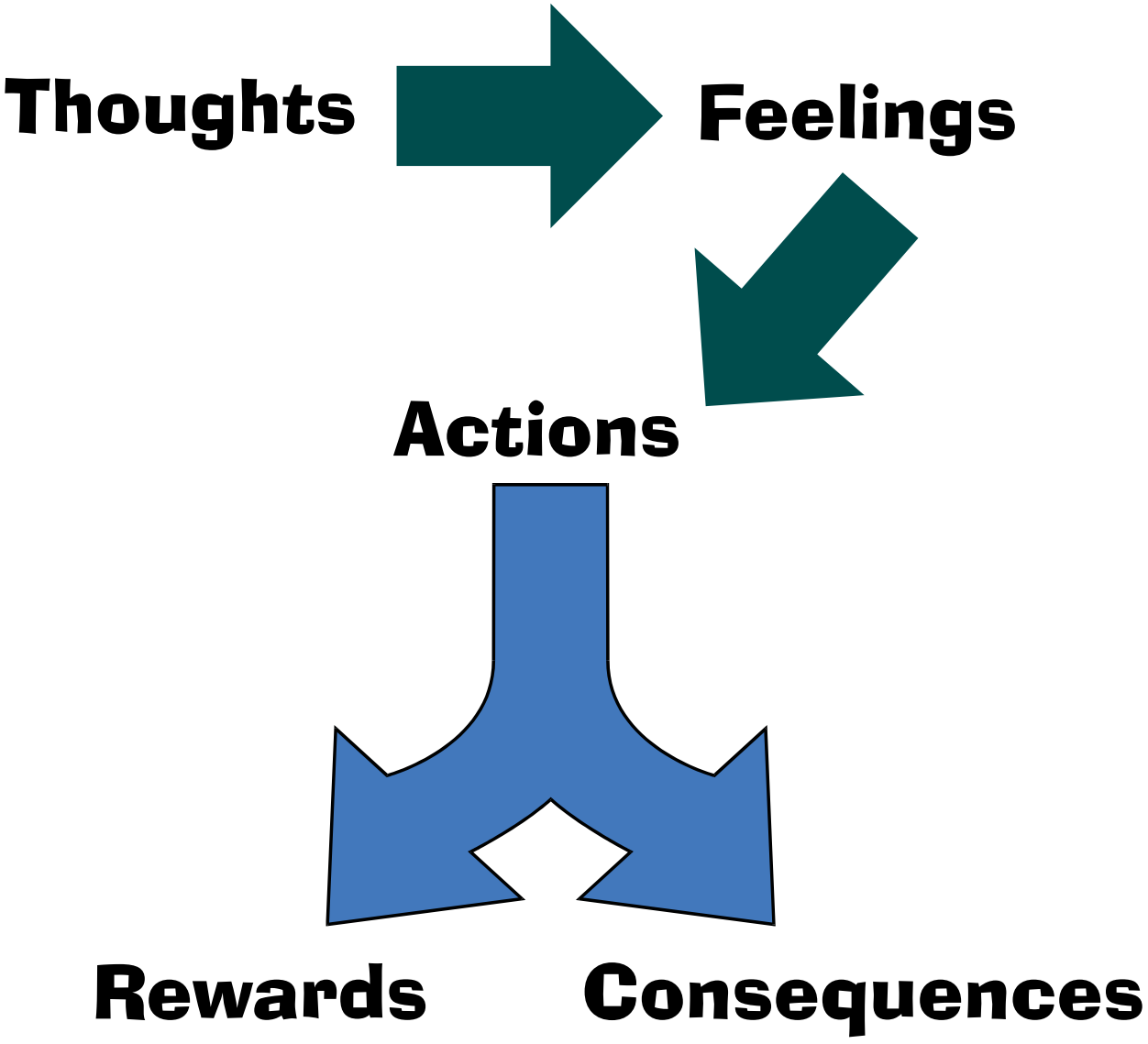
Self-control is a foundational character trait that enables the individual to manage anger and act in ways that promote respect, positive interactions, and compassion even when upset. Self-control is necessary for all positive relationships, and for the success of any work environment.

Just What Is Self-Control

Simply put...

Self-Control:
not yielding to impulsive thoughts and actions

Self-control requires learning to control your thoughts because thoughts lead to feelings, controlling your feelings, because feelings lead to actions and controlling your actions, because actions can lead to consequences or rewards.



Let's Look At A Scenario

John works for Company B. He sent a shipment to a wrong address and was reprimanded by his supervisor. Although he is usually polite and well organized, he hates to be corrected. There are two ways John can look at this situation.

Negative Thoughts

"What's he yelling at me for? So what, I made a mistake. It's not the end of the world. I hate working here. They don't pay me enough to put up with this aggravation! I probably won't get my raise, and I just put in for a vacation. I'm sure he won't give me my time off either!"

Feelings

Frustrated, angry, irritable, unappreciated, resentful, hostile, etc.

Actions

He was disrespectful to his supervisor, slammed doors, pushed people out of his way, and got into shouting matches with a few of his co-workers.

Consequences

Because of his disrespect and negative attitude, John was no longer considered for advancement and his co-workers did not want to be around him anymore. His negativity eventually caused him to quit.

Positive Thoughts

"Well, I did send it to the wrong address because I wasn't being careful. He is the supervisor, and it is his job to make sure everything is done correctly. I'll start doublechecking my orders before I ship them to make sure they are going to the right place."

Feelings

Remorseful, embarrassed, apologetic, determined not to make the same mistake again, etc.

Actions

He quickly apologized to his boss, and voiced that he would be more careful in the future. He offered to assist in rectifying the situation.

Rewards

He earned the respect of his supervisor and because of his "doublechecking" plan, he did not make the same mistake again. He was considered for a promotion.

Conclusion

When John did not practice self-control, his thoughts and feelings spiraled out of control, causing him to act irrationally and he suffered the consequences of losing respect from his supervisor and co-workers. Practicing self-control in this situation means stopping and realizing that correction is an opportunity to accept responsibility for your actions and learn from your mistakes.

Triggers

A **trigger** is *an incident that stirs up the emotion of anger, frustration or resentment*.

One of the first steps in practicing self-control is to recognize what your triggers are. Different people have different triggers. In the previous scenario, John's trigger was being reprimanded or corrected by his supervisor. For others, a trigger might be not getting their way, being overlooked for a promotion, or feeling as if they did not get the credit they deserved.

List some of your triggers in the work environment:
Example: When someone else takes credit for work you do.

Once you have identified your triggers, the next step is to honestly determine the thoughts that they evoke. Positive thoughts help you to be optimistic and to find ways to handle the situation in a beneficial way. They help you understand the actions of others and to accept responsibility for your own actions. Positive thoughts help you decide on a plan of action rather than focus on the negative.

Negative thoughts, on the other hand, fuel anger, are disrespectful to others, and ourselves, and seek only to justify our own actions. Negative thoughts keep us from accepting accountability for our wrongdoing and can lead to blaming others, putting all the responsibility for the problem on someone else.

Identify thoughts you may have when you experience one of the triggers you listed.

Example: You may think, "I did all the work, how dare she take the credit! I'm going to find a way to get her back for that."

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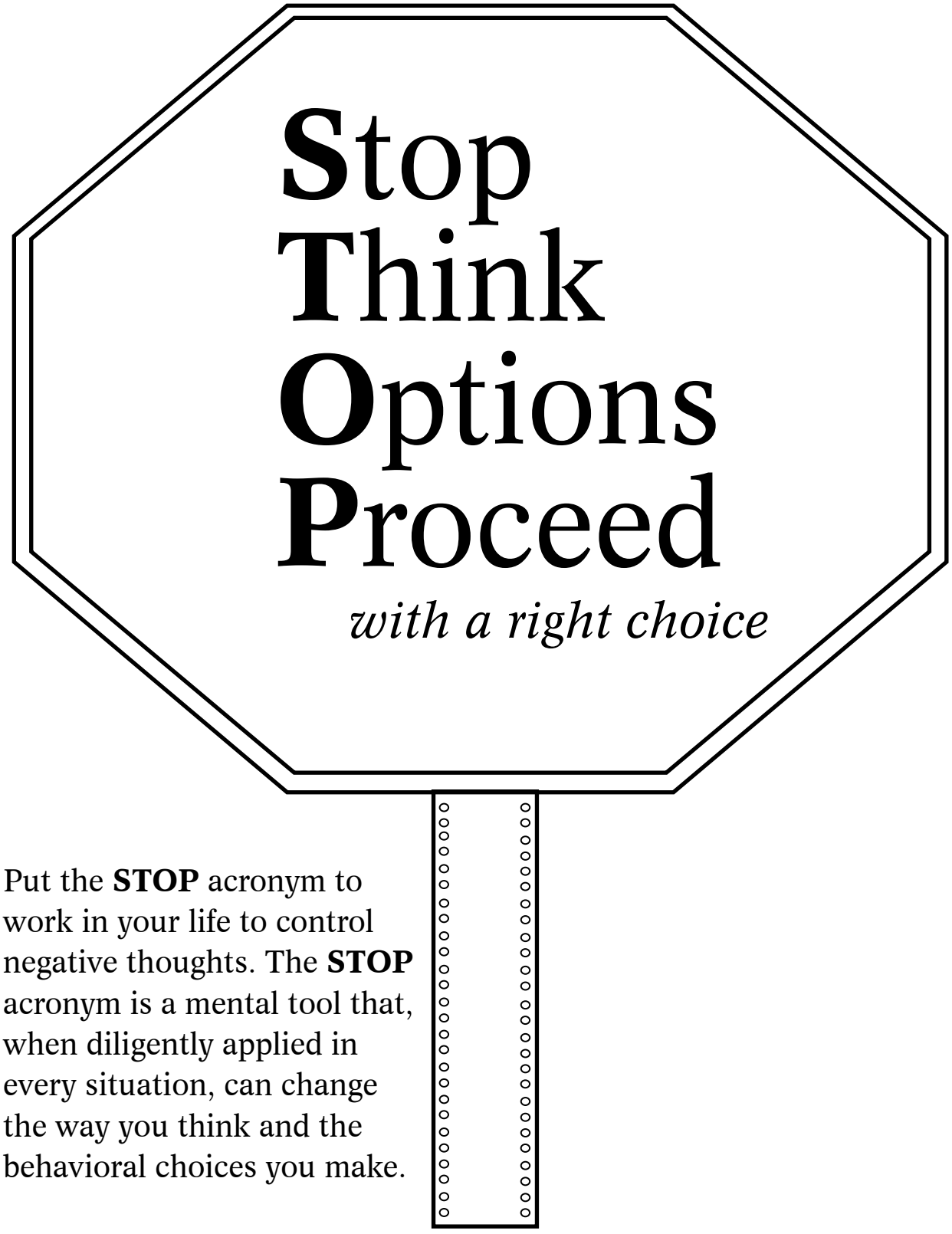
The Effects Of Negative Thoughts

How do negative thoughts impact our emotions and ultimately our behavior? In the previous scenario on **page 31**, John's negative thoughts fueled his anger, which caused him to feel resentful, irritated and unappreciated. Negative thoughts can hamper the growth of a positive moral character. It has the ability to affect every organ in our bodies and can stain our interactions and relationships. Focusing on negative thoughts and allowing them to dominate our lives can change our perception of others and ourselves. Festering negative thoughts leave us vulnerable, angry and hostile. Knowing the dangers of negative thoughts and the havoc they can wreak on our personal and professional lives should be a strong motivating force to learn how to control them.

"Harboring negative thoughts can literally be compared to drinking poison."

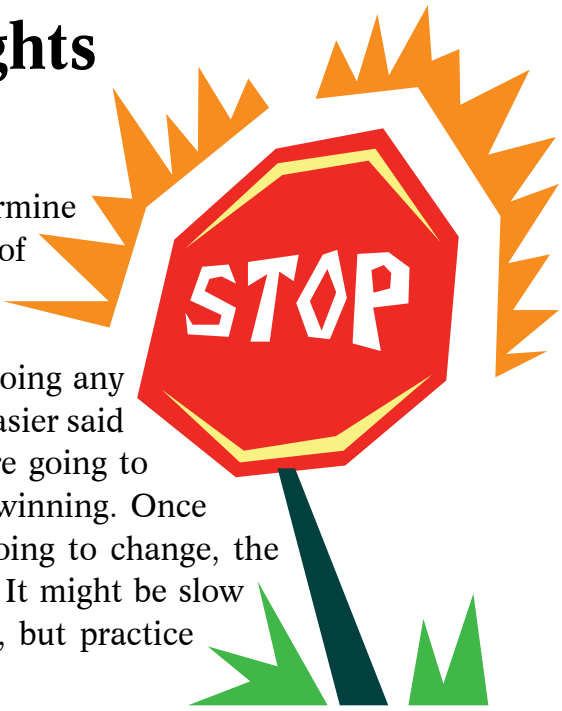
~The Peaceful Solution Character Education Program

To Control Negative Thoughts You Have To S.T.O.P...



Put the **STOP** acronym to work in your life to control negative thoughts. The **STOP** acronym is a mental tool that, when diligently applied in every situation, can change the way you think and the behavioral choices you make.

Change Negative Thoughts To Positive Ones



To use the **STOP** acronym you must first determine if the thoughts you are experiencing because of your anger triggers are negative. Once you have determined that your thoughts are negative, the first thing to do is **STOP** your thoughts from going any further. You're probably thinking, "Yeah, right, easier said than done!" But the truth is, saying that we are going to overcome a problem is part of the strategy of winning. Once we have purposed in our minds that we are going to change, the next step is to practice changing our thoughts. It might be slow at first, and we may experience some setbacks, but practice brings success.

1. Take a moment to analyze what you are thinking.

Controlling our thoughts is an inward battle. Take a moment to analyze what you are thinking. Sometimes it is necessary to **STOP** and tell yourself, "I am not going to think like this." Imagine a thought entering the foyer of your mind. Before you allow that thought to enter fully, determine if it is positive or negative. Tell all negative thoughts to leave, but harbor and nurture positive ones.

2. Narrow down those thoughts.

For example, a common negative thought that people experience from time to time is, "No one appreciates me." Notice that the scope of this thought is broad in nature. This can be categorized as **generalized** thinking. To think that "no one" appreciates us is to imply that there is not one person in the entire world who values us as individuals. Of course this is a false thought. There are people who appreciate us. A more realistic thought could be, "He does not appreciate my input at this meeting," or "she does not appreciate my suggestion."

Using terms such as "always" or "never" in our thinking should immediately send up red flags. Thoughts such as, "I'll never get promoted," or "She always listens to Allison's ideas, but not mine," are other examples of **generalized** thinking. Can any of us see the future? Therefore, how do we know we will never get promoted? How do we know she won't listen to our next idea or maybe the idea after that? Be careful of "always" and "never" thoughts. They set us up to fail, and do not give us, or those we interact with, room to improve.

Sometimes just narrowing our thoughts and thinking of the incident more realistically

is enough to change negative thoughts into positive ones. So, rather than, "I'll never get promoted," a more realistic thought could be "I didn't get promoted this time, but I'm going to keep doing the best work I can." When we learn to think in specifics, rather than in broad generalizations we can have greater control over our thoughts.

3. Give yourself a break.

On other occasions our thoughts, though specific in nature, are negative for other reasons. "I can't get this right, therefore I can't do anything right" or "He doesn't like my idea, therefore he must not like me," can be categorized as **all or nothing** thinking. When these negative thoughts cross our minds we have to learn how to recognize them as **all or nothing** and replace them. **All or nothing** thoughts create a false perception that just because we struggle with doing one thing right then that means we can't do anything right. Just because we make one mistake, we are incapable of doing anything correctly.

You can replace these negative thoughts with positive ones. For example, "I can't do anything right" can be replaced with, "Making one mistake doesn't take away from all the things I can do. I will learn from this mistake, and not repeat it in the future."

4. Negate the negative.

Another way to categorize negative thoughts is **hateful or angry**. These thoughts are the most dangerous and can easily lead to aggression and violence. Here are some examples, "She's such a jerk." "Who does he think he is?" "Someone should give her an attitude adjustment." "They don't pay me enough for this aggravation." These thoughts are cause for alarm.

We often mull these thoughts over and over in our minds. They can fester and become gaping wounds infecting our interactions and the way we process information. Although most people do not act upon these negative thoughts to bring harm to others, thoughts like these can leave us feeling hostile and resentful. They can inevitably lead to rage, which in rare, but increasingly more frequent cases, can lead to violent and aggressive language and behavior in the workplace.

When we experience this line of thinking we must **STOP**. Remember to say to yourself, "I'm not going to think like this", and then replace those thoughts with positive ones. For example, rather than, "She's such a jerk," you can replace that thought with, "maybe she's just having a bad day," or "regardless of how she behaves, I'm going to have a great day." Rather than, "They don't pay me enough for this aggravation," try "They're not paying me to be aggravated; they're paying me to do my job. So I'm going to do my job to the best of my ability."

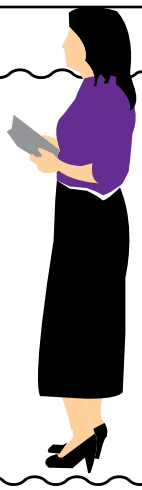
Changing negative thoughts to positive ones won't be easy at first, but it can be done. It takes determination and practice, practice, practice.

Putting It Into Practice

Use the chart below to write down some of the negative thoughts you may experience from time to time. Determine which of the three categories your negative thoughts fall into. Identify if they are ***Generalizations****,* ***All or Nothing****, or* ***Hateful or Angry****. Then write down a positive replacement for those thoughts.*

Thought	Category	Positive Replacement Thought
Example: *"I can't do anything right."*	*All or nothing thinking*	*"I made a mistake with that order, but I can be more careful and get the next one right."*

Speaker #1: How was your day at work?
Speaker #2: Oh great! I had a busy day. I had a generalized thought in the morning, but changed it to a positive one. Then, I had an angry thought about one of my co-workers, but I changed that to a positive one, too. Then, right before I went home I had an all or nothing thought about my supervisor.
Speaker #1: And you changed that one too?
Speaker #2: Yep.
Speaker #1: Wow! Too bad you don't get paid to change your thoughts!



Use Self-Control To Handle Your Emotions.

Don't Let Your Emotions Handle You!

Learning to handle emotions appropriately is another area where self-control is needed. Emotions can run the gamut, and we are just as susceptible to this wide range of emotions in our work environments as we are in our personal lives. Anger, hostility, jealousy, resentment and competitiveness are only some of the negative emotions we may have to conquer in order to improve our interactions and productivity while at work.

We have an uncanny ability to "stuff" our feelings, and for the most part, function as if everything is okay. The problem is that these feelings eat at us from the inside out, and like negative thoughts, they can be counter-productive. They can lead to intense interactions that can affect not only our work environments, but our family life as well. It is not uncommon for people to take out the anger and hostilities that originate at work on their families; and of course vice versa.

What causes us to internalize our feelings until they result in physical ailments, ruin our interactions, or cause us to behave inappropriately? There are many answers to this question. Here are a few:

- We are insecure about telling others how we feel.
- We doubt that the situation will be resolved satisfactorily.
- We believe we should just "get over it".
- We think that talking about it will not solve anything.
- We fear we may jeopardize our position if it seems we are complaining.
- We simply want others to like us and we don't want to feel excluded.

Sometimes, our negative thoughts cause us to feel insecure. We feel incapable of adequately describing our feelings to others. Uncertain as to how to best express our feelings, we keep them bottled up, and eventually suffer from an emotional overload. On other occasions we believe that no one can help us, and that the situation is simply not fixable. We feel powerless and out of control.

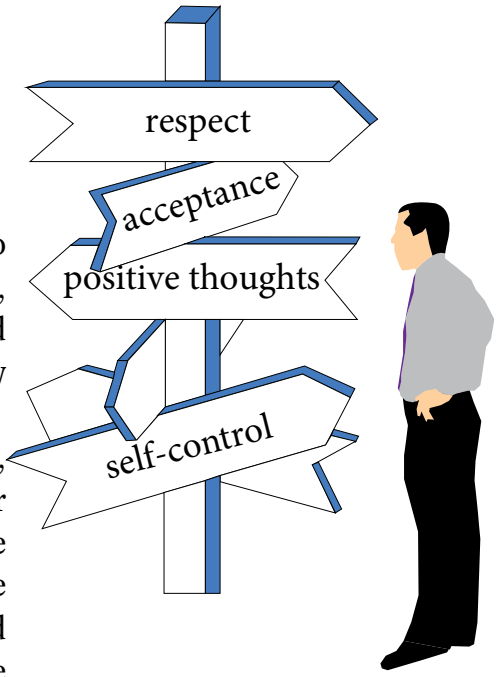
Do not become discouraged or feel that the problem is greater than you can deal with. You can take charge of your thoughts and your feelings. If you can control your thoughts, by changing the negative thoughts to positive ones, you will be better able to control your emotions and gain valuable insight into your behavior.

Feelings were not meant to be stuffed until they explode, damaging ourselves, everyone and everything around us. We have the ability and tools to handle our emotions properly. It is up to each of us to use self-control to appropriately handle our feelings before we say or do something that jeopardizes our professional and personal lives.

If you realize that your emotions are affecting the quality of your work and your interactions with your co-workers and supervisor it is time to seek help. Unresolved work issues are the main cause of conflicts, disagreements, and the workplace disasters that we hear about on the news.

It is never a waste of time to seek help, guidance, or instruction in how to deal with issues that you are unable to resolve yourself. There is always someone you can talk to. A supervisor, trusted friend, spouse, or counselor can help you resolve your feelings, rather than keeping them bottled up. So the next time a situation occurs at work that leaves you feeling insecure and overwhelmed, do not “stuff it” because it can affect your physical health, family interaction and effectiveness at work. Remember to control your thoughts by changing negative thoughts to positive ones, and get help in the form of counseling from a trusted source. Always feel free to call the Peaceful Solution Character Education Incorporated Toll-free Line at 1-888-613-9494 and a trained Peaceful Solution Character Education Representative can be contacted to help you solve your problem peacefully.

Let Your Choices Lead You To Success.



Negative thoughts and feelings can lead to negative choices. In the previous scenario on **page 31**, John allowed himself to feel angry and resentful and he chose to act unprofessionally by becoming verbally and physically aggressive.

Negative choices can be disrespectful, revengeful, selfish, irresponsible, aggressive and violent. For example, Mr. Smith feels unappreciated because he has been overlooked for a raise that he requested twice now. He has allowed negative thoughts to fester and affect his choices. To get even with his supervisor, he decides to break the air compressor.

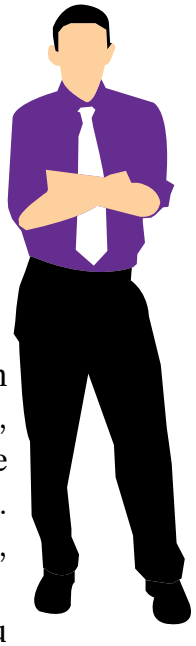
Positive options, on the other hand, are respectful, responsible and harmless. They promote peace, communication, and cooperativeness. By practicing self-control, you can solve every problem peacefully with wisdom and respect for yourself and others by always making right choices. For example, Christina thinks that her supervisor ignores her suggestions, but always accepts the suggestions of her co-worker. Rather than let her thoughts get out of control she decided to talk over the problem with her supervisor. Christina voiced her concerns with respect for him as the one in authority and for her co-worker. Christina's supervisor informed her that her co-worker offered suggestions that were solutions to the problem. Christina realized that often times she focused on the problem rather than the solution. She thanked her supervisor for his time, and determined that at the next production meeting she would offer viable solutions rather than simply restating the problem.

Practicing self-control gives you the ability to evaluate your thoughts, feelings and choices, rather than acting on impulse and jumping to conclusions. Controlling your thoughts can lead to right choices, and right choices can lead to successful communication and interaction.

"Your thoughts determine how you perceive the world around you."

~The Peaceful Solution Character Education Program

Stem The Tide Of Violence In The Workplace With Self-Control



A lack of self-control in the workplace can be dangerous and even fatal. Occupational violence has become quite frequent in recent years, sometimes culminating in injury and death. Workplace violence can be defined as any verbal or physical threat or assault in the work environment. This includes, but is not limited to threats, intimidation, cursing, insults, throwing objects, hitting, obscene gestures and bullying.

In 2009, a National Crime Victimization Survey done by the Bureau of Justice Statistics estimated that 572,000 non-fatal violent crimes were committed against people ages 16 years or older while on the job.[1]

What causes some people to become violent and aggressive in the workplace while others commit murder? The first and foremost reason is that they have not been trained in how to develop a positive moral character through the *Peaceful Solution Character Education Program*.

Secondly, an increasing number of people are experiencing financial burdens, family issues and health problems, compounding the stress of the daily grind. When combined with personality disorders, drugs or alcohol abuse, or domestic violence, a bad situation could quickly become dangerous.

Although these incidents appear to be unexpected, there are those who, in retrospect, recognized that their co-workers were troubled, but the issues were dismissed as irrelevant.

Being trained in character education will help you to handle stressful situations at work and in your personal life. It will help you to be more keenly aware of your surroundings and give you basic skills for handling conflicts as they come up. Below are some basic guidelines to help you recognize potentially dangerous behaviors:

1. Never take threats made toward anyone in your work environment as irrelevant or as a joke. Report it immediately.

2. Be aware of a co-worker who exhibits aggressive or destructive behavior toward inanimate objects (copy machine, trashcan, telephone) when frustrated or angered.

3. Report any co-worker who threatens, intimidates or bullies others.

4. Be aware of someone who is bullied or intimidated by others who haven't yet been trained in the *Peaceful Solution Character Education Program*, who, like many others, may think retaliation is the way to solve the problem. Report your concerns to a supervisor.

5. Notice if a co-worker becomes withdrawn or sullen over a period of time and let the supervisor know.

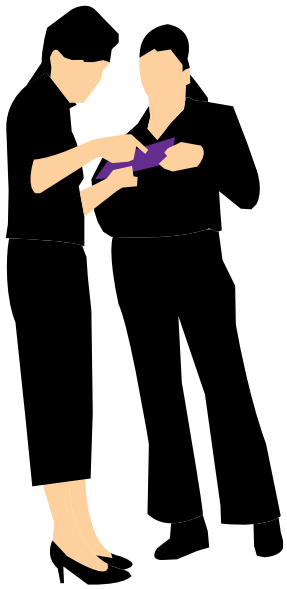
6. Pay attention to a co-worker who resents correction and makes derogatory remarks about it to others especially with any threatening words.

7. Observe anyone who develops a grudge toward another worker because unresolved issues can fester until they "explode" one day.

8. Beware of the person who is highly confrontational and verbally or physically intimidating. He or she has no reservations about letting others know when they are not pleased about something.

If you notice any of these behaviors in your work environment, please report it to your supervisor or other trusted authority immediately. Violent and aggressive behaviors in the workplace are often triggered by real or imagined incidents that can push an individual "over the edge." This is where self-control can help. Often, one person remaining calm in a conflict can diffuse an otherwise potentially violent situation.

The overall atmosphere of your workplace environment may also influence the choices people make. As an employee, you may have little or no input in how the business is run. If there are decisions and procedures put into place that you don't like or agree with, you can practice self-control and handle the situation appropriately by doing what you are told, rather than resisting instructions or complaining about it. After all, your employer didn't hire you for your opinion on how to run his company, but for your ability to perform certain tasks. As you practice self-control and accept the decisions that are made on how you are to do your work, you can influence others to do the same, contributing to building a more peaceful work environment.



Use Self-Control To Follow These Guidelines For Maintaining A Healthy Workplace Environment

1. With a sincere smile, greet one another warmly at the start or each and every work day/shift. This includes making proper eye contact.

2. Always use polite and courteous words, such as please and thank you. This is part of a basic work ethic and reflects a caring attitude.

3. Be responsible with your choices, earning a peaceful reputation.

4. Show a genuine, earnest desire to do your best with whatever you are assigned to do, no matter the opposition you may encounter.

5. Maintain integrity and follow through with what you say you will do.

6. Be attentive to the safety and needs of yourself, others, and possessions.

7. Value input and suggestions of others in order to build teamwork.

When self-control is used to consistently practice these seven guidelines, there would be no room for violence in the workplace. Yes, problems arise. This is a normal part of life. Everyone has setbacks. Everyone has a bad day. When educated in moral excellence using the *Peaceful Solution Character Education Workplace Manual* everyone has the opportunity to practice self-control and make it a peaceful day for all by making right choices.

Respect Requires Self-Control

Although an entire chapter will be dedicated to the character trait of respect, it is also important to mention it in this chapter on self-control. It takes self-control to be a respectful person, to show care and concern not only to individuals, but also to the belongings of co-workers and to your company. A respectful attitude requires that we stop and think about the correct way to respond to both those in authority and our peers, as well as the correct way to treat the possessions of others.

Respect is an integral part of the work environment. Whether you work in a restaurant, school, hospital, military or law enforcement, just to name a few, it takes everyone respecting each other for there to be positive communication and interaction. Think of what a typical day at work would be like if people did not demonstrate common courtesy, or showed no regard for the rules and policies that keep them safe? The likelihood is that without self-control to help us demonstrate respectful behavior, our work environments would quickly deteriorate. People would consistently be rude and inappropriate and the guidelines dictating proper behavior would be ignored. Working in such an environment would be stressful, demoralizing and possibly dangerous as well.

Our work environments consist of at least several people with different characters, personalities and customs working together to accomplish a goal. Inevitably someone will say or do something that others could perceive as rude or disrespectful. This could be easy to occur due to cultural differences. So, even if you feel you are being disrespected, you do not have to respond with disrespect. You can stop and think of the best way to handle the situation to arrive at a peaceful solution while maintaining your self-respect and positive moral character. Don't let out of control behavior or even "seemingly inappropriate" behavior stir up negative feelings in you.

Despite the curveballs and pitfalls we all face, with self-control you can treat others respectfully, even if you are annoyed or frustrated. Read the following scenario and answer the questions that follow. **(See page 28 for answers)**

> Detective North was ten years on the force when a middle-aged man named Miller, prominent in his community, was arrested for pedophilia, endangering a child and kidnapping. North, having a daughter around the same age as the victim, could feel the full weight of hurt and disgust that the parents of those victimized were suffering.
>
> During interrogation of the suspect, Detective North became very frustrated. Miller had already admitted to taking the child but refused to divulge where the girl was now. Learning the whereabout of the victim was the detective's only goal at that moment. North became increasingly angry. Finally, he rose from his seat with such force that the chair he was sitting

on flipped backwards and clattered to the floor. Reaching across the table, the detective grabbed Miller by the collar of his suit jacket and pulled him out of his seat. Shaking him violently, he screamed, "Tell me where she is or I'll rearrange your face!" Before Miller could respond, Detective North slammed the man's head down on the table, causing blood to stream from his nose.

Detective Ramsey stepped over and pulled Detective North away from Miller before North could strike him a second time. Although the suspect finally divulged the whereabouts of his victim, North was suspended from duty and a formal review of his actions was brought by internal affairs.

And Think! Questions

a. Did Detective North practice self-control while interrogating the suspect?

_____

_____

b. What were some of the emotions Detective North was feeling? _____

_____

_____

c. How was Detective North disrespectful to the suspect? _____

_____

_____

d. Did Detective North deserve to be suspended for his actions? Explain your answers.

_____

_____

_____

e. What consequences do you think Detective North should receive? Explain your answer. _____

_____

_____

Self-control enables you to treat others the way you would want to be treated, regardless of the personal circumstances you are dealing with or the stress you are under. With self-control, you can make right choices even in the most emotional situations, or under pressure. There is no justifiable reason to lose your self-control. With self-control, you learn to maintain your integrity, safety and the safety of others. Make a commitment to practice self-control so that the work environment can be a pleasant and productive place for all.

"With self-control the work environment is productive, not combative."

~The Peaceful Solution Character Education Program

Chapter Three

Mine, Yours, And Theirs: Ownership In The Workplace

Overview

A lack of respect for the concept of ownership in the workplace can be frustrating and can cause conflicts and hostilities. In this chapter, you will learn that ownership is the right to have possessions and to make decisions about the things we own. You will also learn that how we treat our possessions and the possessions of others says a lot about our character and personality.

We currently live in a world where the rights of ownership are routinely violated. Think about the emphasis we put on guarding and protecting our belongings. Locks, bolts, guard dogs, alarm systems, security guards and the list goes on and on. Although we take great precaution with our possessions in our non-work environments, in the work place we are often surprisingly lax about our personal belongings. Employees often leave their personal belongings unguarded as they attend to their duties, expecting that their co-workers will respect their possessions. When our belongings are tampered with, stolen or destroyed it can cause us to feel betrayed, angry and distrustful. A typical workweek averages approximately forty hours or more. Forty hours or more in an environment where there is distrust can be tense, stressful and conflictive. The simple solution to this ongoing problem is to instruct, motivate and encourage employees to respect the belongings of others and to ask for and receive permission to touch, use or borrow their co-workers' possessions. Every employee should also learn not to carelessly leave a purse or wallet open or freely discuss personal items they have with them. This is not demonstrating responsibility toward one's belongings.

Chapter Three
Lesson Plan
Topic: Mine, Yours, And Theirs: Ownership In The Workplace

PURPOSE/OBJECTIVE

Students will learn the importance of ownership. They will appreciate the awareness of ownership in the workplace.

MATERIALS

- Paper and pens/pencils

PROCEDURE

1. Review the previous lesson by asking the following questions:
   a. What is self-control? *(Self-control is not yielding to impulsive thoughts and actions.)*
   b. Name three categories that negative thoughts can fall into. *(**Generalizations**, **all or nothing**, and **angry or hateful**)*
   c. Name some negative emotions? *(Jealousy, violence, hatred, etc)* How can they affect us in the work environment? *(Answers will vary but may include: Negative emotions can affect your interactions. It can also affect the productivity and quality of your work and your relationships with your co-workers and supervisor.)*

2. Ask students to name the items in their work environment that belongs to them and the items that belong to their place of employment. *(Answers will vary but may include pens, computers, uniforms, etc.)* Tell students that the importance of recognizing and respecting ownership in the workplace will be the focus of today's lesson. Inform students that in this lesson they will learn about ownership and the role it plays in the work environment. Ask students, what does it mean to own something? *(Answers may vary, but should include, it belongs to you, and you have legal rights regarding what you own, etc.)*

3. Have students read and discuss the **Introduction** found on **page 51**.

Explain to students that an item only belongs to us if we acquire it honestly and legally. Discuss the section **Obtaining Belongings** found on **page 52**. Stress the necessity of everyone understanding and appreciating the importance of honestly acquiring the things that belong to them in order to reduce conflicts and hostilities not only in the workplace, but also in all areas of life.

4. Talk about how devastating it can be to experience dishonesty in the workplace. Allow volunteers to share any past experiences they have on this topic. Discuss the negative consequences to these actions. Choose someone to read the **True Life Example...** on **page 53**. Allow time for participants to answer the questions and discuss as a class.

a. Do you think Ashley was confident that her bag would be safe in the locker room? Why or why not? *(Yes, because she closed the door, making sure it was locked and knew only fellow employees had access to the locker room.)*

b. How do you think Ashley felt knowing that a co-worker stole her money? *(She probably felt devastated at the loss of her paycheck, betrayed, angry, hurt, distrusting, etc.)*

c. What would you do if you experienced a similar situation? *(Answers will vary.)*

5. Inform students that theft is only one way dishonesty is perpetuated in the workplace. Ask students to predict in what other ways dishonesty regarding belongings is seen in the workplace. *(Answers will vary, but can include: touching or using someone's personal property, or company property without permission, and losing or damaging property and equipment, gossiping and talking badly about others, etc.)* Choose participants to read and discuss the sections entitled: **Accept Another's Decision** and **Use of Workplace Items** found on **pages 54-55**. Emphasize the importance of being careful with company property so that it is used with caution and returned to the correct place after being used.

6. **Activity: Stop And Think.** Allow participants time to complete the activity found on **page 56.** Ask volunteers to share with the class.

7. Conclude the lesson by asking students to state in their own words the concept of ownership and the importance of it in the work environment. Choose a participant to read the section **What It All Boils Down To** found on **page 57**. Emphasize the need to consistently practice self-control in order to make respectful and honest choices in regards to the property of others.

Chapter Three
Lesson Content
Topic: Mine, Yours And Theirs: Ownership In The Workplace

What's mine is mine. What's yours is yours. What's theirs is theirs. If you need what's mine, please ask me. If I need what's yours, I'll ask you. If we need what's theirs, we'll ask them.

~The Peaceful Solution Character Education Program

INTRODUCTION

Behaving morally in regards to the possessions and property of others means recognizing that everyone owns things and values what they own. What one person values, another may not, but not valuing something does not give us the right to disrespect it. It is still necessary to respect the possessions of others, whether we value them or not, just as we would want our possessions respected. Did you know that you have rights concerning what belongs to you? This is called the rights of ownership. This means that you have authority to make decisions about what you own. You also have the right to enjoy what you own without fear that it could be stolen from you or destroyed.

It is important that all employees recognize the moral concept of ownership in the workplace by respecting the possessions of the company and that of co-workers. Always ask permission before you touch a co-worker's personal property and accept his or her answer with a positive attitude.

The company, agency or organization you work for also owns things. In some cases, the chair you sit on, the mop you use, the truck you drive, the pens, staplers and phones all belong to your employer. A company provides the items needed for the employees to use for the purpose of doing their jobs. The company has rights concerning these items and dictates who can use them and how they should be treated.

Recognizing the importance of ownership in the work environment can lead to better interactions, trust and concern. Everyone wants to feel that they can have confidence that others will respect them and their belongings. Moral behavior in regards to ownership is one way to build confidence and trust in the workplace.

Obtaining Belongings

Did you know you have to obtain your belongings morally for them to be legally and honestly yours? For example:

You can buy the things you need and want.

You can be given things in exchange for work done.

You can receive them as gifts.

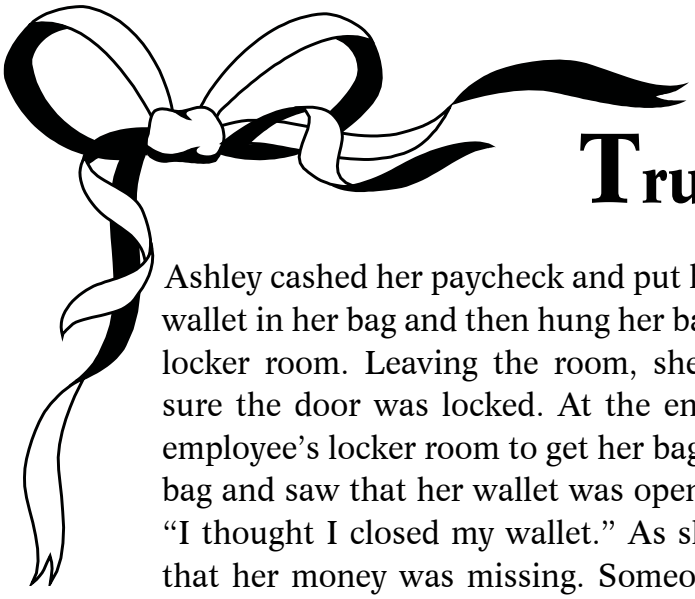
You can inherit them.

You can trade for things.

Acquiring an item in any other way means that it has not been legally obtained and therefore, has been stolen. If an item is illegally obtained you do not have rights to it and cannot make decisions concerning it. In essence, it is not yours.

A moral person also recognizes that the rights of ownership are extended towards items that are lost. Items found at work still belong to the owner, and the owner is therefore entitled to have his property returned. We should never keep an item that we find at the job site, or anywhere else for that matter. That old adage, "Finder's Keepers, Loser's Weepers," is not displaying a moral attitude. Think about it. If your belongings were lost, wouldn't you want someone to return them to you? A moral attitude is to always treat the other person as you would like to be treated.

Have you ever experienced a time when your belongings were stolen, vandalized, or "borrowed" without your permission while at work? Situations like these can cause resentment, a lack of trust, and also reflects a lack of positive moral character in the workplace.



Consider the following

True Life Example...

Ashley cashed her paycheck and put her money in her wallet. She placed her wallet in her bag and then hung her bag on the familiar hook in the employee locker room. Leaving the room, she pulled the door behind her, making sure the door was locked. At the end of her shift, Ashley returned to the employee's locker room to get her bag and other belongings. She opened her bag and saw that her wallet was open. "That's odd," she thought to herself, "I thought I closed my wallet." As she checked her wallet, Ashley realized that her money was missing. Someone had stolen her entire paycheck! In fact, not just someone, but another employee. One of her co-workers had stolen from her!

Answer these questions: **(See page 50 for answers)**

1. Do you think Ashley was confident that her bag would be safe in the locker room? Why or why not? _____

_____

_____

_____

2. How do you think Ashley felt knowing that a co-worker stole her money? _____

_____

_____

_____

3. What would you do if you experienced a similar situation? _____

_____

_____

_____

When someone steals from another, the right of ownership is violated. We see Ashley's story as an extreme example with the theft of money, however taking anything that belongs to another without asking, even if our intentions are only to "borrow" the item, is in fact a violation of the right of ownership.

Accept Another's Decision

Not being able to accept someone's decision about their belongings is also a violation of the rights of ownership, and usually results in conflicts and hurt feelings. For example, you ask your co-worker to borrow her pen. She says no, and you immediately think she's being difficult. As soon as she walks out of the room, you use the pen anyway and return it to her desk without her knowledge. Without understanding the rights of ownership, you may ask, "Well, what's the harm? I returned the pen." The harm is that she did not give permission for her pen to be used. When we use another's possession without their permission, we steal their right to make a decision about what they own.

Here's another example. You bring in a soda and snack to work and put them in the office refrigerator, but when it is time to enjoy your drink and snack you find out that someone else beat you to it. Of course, no one would admit to taking them, and you're left angry and snack-less. Situations like this occur because people do not respect the rights of ownership and take advantage of others.

Ownership goes both ways. Just as we want others to respect our property and to ask before touching or taking anything, however big or small, we must offer the same care and concern to others.

We can behave morally in regards to ownership by asking permission before touching or using someone's belongings. But asking alone is not enough. We must also accept the response, even if it is "no." Authority over one's possessions means you have the right to decide who uses your possessions, when they are used, and how they are used. In the previous chapter, we learned about self-control. Practicing self-control will enable us to stop and consider the rights of ownership and then choose to respect those rights by asking and then accepting the decision of the owner.

borrow: to have the owner's consent to use his belongings for an agreed upon amount of time.

Use Of Workplace Items

Another common problem is when employees steal from the very company they work for. Theft in the workplace costs billions of dollars yearly. It is such an enormous problem that it is actually causing companies to go bankrupt. Did you know that one third of all U.S. corporate bankruptcies are directly caused by employee theft? This clearly shows a lack of respect for the belongings of others, with little or no value placed on the consequences to co-workers or the company.

For example, restaurants across our nation routinely have food items stolen. Department stores have various items stolen right off the delivery trucks and stacks of papers, markers, pencils and other items are stolen from offices worldwide.

Illegal use of equipment, materials or supplies is another form of stealing. Any item reserved for the use of authorized personnel should only be used by those designated to do so. Additionally, using business items for personal use is dishonest. All workers must adhere to these rules in order to respect the rights of ownership.

Another way in which we disrespect the rights of ownership is by being careless with property belonging to our employer. When we use tools and other property belonging to our employer for the purpose of doing our job, we must be as careful with them as we are with our own. Respecting the rights of ownership includes taking care of and using possessions as instructed to avoid damaging or breaking them even if they do not belong to us. Tools left lying around, or misused, and equipment not properly maintained are only some of the ways employees are careless with property.

Carelessness and negligence result in financial loss and waste of time. Think about the employee who has to look for his tools and other supplies before he could start his workday, or the employee who damages equipment because he did not use it properly. How is productivity affected, and how much money does it cost to replace lost and damaged equipment? When we misplace or misuse equipment we cause undo stress on co-workers, management and ourselves.

A moral attitude in regards to the belongings of others means not damaging, destroying, or vandalizing another's property. Vandalism means to purposely or willfully destroy anything that belongs to another.

Vandalism: to purposely or willfully damage or destroy anything that belongs to another.

Name a few of your personal belongings that you keep at your job.
Example: coffee mug

_____ _____
_____ _____

What rules do you have regarding your belongings?

_____
_____

Did anyone ever violate your rules regarding your belongings? How did you react?

_____
_____
_____

Name a few items available for employee use in your workplace:
Example: Refrigerator in the breakroom

_____ _____
_____ _____

What rules have been established regarding these items?

_____
_____
_____

"True positive character development begins with controlling our thoughts, which leads to feelings, which leads to moral actions, and then positive results."

~The Peaceful Solution Character Education Program

What It All Boils Down To

An immoral attitude towards the possessions owned by a company can result in higher expenses for the business, which means lower salary/wages, insubstantial raises, layoffs and distrust between co-workers and management. Because this simple moral principle of ownership is ignored, crimes such as thefts, burglaries, business corruption, and scandals are rampant in our society.

An immoral attitude towards the belongings of others includes taking or borrowing something without permission, as well as, willfully abusing or destroying items of others. Think about it! If you take someone's belongings without his permission you haven't borrowed... you have stolen!

Keep in mind that character is based on morality. Moral principles are what separate a positive character from a negative one. Having moral principles like self-control will ensure that you make positive decisions, which shows respect to others, their possessions and their rights of ownership.

Chapter Four

Ask: More Than Just A Three-Letter Word

Overview

In this lesson the concept of asking is taught as one of the means of developing a positive, moral character. Why include asking as a part of moral character development? The answer may seem simple on the surface, but has profound implications. Although it can easily be overlooked as part of training in positive, moral character, encouraging the habit of asking to meet our needs, to discover what others need, to secure our safety and to receive instructions and clarification are important avenues by which self-control, respect and responsibility are developed.

Asking to touch, use or borrow an item and then abiding by the decision the owner makes show self-control and respect, but that's only part of the benefits of asking. Learning to ask to fulfill our needs also denotes responsibility, as well as honesty. Asking for instructions and clarification helps us to develop the important character trait of humility.

Teaching employees the importance of asking can result in greater trust and respect between co-workers. This will eliminate many conflicts and acts of dishonesty. When the concept of asking is encouraged in the workplace a unified, peaceful environment can be achieved.

Chapter Four
Lesson Plan
Topic: Ask: More Than Just A Three-Letter Word

PURPOSE/OBJECTIVE

Students will learn about the importance of asking in the workplace. They will explore the consequences of not asking and the rewards of asking.

MATERIALS

- Paper and pens/pencils

PROCEDURE

1. Review the previous lesson by asking the following questions:
    a. What are the rights of ownership? *(We have the right to own things legally and to make decisions about the things we own.)*
    b. Name some honest ways we can obtain our belongings? *(Buy, receive as gifts, inheritance, trading, etc.)*
    c. In what ways do people steal from the workplace? *(Taking things without asking, being careless with equipment, and other items belonging to one's employer, taking office supplies home, etc.)*
    d. What does a moral attitude in regards to the belongings of others mean? *(Respecting that people have a right to make decisions about what they own, never taking or touching another's belongings without their permission, etc.)*

2. Ask students to name some things they would ask for at work. What are some things that are asked of them? *(Answers will vary)* Explain to students that the importance of asking in the workplace will be the focus of today's lesson. Ask students: what are some reasons why we ask? *(We ask to have our needs met, for instructions, guidance and clarification, etc.)*

3. Choose students to read the **Introduction** found on **page 65**. Ask students if they have ever considered the importance of asking? How would their lives be affected if they were unable to ask for something they needed, for instructions or for clarification? *(Answers will vary but should include they*

would not have basic services such as electricity and wi-fi because you have to ask to hook up these services, they would never have been able to ask their parents for help when they were growing up or their teachers in school, etc.)

4. Ask students why asking is important in the workplace, what we may need to ask permission for, and the benefits of being consistent in asking permission. Allow volunteers to read portions of **The Importance Of Asking**, **What We Should Ask For**, and **Why Should We Be Consistent In Asking** found on **pages 66-67**, and lead a class discussion.

5. **Activity**: Allot time for students to read and then answer the questions for Scenarios A-F **pages 68-73**. Have students experienced similar situations in their work environments? Discuss as a class. For greater interaction, allow volunteers to roleplay the scenarios.

Scenario A:

1. Why do you think Harry didn't ask about what to do with the excess inventory? *(Answers will vary, but may include that he made an assumption as to where to put the stock. He may not have wanted to take the time to go find the supervisor.)*
2. What were the consequences of Harry's actions? *(He made himself look irresponsible, he caused himself to have extra work, he diminished the authority of his supervisor by not seeking clarification or instruction from the supervisor.)*
3. How do you think the supervisor felt about Harry's decisions? *(He probably felt disappointed that Harry didn't ask first.)*

Scenario B:

1. Why do you think Sheila was hesitant to release Amy to Mrs. Paul? *(Answers will vary, but may include that she didn't know Mrs. Paul and didn't know if Mrs. Paul had permission to pick Amy up.)*
2. What do you think Sheila based her decision on? *(Sheila saw how Amy was familiar with her grandmother.)*
3. What should Sheila have done to ensure the safety of the child? *(Sheila should have followed procedures and verified permission for someone else to pick up the child etc.)*
4. What could be some of the consequences of Sheila's decision to release Amy to her grandmother? *(Amy may have been kidnapped by her grandmother; Sheila may lose her job, Sheila may have had charges filed against her, Helping Hands Day Care could earn a bad reputation for not being safe or even shut down.)*

Scenario C:

1. Why do you think Kathleen didn't ask her supervisor before taking her break, as the policy stated? *(She didn't want to bother the supervisor.)*
2. What could be the consequences of her actions? *(Kathleen caused stress for her co-worker and supervisor, she could have a report written up about her conduct, she could even lose her job.)*
3. How do you think Kathleen's supervisor felt about her actions? *(Her supervisor was likely annoyed and disappointed.)*

Scenario D:

1. What was the policy regarding Mr. Montgomery's appointments? *(Patricia was supposed to ask her boss before bringing in any appointment.)*
2. Why did Patricia fail to ask her boss's permission to bring in his appointment? *(She was very busy and neglected to follow the policy.)*
3. What were the consequences of Patricia's actions? *(She embarrassed her boss and herself and made the agency that she worked for look unprofessional.)*
4. How do you think Patricia's boss felt about her actions? *(Patricia's boss was most likely upset and embarrassed.)*
5. How do you think the client felt? *(He was likely embarrassed at the awkward behavior and may have doubted the professionalism of the business, even consider looking for another place.)*
6. How do you think Patricia felt? *(Patricia probably felt embarrassed and foolish for stepping on and then bumping into the client.)*

Scenario E:

1. Why do you think Harry failed to ask Alan's permission to touch the carving? *(Answers can vary but can include Harry hadn't been trained in the Peaceful Solution Character Education Program and he didn't feel he had to ask, he didn't understand the importance of asking permission before touching another's belonging.)*
2. What were the consequences of Harry's actions? *(The carving fell and broke.)*
3. How do you think Harry felt? *(He probably felt very guilty, he might even feel disappointed in himself for causing the carving to fall and break.)*
4. What do you think Alan would have said if Harry had asked permission to touch the carving? *(He probably would have told*

him that the carving was very special to him so be real careful with it. That could have caused Harry to be more careful when he handled it.)

Scenario F:

1. What was missing from Dave's tool box? *(His torque wrench)*
2. What consequences could come from Joe taking Dave's tool without asking? *(It affected the work so that getting the job was delayed; it was causing conflict in the workplace.)*
3. How do you think Dave felt about Joe taking his tools without asking? *(Dave was angry, upset and frustrated.)*
4. What kind of conversation do you think Dave and his boss, Jim, had after Dave returned with the tool? *(Dave was likely very upset finding his tool left out in the rain. He could have expressed his anger and frustration to his boss.)*

6. Ask students under what circumstances is it not necessary to ask? *(Answers will vary but can include, if you have a specified routine, if you have received general permission to use certain items, etc.)* Tell students it is up to each person to recognize situations where it is necessary to ask for permission or instructions to keep others, equipment and ourselves safe. Ask participants to read the section entitled **The ABC's of Asking** found on **page 74**.

7. Stress the importance of asking in the workplace. Emphasize the importance of practicing self-control to consistently recognize situations where we need to ask.

8. Conclude the lesson by rehearsing the importance of asking in the work environment to avoid regrets, costly mistakes, injuries and even embarrassing situations. Emphasize the importance of stopping to consider if a situation would require them to ask for clarification, safety or instructions.

Chapter Four
Lesson Content
Topic: Ask: More Than Just A Three-Letter Word

"Simply taking the time to ask and to accept the answer given is a great test of a positive moral character."

~The Peaceful Solution Character Education Program

INTRODUCTION

Have you ever made an assumption that resulted in loss of time or loss of finances because you neglected to ask for explanation, permission or instruction? The importance of asking for permission, instruction or just to be 100% certain that we are taking the right course of action is part of being responsible, respectful and is a great indicator that we are practicing self-control. It also reflects a humble attitude.

Think about all the things you ask for, or are asked of you on a daily basis. Did you ask for something specific for breakfast, or where your keys were? Did someone ask you for the time, or for directions? Although it is a simple concept that can be mistaken as infantile or deemed unnecessary, it is nonetheless an important part of all human interactions. This is why the concept of asking is one of the foundational concepts in the *Peaceful Solution Character Education Program* and is applicable to all ages. Making "asking" a focal point within this program has proven to be successful as a means of minimizing conflict in many situations.

Asking in the workplace is an important aspect of respecting our peers, those in authority, and the rules and guidelines related to our jobs. When we do not take the time to ask we can make costly mistakes and cause serious problems in our work areas, problems that can result in loss of time, embarrassment and even loss of employment. In this chapter we will focus on the importance of asking in the workplace, what we should ask for, and why we should be consistent in asking.

ASKING means to seek permission.

The Importance Of Asking

Asking promotes positive relationships among everyone we interact with on a daily basis. Consider the problems that can arise in the workplace because someone uses or touches another's belongings without asking for permission. Conflicts can flare up like a wildfire and escalate, possibly causing violence, aggression, injury and even loss of life. Granted, not all conflicts can be avoided by asking first, but it can significantly reduce the occurrences by asking permission before touching, handling or borrowing an item.

When we remember to ask permission first, we have an opportunity to show respect to the owner of the belonging. This also allows the individual to make choices concerning his or her possession and will prevent invading another's privacy. People value others who take the time to ask before touching. This helps to build a rapport that can enhance your work relationships, as well as develop trusting and lasting friendships.

By the end of this chapter, you will learn that regardless of the circumstances, making asking a habit can become an important aspect and will greatly improve your daily life.

Adopting a "never hurts to ask" attitude can prevent hurt, regret, loss of time and embarrassment.

What We Should Ask For

There are countless things we can ask for. In the workplace we can ask to borrow a co-worker's pen, to verify procedures in an effort to make sure steps are followed correctly or for permission to take time off from work. Asking brings unity into a working environment. It sets a standard of conduct that promotes respect, responsibility, and humility. It reduces misunderstandings, conflictive competition and is non-threatening. A great rule of thumb is: "When in doubt, just ask." Ask until someone says, you don't have to ask me anymore. Then you have permission NOT to ask. How can anyone argue with that rule?

Why Should We Be Consistent In Asking?

Consistency implies repeatedly asking permission. Consistency in positive moral conduct builds positive character traits. Consistency in asking permission shows respect, helps avoids conflicts and builds positive interactions. Make it a practice to be consistent in asking permission for the betterment of your own personal growth and development, and for the benefit of the work environment.

Putting It Into Practice

Read the following scenarios to explore the importance of asking in the workplace. Answer the questions after the scenario. **(See pages 62-64 for answers)**

Scenario A

A truck makes a delivery to Company A. After the truck is unloaded, Harry, a new employee, is told to stock the shelves. After filling the normal shelves designated for that item, he realizes that there are still more items that need to be put away. In one of the back rooms, Harry sees some empty shelves and decides to put the remaining items there. It was hard work, but he finally got all the items on the shelves.

Later that day his supervisor says, "Who put that inventory on the shelves in the back room?"

Harry answered, "I did. There was too much to fit on the warehouse shelves, so I put the rest in the back."

"Who gave you permission to put those items there?" questioned Harry's supervisor. "You should have asked! I would have told you we were starting to use the second warehouse on the east side. Now you're going to have to pack up everything you put in that back room and take it over to the east warehouse where it belongs!"

1. Why do you think Harry didn't ask about what to do with the excess inventory?

_____
_____
_____

2. What were the consequences of Harry's actions? _____

_____
_____
_____

3. How do you think the supervisor felt about Harry's decisions? _____

_____
_____
_____

Situations like this occur in countless businesses all around the world. Employees routinely assume they know what to do and neglect to ask for instructions or guidance. If Harry had taken the time to ask he would have received the instruction necessary to do his job correctly the first time.

Scenario B

Sheila has been working at Little Hands Day Care for the past two months. She enjoys her duties and has grown to love the children. Amy is a three year old girl who recently started at Little Hands and is in the age group Sheila works with.

On one particular day, an older woman who Sheila had never seen before came to pick Amy up. She identified herself as Amy's grandmother, Mrs. Paul. Sheila was hesitant at first, but when Amy saw the woman, the child smiled and walked directly to her. Sheila reasoned that it would be okay, since Amy recognized Mrs. Paul.

"Okay, Mrs. Paul," Sheila said, "just sign her out here on the sheet."

At 5 o'clock, Amy's mother came to pick her up at her usual time. "Where's my daughter," she asked with concern in her voice, "I don't see her anywhere."

Sheila's heart began to beat fast. "Her grandmother, Mrs. Paul, came by earlier to pick her up," she stammered nervously.

"Her grandmother? She doesn't have permission to pick Amy up!"

1. Why do you think Sheila was hesitant to release Amy to Mrs. Paul?

_____
_____
_____

2. What do you think Sheila based her decision on? _____

_____
_____

3. What should Sheila have done to ensure the safety of the child? _____

_____
_____

4. What could be some of the consequences of Sheila's decision to release Amy to her grandmother? _____

_____
_____
_____

When faced with a dilemma as to the right course of action, it is always best to ask for guidance and instruction. As in the above scenario, asking would have kept the child safe and avoided the consequences of mother and child being separated, and Sheila possibly losing her position of employment or criminal charges being filed against her for negligence.

Scenario C

Two women work for the local bank. The policy for break time is to wait until there are very few customers, and then ask permission before going on break. Maureen says to Kathleen, "I'm going to take my break, there aren't too many customers. You can handle it."

Kathleen responds, "Fine, but don't forget to check with the supervisor first."

Maureen replies, "You know she's always tied up on the phone. By the time she is available I could already take my break and be back." Maureen walks out the door.

As soon as Maureen leaves, several people entered the bank at once. Kathleen is overwhelmed and has no other recourse but to call the supervisor for help.

"Why are you calling me for help? Where is Maureen?" asks the supervisor in a bewildered tone.

Kathleen responds, "She went on break."

"She did what?" exclaims the supervisor, "By whose permission? This is the first of the month; people come into the bank at this time to get their checks cashed. If she had asked me, I would have told her this is a bad time for a break! Please send her immediately to my office when she returns."

1. Why do you think Kathleen didn't ask her supervisor before taking her break, as the policy stated? _____
_____
_____

2. What could be the consequences of her actions? _____
_____
_____

3. How do you think Kathleen's supervisor felt about her actions? _____
_____
_____
_____

When you take the time to ask it shows respect for authority, and for the rules and policies in your work area. Respect is to show care, concern and honor to others, the rules, inanimate objects and the environment. If Maureen had taken the time to ask her supervisor for permission to take a break, she would have shown respect for the one in authority and for the rules and policies. Her choice caused undo stress on her co-worker and supervisor, who had to leave her duties to assist Kathleen. By exercising patience and self-control Maureen would have made the respectful choice to ask permission before going to break.

Asking shows respect for authority, the rules and policies.

Scenario D

Patricia works as a secretary in Mr. Montgomery's real estate agency. It is Patricia's responsibility to verify that Mr. Montgomery is ready before bringing appointments into his office. Normally, Patricia uses the intercom to ask him if she can send in the next appointment. Today however, Patricia had double the volume of calls and was pre-occupied with taking messages, scheduling appointments and checking on the status of applications.

When Mr. Montgomery's 9:30 appointment arrives, Patricia ushers him to her boss' office and opens the door without asking if he was ready. Just as she opens the door, Mr. Montgomery takes a big bite of his breakfast sandwich. His mouth is so full he can barely speak. With a startled expression, he motions the client to come in.

"Oh, I'm so sorry," Patricia says as she tried to get out the door. In her haste, Patricia steps on the foot of the client, then turns around and bumps into him.

"I'm so sorry," says Patricia once again.

"Maybe you should have taken the day off," responded the client as he limped into the office.

1. What was the policy regarding Mr. Montgomery's appointments? _____
_____

2. Why did Patricia fail to ask her boss's permission to bring in his appointment? _____
_____

3. What were the consequences of Patricia's actions? _____
_____

4. How do you think Patricia's boss felt about her actions? _____
_____

5. How do you think the client felt? _____
_____
_____

6. How do you think Patricia felt? _____
_____
_____

Taking the time to ask permission can help us avoid embarrassing situations. In the above scenario, Patricia failed to follow the policy of asking before taking new clients to the office and caused her boss, herself and even the new client to feel embarrassed and uncomfortable. Taking the time to ask can avoid awkward situations and the consequences that follow.

Asking can avoid embarrassing situations.

Scenario E

Alan's grandfather recently died. Among the things he left for his grandson was a small ceramic carving of an old man and a young boy fishing. Alan had loved that carving from the time he was a little boy. He remembered asking his grandfather if the man and boy went fishing in the same place they went fishing. After his grandfather died, Alan took the carving to his office and placed it on his desk. It meant a great deal to him, and helped to ease his grief.

One day, Alan was working in his office when his co-worker Harry stuck his head through his door. "Hey Alan, you mind if I speak with you a minute?"

"No, not at all," responded Alan. "Come on in."

Harry walked over to Alan's desk. "Hey, that's a nice carving," remarked Harry who then, without asking permission, picked up the carving and turned it over to look at it more closely.

"Please don't…" began Alan. Before he could finish, Harry's phone rang in his suit pocket. The phone startled Harry and he dropped the carving. Alan reached out to catch it, but he was too late. It hit Alan's desk and cracked in half. One piece rolled off the desk and landed at Harry's feet.

"I'm so sorry," said Harry "I don't know how it fell."

Alan could only stare at what was left of the beautiful carving, as a lifetime of memories raced through his mind.

1. Why do you think Harry failed to ask Alan's permission to touch the carving? _____
   _____
   _____

2. What were the consequences of Harry's actions? _____
   _____

3. How do you think Harry felt? _____
   _____

4. What do you think Alan would have said if Harry had asked permission to touch the carving?
   _____
   _____

Asking permission respects the rights of the owner. In the scenario above, a treasured possession was destroyed because Harry was not trained to ask permission first. Not asking permission to touch or use someone's possessions denies the owner the opportunity to make decisions about what he owns. It is up to each individual to show respect by asking permission to use or touch the belongings of others.

Asking respects the rights of ownership.

Scenario F

Dave had no sooner completed the emissions test on a used vehicle, when Jim, his boss, came towards him. “Dave, we need a new set of tires on a car on the lot. The customer is in a hurry; can you get to it now?” Dave nodded. “Great!” replied Jim, “I’ll have Billy bring it on in.”

Dave made his way over to his toolbox area. He reached for his torque wrench as he watched the young apprentice drive the car into the bay. He couldn’t find the wrench. He waited until the car was safely parked then looked in the drawer; the wrench should have been there. Dave never misplaced his tools.

“Where’s my wrench?” he bellowed as he moved about the shop searching for his tool.

“I don’t know, Dave,” said Billy; “I think Joe used it yesterday on a car out back. He’s out on a test drive.

Dave threw his hands up in frustration; and headed toward the back lot to Joe’s work spot. From the front of the shop he could hear his boss. “Why isn’t anybody working on these tires? Dave, what’s going on?”

Dave ignored his boss, in pursuit of his tool. It was raining, had been all night. His tool wasn’t hard to spot in the wet grass. This time, Jim had better do something or he would...

1. What was missing from Dave’s tool box? _____
_____

2. What consequences could come from Joe taking Dave’s tool without asking? _____
_____
_____

3. How do you think Dave felt about Joe taking his tools without asking? _____
_____
_____

4. What kind of conversation do you think Dave and his boss, Jim, had after Dave returned with the tool? _____
_____

Always remember to ask the correct person to get your answers. You wouldn’t ask one of your co-workers for permission to take time off from work, nor should you ask a colleague to borrow another co-worker’s possession.

Asking minimizes or avoids conflicts between co-workers.

The ABC's Of Asking

Always Be Consistent

Knowing who to ask, when to ask, and then consistently asking, when it is appropriate to do so, require the positive character trait of self-control. Self-control enables us to stop and consider the situation and then think about appropriate ways to deal with it. We need to recognize when a situation requires that we ask permission to touch or borrow the belongings of others, or for permission, instructions, guidance or clarification. Knowing which situations require us to ask and then consistently asking when that situation, or similar situations arise, will help prevent misunderstandings, costly mistakes and regrets. It will also help avoid conflicts.

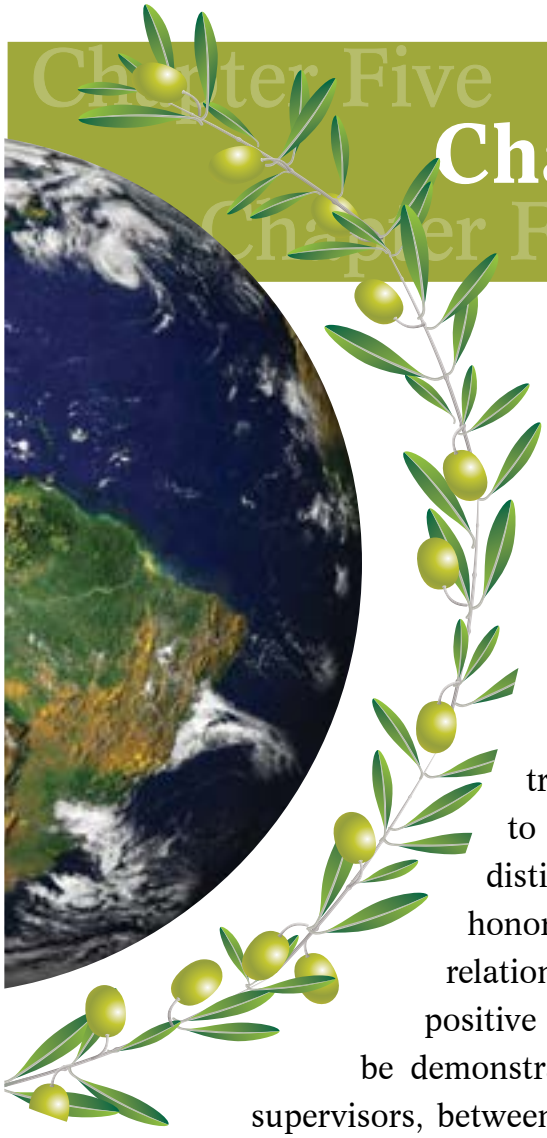
The only time asking about a situation becomes obsolete is if you are given permission to handle it in a specific way whenever the circumstances further arise. However, you must be on the alert for even the slightest change in routine. Even a slight change in the agenda may require bringing the situation back to your supervisor's attention so that he can guide you in the best way to proceed. Remember, it shows respect to ask permission and this should be practiced until it becomes a habit.

If you are a supervisor, manager, or in charge of training employees, you can take an active role in teaching others about the importance of asking. This is first and foremost done by your example with others in the workplace. Be sure to include the importance of asking as part of your orientation or training program policies. Be specific in outlining situations that require asking.

For example, you must ask:

- For vacation time at least two weeks in advance.
- To leave earlier than your scheduled time.
- To leave the facility for anything outside of your scheduled mealtime/break.
- To use company phones for personal use.
- To arrive to work later than your scheduled time.
- To use, borrow or touch company supplies allotted to another co-worker.
- To use, borrow or touch a co-workers' personal belongings.
- Before changing any approved policies or directives.
- For guidance, if you are in doubt, about changes in policies/procedures.

In summary, there are many opportunities to practice asking in the workplace. Taking the time to ask demonstrates positive moral character, a strong work ethic, and a willingness to cooperate with policies and with others. Additionally, asking appropriate questions at the right time and to the appropriate person builds trust, shows respect and can make you a valuable team player in your work environment.



Chapter Five

Respect: Give It Freely

Overview

Many believe that respect must be earned. The truth is that respect should be given automatically to others regardless of age, nationality or any other distinction. Respect means to show care and concern, honor or esteem. It is an integral part of all people's relationships. In fact, respect is the foundation of all positive interactions. Respect in the workplace should be demonstrated consistently between employees and their supervisors, between male and female co-workers and also between workers of the same sex and is imperative with all customers. We must also extend the concept of respect towards the possessions of others by asking to use, touch or borrow their belongings.

If even one person lacks respect in the work force the atmosphere would quickly deteriorate, resulting in behaviors that could be offensive and harmful. When there is respect in the work environment, conflicts and disagreements are significantly reduced. Co-workers learn to trust and rely on one another. Both female and male workers know that they can do their duties without fear of harassment, crude language or jokes in their presence. A work environment where there is respect is one where work becomes a privilege rather than an obligation.

Chapter Five
Lesson Plan
Topic: Respect: Give It Freely

PURPOSE/OBJECTIVE

Students will learn what respect is, how it is developed, and its benefits in the work environment.

MATERIALS

- Paper and pens/pencils

PROCEDURE

1. Review the previous lesson by asking the following questions:
    a. Which character traits are developed by consistently asking? *(Self- control, respect, responsibility and humility)*
    b. How does asking help to improve the work environment? *(Asking develops trust and respect. It helps to avoid conflicts.)*

2. Ask students how many have heard the saying, "You have to give respect to get respect?" Allow them to share their thoughts on this saying. Inform students that the *Peaceful Solution Character Education Program* teaches that respect should be automatically given to all people because all people have value and deserve to be treated respectfully. Explain that in our modern society there are many negative influences that can affect our concept of respect and the way in which we demonstrate respect to others. Choose students to read portions from the **Introduction** on **page 81** and then discuss.

3. Tell students that based on our cultural and religious beliefs, as well as the environment in which we have been raised, we may have different concepts of respect. However, respect is generally accepted as to have care and concern, esteem and compassion for others, the environment and ourselves.

4. **Activity**: Allot time for students to complete the activity on **pages 82-83** individually. At the end of the allotted time, allow volunteers to compare and contrast answers emphasizing similarities and differences.

5. Explain that when others are disrespectful to us it can leave us feeling upset, humiliated, embarrassed and other such feelings. Ask students what are some other results of disrespect? *(Answers will vary but may include becoming angry, seeking revenge, etc.)* Choose students to read the section **Disrespect Results In…** found on **page 83**.

6. Ask students in what ways does disrespect manifest itself in the workplace? *(Answers will vary, but can include sexual harassment or inappropriate sexual behavior, taking or touching someone's belongings without permission, being rude to a customer or co-worker etc.*) Have students read the scenarios and complete the exercises on **pages 84-89**. Discuss the answers focusing on the main points. Emphasize the need to be respectful towards our co-workers regardless of nationality or religious beliefs and to never laugh at or agree with disrespectful behaviors.

Scenario A:

1. How do you think Jane felt as the recipient of such a disrespectful action and remark? *(Confused, embarrassed, angry, etc.)*
2. How could Jane respond respectfully? *(She could say something like, "This is my honest evaluation of this child. My desire is to help her.")*
3. What are some consequences that could result from Jane handling this situation disrespectfully? *(Could cause an argument between co-workers, distracts from the care of the children, etc.)*

Scenario B:

1. How do you think Edward felt? *(Humiliated, frustrated, shocked, etc.)*
2. How should Edward respond? What would be the respectful thing to do? *(Edward could choose not to respond at all, knowing his supervisor is just frustrated, he could politely explain that he would rather ask for help than mess up on someone's account, etc.)*
3. What consequences could result from handling this situation disrespectfully? *(The business could lose the account when people see their workers can't even get along, Edward could lose his temper at his boss which will only lead to him getting in trouble and possible fired, etc.)*

Scenario C:

1. How can Mrs. West maintain her self-respect in this difficult situation? *(She can refuse to acknowledge or comment on her boss's inappropriate behavior in front of him, she can be sure to never be alone with him, etc.)*

2. What could Mrs. West do to respectfully resolve this situation? *(Go immediately to human resources and report the behavior.)*
3. What consequences could result from handling this situation disrespectfully? *(It could turn into a "he said, she said" situation in which she is included in the behavior, she could lose respect from her co-worker if she seems to be participating in the behavior in any way, etc.)*

Scenario D:

1. Who do you think was disrespectful in this scenario? Explain your answer. *(Both showed disrespect.)*
2. What could each person have said to show respect to each other? *(Reggie could have asked for the policy regarding the ketchup to be posted somewhere so that no one else is surprised to be told that, the cashier could have explained the policy, apologized for the misunderstanding, asked if he wanted to speak to a manager, etc.)*
3. If you were the clerk how would you have handled this situation? *(Answers will vary.)*
4. If you were Reggie what would you have said? *(Asked to see a manager to complain about the poor customer service, etc.)*

Scenario E:

1. Do you think the cashier and her friend were respectful in this scenario? Explain your answer. *(No, the cashier was on the clock and the personal conversation could wait until a break. The friend was rude to Mr. Cain.)*
2. Do you think Mr. Cain handled the situation respectfully? Explain your answer. *(Yes, he was polite and calm, etc.)*
3. If you were Mr. Cain how would you have handled this situation? *(Report to the manager, stop eating at that restaurant, etc.)*

Scenario F:

1. Why were Denise's co-workers' remarks disrespectful? *(They implied she was not qualified for the job but only got it because of the color of her skin, etc.)*
2. How do you think her co-workers made Denise feel? *(Sad, disappointed, defeated, etc.)*
3. How do you think Denise should handle this situation? *(Ignore the comments, strive to do her very best work to prove she deserved the job, report it to a supervisor, etc.)*

7. Bring to students' attention that the military/armed services are also workplaces. However, there are special and unique circumstances that come with these jobs. Ask students to name some of the stressors that fall upon military personnel. *(Being in a foreign place, troubles at home that they aren't able to help with, carrying weapons, the thought that they may die or have to kill someone, etc.)* Read articles on **page 90.** Create a discussion based on articles, questions and points on **page 91**.

Remind students that when we receive proper training, regardless of the circumstances we have to encounter, we will be prepared to make a moral choice and show respect to others.

8. Remind students that we all have different cultures and beliefs, therefore their understanding of what is respectful behavior will vary. However, there are basic guidelines to follow for all people. Create a discussion on what basic rules of respect for all people are. *(Answers will vary, but should include, asking before touching belongings, never telling dirty jokes or making sexual comments, etc.)* Having set rules for what is acceptable behavior for your specific work environment can reduce many misunderstandings. Have students take turns reading the section **Take The Steps To Respect** on **page 92**. Discuss the importance of setting their minds in advance and having the right attitude to handle disrespect to the best of their abilities. Read the section **You Have To Have The Right Attitude To Deal With Disrespect** starting on **page 93**. Discuss and expound.

9. Tell students that someone could unknowingly be disrespectful to others, or may purposely choose to be disrespectful. Ask students if they have ever known someone to be purposely disrespectful. Discuss how this caused them to feel. Ask students how would they address someone's disrespectful behavior. *(Answers will vary.)* Have students read the section on **pages 94-95** entitled: **Are You The One Who Is Being Accused Of Disrespect?** Emphasize that the positive character trait of humility can be instrumental in helping us to accept responsibility for our actions and be willing to change.

10. Conclude the lesson by reiterating the main points. Remind students of the importance of following the rules and guidelines for respectful, appropriate behavior in their workplace. With respect they can reduce conflicts and hurt feelings while achieving a more enjoyable working environment for all.

Chapter Five
Lesson Content
Topic: Respect: Give It Freely

"Nothing should stop us from being respectful to each other… Nothing."
~The Peaceful Solution Character Education Program

INTRODUCTION

A work environment without respect is an environment that most find extremely difficult to function in. In fact, many people will quit their jobs under such circumstances. Without respect our interactions could be callous, hurtful and inconsiderate. At worst, they could be devaluing, aggressive, and dangerous. Respect is the foundation of all positive interactions. Wherever there is respect there is also safety, understanding, and true care and concern.

In our society, there are many examples of a lack of respect in the workplace. In the news it was reported that a passenger on board a commercial plane was disrespectful to a flight attendant. The flight attendant responded by cursing at the passenger, getting on the intercom, cursing at everyone else on the plane, stealing several beers from a cooler, opening the emergency evacuation chute, sliding from the plane and running across the tarmac. Interestingly enough, people have been supportive of the flight attendant and in some circles he has been hailed as a hero!

A hero? How could someone who loses his self-control, self-respect and respect for others be regarded as a hero? It appears that many others have wanted to respond with reckless abandon when they have felt disrespected in their workplace and see this attendant's behavior as an excuse to behave disrespectfully in retaliation to difficult customers and bosses. Is it a sign of our changing times that we have learned to accept disrespectful behaviors as justifiable?

The *Peaceful Solution Character Education Program* trains people to display positive moral character despite the circumstances they're in, but it is up to each person to choose to respond respectfully regardless of what others say or do. The truth is, there will always be someone who "rubs" us the wrong way, who either intentionally or unintentionally offends us in one way or another. We must realize that we have no control over what others choose to do. The only person we can control is ourselves, and we choose how we want to respond to the disrespect directed at us. It helps to remember that two wrongs never make a right. So responding with disrespect when we are disrespected will never solve a conflict.

So, Just What Is Respect?

Respect is a positive character trait; it enables us to treat others, all property, the environment, and even ourselves, in a morally responsible way. Respect is to show care, concern, honor and esteem toward all. Although some concepts of respect vary from one culture to the next, basic concepts of respect are universal and are practiced around the world.

RESPECT
means to show care, concern, honor and esteem towards all.

What Is Respect To You?

Write on the lines below how you define respect.

_____

_____

_____

_____

_____

How Do You Think Respect Should Be Shown?

List a few of the ways on the lines below:

_____

_____

_____

_____

_____

_____

Treat Others
the way you want to be treated.

Behaviors You Find Disrespectful

List a few of the behaviors on the lines below.

_____

_____

_____

_____

_____

Many people strive hard to treat others respectfully. They are polite, ask to use or borrow the possessions of others, use proper language when speaking, refrain from making sexual comments or advances, and would never speak against the cultural or religious practices of others. However, there are always exceptions to the rules, and when we experience these acts of disrespect it can leave us feeling shocked and overwhelmed. Not knowing how to best respond, we can make a wrong choice and make the situation worse. How we choose to handle disrespect from others speak volumes about our own moral character and self-respect.

Disrespect Results In:

- ✖ Conflicts
- ✖ Anxiety
- ✖ Insubordination
- ✖ Hurt Feelings
- ✖ Low Self-worth
- ✖ Low motivation
- ✖ Insecurities
- ✖ Low morale
- ✖ Poor job performance

Did You Know That...

● Strained relationships between employees account for 60% to 70% of unproductive time and difficult situations.

● Your managers are spending anywhere from 25% to 40% of their time managing conflicts.

● Misunderstandings and tension among employees can expose your organization to lawsuits, discrimination cases and even violent behavior.

Putting It Into Practice

Read the following scenarios. Determine what you would do if you were in a similar situation. Answer the questions below. **(See pages 78-79 for answers)**

Scenario A

> Jane works in a treatment facility for abused and neglected children. Every week the case managers and childcare staff meet to discuss the progress of the children in their care. On this particular day Jane was asked to share her concerns about a child who was recently admitted. As she spoke, William, one of the case managers sighed and rolled his eyes. Jane pretended she did not notice and continued speaking. Finally, William said out loud, "Have you received any training at all? You don't even know what you're talking about."

1. How do you think Jane felt as the recipient of such a disrespectful action and remark?

_____
_____

2. How could Jane respond respectfully? _____
_____
_____
_____

3. What are some consequences that could result from Jane handling this situation disrespectfully?

_____
_____

It can be humiliating when a co-worker intentionally disrespects us by devaluing our suggestions and opinions. Seldom are we prepared to successfully handle this level of disrespect. Our feelings of embarrassment and humiliation can cause us to either internalize our feelings, or verbally retaliate with a disrespectful, cutting retort. Both of these choices can backfire, causing even greater problems.

Internalizing negative feelings can lead to health problems, such as ulcers, high blood pressure and headaches, as well as low productivity and a lackadaisical attitude towards others in our work environment. Retaliating could result in a conflictive situation that could quickly degenerate into verbal or physical abuse.

Responding respectfully when we are being intentionally disrespected can be challenging. But, it can be done if we use our self-control and set high standards for our own conduct. You can set your mind in advance to never compromise your moral character and high standards, because of someone else's disrespectful behavior towards you.

Think about, if someone spoke to you with dirt on his face, would you put dirt on your face too? If someone is disrespectful towards you, does that make it okay for you to be disrespectful too?

Never fight fire with fire.

Scenario B

Edward is a customer service representative. He is still new at his duties. On this particular day, he has several transactions that are complicated and time-consuming, requiring him to frequently call his supervisor for help. The fifth time he called for her assistance she became frustrated and told him in front of the customers, "If I had known you would be this much trouble, I would have hired someone else."

1. How do you think Edward felt? _____

_____

_____

_____

2. How should Edward respond? What would be the respectful thing to do?

_____

_____

_____

_____

3. What consequences could result from handling this situation disrespectfully?

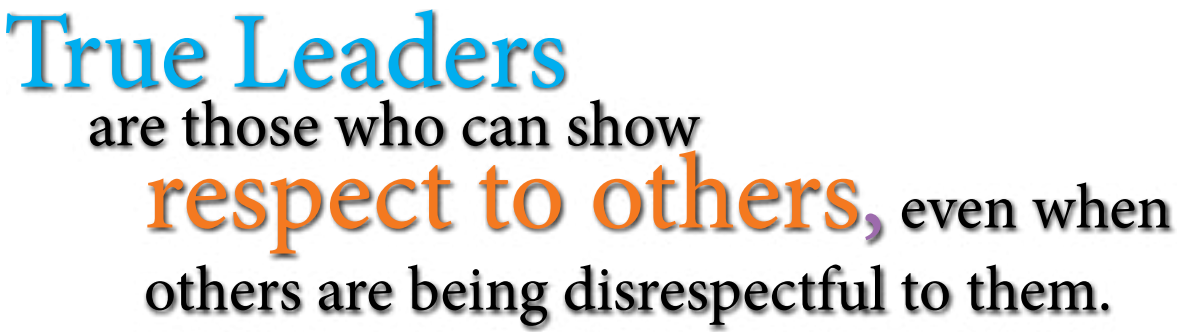
_____

_____

_____

_____

Disrespect from an authority figure, especially in front of others can be, to the say least, very uncomfortable. We expect an authority figure to be our example and guide. When those in authority fail to live up to our expectations it can be devastating. Maintaining your respect for someone in authority who is disrespectful towards you takes self-control, patience and humility. Stop before responding, and consider the consequences that could result from handling the situation in a negative way. Consider what your priority is. Is it getting even with the boss or keeping your job? How you respond could very well be the difference between keeping your job and losing it.



Scenario C

Mrs. West is a very attractive woman. She has been working at the same agency for five years and really enjoys her work. She was very comfortable and always respected in her work environment. However, all of that changed when Mr. Smith was hired as her new boss. Mr. Smith made no secret that he found Mrs. West attractive. Soon, his interest in her became the talk of the office. Mrs. West, in no uncertain terms, made it clear to him that she was married and not interested in him at all. Mr. Smith refused to take no for an answer and continued to pursue Mrs. West despite her rejection.

1. How can Mrs. West maintain her self-respect in this difficult situation?

_____
_____
_____

2. What could Mrs. West do to respectfully resolve this situation?

_____
_____
_____

3. What consequences could result from handling this situation disrespectfully?

_____
_____
_____

Sexual harassment is one of the worst forms of disrespect that can be experienced in the work environment. Sexual harassment can take many different forms. Crude jokes, subtle comments about various body parts, staring, and inappropriate touch all constitute sexual harassment. In fact, any unwanted comment, touch, or look can be construed as sexual harassment. This should not be part of the work environment, and should be dealt with swiftly so as not to encourage the unwanted behavior.

Sexual harassment can cause the victim to feel uncomfortable and afraid. Some also feel embarrassed to seek help and unsure of where to go for advice, especially if the unwanted attention is coming from someone in authority. If you are experiencing this form of disrespect, do not keep it a secret. Document any and all inappropriate encounters for your own records. Report the unwanted behaviors to an appropriate authority figure or someone in your resource department. Then, in front of a witness, tell that person in no uncertain terms that you do not want his or her attention, that you want the harassment to stop and that you will pursue legal measures if the harassment persists.

A word of caution: Be sure not to encourage the unwanted behavior in anyway. Don't flirt or appear flattered by the attention in any way. Dress and behave modestly so as not to draw unwanted attention to yourself. Never allow yourself to be alone with that person. Being alone with the individual puts you in a vulnerable position, and without a witness you will have a difficult time proving that he or she said or did something inappropriate.

Character is gained by many acts;
it may be lost by a single one.

Scenario D

Customers at the One Stop are allowed three free packs of ketchup with a hamburger and fries meal. Reggie asked the clerk for three additional packs of ketchup.

"You'll have to pay for extra ketchup," said the clerk in an irate voice.

"Pay for extra ketchup?" responded Reggie in disbelief.

The clerk rolled her eyes. "I don't make the rules," she responded in a sullen tone.

Turning to the other customers, Reggie continued, "How are they gonna decide how much ketchup a person should have with their meal? I bought a meal and I should get as much ketchup as I want."

The cashier glared at him. "That'll be seventy-five cents."

"This is unbelievable!" said Reggie, as he handed her the money.

"Whatever," said the clerk under her breath, as she threw the ketchups across the counter towards Reggie.

1. Who do you think was disrespectful in this scenario? Explain your answer.

_____
_____
_____

2. What could each person have said to show respect to each other? _____

_____
_____
_____

3. If you were the clerk how would you have handled this situation? _____

_____
_____

4. If you were Reggie what would you have said? _____

_____
_____

The need for respectful communication and interactions cannot be overstated. Customers should be treated with utmost care and concern. This means that those who deal with customers should communicate using proper tone of voice, facial expression and body language, regardless of how the customer behaves. Employees must be trained in how to listen effectively and to remain calm and in control in order to meet the needs of those they have been hired to serve. It is also important that employees are aware that their main duty is to serve the customer, and sometimes this takes going the extra mile, going out of the way to see that a customer's needs are met and that he or she is satisfied.

Even if the customer isn't "always right" the customer should always be treated with respect. All employees must make every effort to satisfy the customers' needs and to resolve all issues peacefully and politely. This will make customers frequent a business and recommend it to their friends.

The need for respectful communication and interactions cannot be overstated.

Scenario E

Mr. Cain was really pressed for time. As he waited his turn in line at the Sandwich Shop he thought about the list of things he had to do. For starters, he had to buy lunch, drop off his suits at the dry cleaners, get back to the office and eat lunch, all in one hour. Suddenly, Mr. Cain realized that the line was not moving. The cashier was having a personal conversation with her friend. Two minutes went by; Mr. Cain looked impatiently at his watch. The cashier and her friend casually continued their conversation as a line of people waited to be served.

"Excuse me," Mr. Cain said politely to the cashier, "can you please take my order? I'm on a very tight schedule."

Rolling her eyes and stepping to the side, the friend snidely said to the cashier, "Some people act like they're so important they can't wait."

1. Do you think the cashier and her friend were respectful in this scenario? Explain your answer.

_____
_____
_____
_____

2. Do you think Mr. Cain handled the situation respectfully? Explain your answer.

_____
_____
_____
_____

3. If you were Mr. Cain how would you have handled this situation?

_____
_____
_____

A customer should never have to wait for help while an employee finishes a personal phone call, catches up on paperwork, talks to a friend, or stocks shelves. If the employee is in the process of a duty that cannot be left unfinished, then the customer should be kindly told that he or she will be helped in "just a minute". A customer should never be made to feel ignored because the employee is occupied. There should be no tasks of greater importance than serving or assisting a client or customer.

And One Last Thought On This Topic...

Every business, whether it provides food or furniture, should make sure that their products are of the highest quality. No one wants to spend his hard earned money to get a substandard product. Fairness, honesty and dependability--these are the traits of a successful, service-oriented business.

Scenario F

It was Denise's first day as a receptionist at the Mount Best View Hotel. She had worked hard to complete the training required. Denise felt a deep sense of satisfaction and looked forward to learning all she could so she could do her duties to the best of her abilities.

As she returned to her desk after lunch, she overheard two of her co-workers talking. One said, "Her name is Denise. She seems nice enough, but you know why she got the job don't you?"

"Yeah, we need at least one of her 'type' to fill the quota," responded the second speaker, laughing softly as she spoke. Denise's deep sense of satisfaction turned to a deep sense of sadness as she slowly sat down.

1. Why were Denise's co-workers' remarks disrespectful? _____
   _____
   _____

2. How do you think her co-workers made Denise feel? _____
   _____

3. How do you think Denise should handle this situation? _____
   _____
   _____
   _____

Racism, discrimination and stereotyping are all forms of extreme disrespect. Not only should this not be tolerated in the work environment, it should not be tolerated in any area of our lives. Sadly however, some persist with intolerance and devaluing of others based on the color of their skin, nationality, or religion. We should never assume that anyone is hired for an ulterior purpose. In entertaining this line of thought, we demonstrate our own prejudices and lack of tolerance for others.

Did you know that you could harbor racist and stereotypical views about others without realizing it? Our family values, environment and the media can influence our thinking and feelings about others. Honestly evaluating our views and our beliefs will enable us to weed out these self-defeating, destructive beliefs. If you have difficulty accepting someone who has a different nationality, ethnicity, or religion than you, ask yourself the following questions. Answer them honestly to gain insight into your beliefs about others.

? Why do I dislike this person? Is it because of the individual's color, nationality, religious beliefs, or ethnicity?

? Have I taken the time to get to know this person as an individual, or am I making assumptions about him/her based on my personal beliefs?

? Do I make generalizations about a group of people based on the behaviors of a few?

If a co-worker makes discriminatory remarks do not agree in any way. Laughing or smiling at discriminatory jokes or remarks indicates that you agree with what is being said. When we choose to practice self-control by refusing to discriminate against others we demonstrate acceptance. By diligently studying, practicing and applying the *Peaceful Solution Character Education Program* to our lives we can begin treating others with the respect and fairness they deserve.

Respectful Communication And Interactions In The Armed Services

Although we may not consider the armed services as a true work place or work environment, it is. But rather than reporting to a specific building to perform your duties, you report to "on call" as determined. It is also a unique experience with stressors unlike "normal" workplaces. Due to this, military personnel must prepare their minds in advance to use self-control and show respect in every situation.

Read the articles and answer the questions that follow.

Military Sexual Assault Epidemic Continues To Claim Victims As Defense Department Fails Females

Active-duty female personnel make up roughly 14.5 percent -- or 207,308 members -- of the more than 1.4 million Armed Forces, according to the Department of Defense.

One in three military women has been sexually assaulted, compared to one in six civilian women, according to Defense. According to calculations by The Huffington Post, a servicewoman was nearly 180 times more likely to have become a victim of military sexual assault (MSA) in the past year than to have died while deployed during the last 11 years of combat in Iraq and Afghanistan.

According to the most recent report by the Pentagon's Sexual Assault Prevention and Response Office, 3,192 sexual assaults were reported out of an estimated 19,000 -- roughly 52 a day -- between Oct. 1, 2010, to Sept. 31, 2011. The department estimates that only roughly 14 percent of the assaults were reported. The majority of sexual assaults each year are committed against service members by service members, SAPRO reports. While MSA does not affect only women, the office characterizes the "vast majority" of victims as female, and the "vast majority" of perpetrators as male.

http://www.huffingtonpost.com

US troops defile dead Afghans on camera

An eye-opening video clip that made it online Wednesday may cause a scandal on par with what erupted with the Abu Ghraib photographs of 2004. Now US marines have been caught on film-urinating on dead Afghans.

In the Abu Ghraib incidents, US troops were revealed to torture and chastise prisoners who were serving as living detainees within the institute's walls. In the latest clip, however, Americans are shown not just disrespecting the alleged enemy, but failing to honor those that lost their lives in the name of war.

rt.com

"Some of these incidents certainly seem to be the fault of a breakdown in leadership at the small-unit level. Where was the sergeant who is supposed to say, 'Stop, boys. We don't do that. We don't disrespect the dead," said Mr. Exum who led a light infantry platoon in Afghanistan in 2002 and then led a platoon of Rangers in both Iraq and Afghanistan in 2003 and 2004.

nytimes.com

1. What are some of the stressors military personnel may encounter?
2. How could these stressors affect the choices that are made?
3. What are some ways to prevent the types of things described in the articles?

Simple Points To Help

- Setting your mind in advance to make moral choices regardless of what circumstances you encounter will help you in all areas of your life.

- Speak up to the right person(s)! Never accept any form of disrespect as "normal." If you see something, report it. If something occurs to you, report it.

- As an officer or a leader, make it clear from the start that no disrespect will be allowed in your unit; this includes verbal and physical disrespect.

- Military personnel are known to "have one another's back" in the field. Be sure that this same concept applies to all areas. Watch out for bullying or any other forms of disrespect and report as needed.

The need for respectful interactions and communications, even as you perform your duties, is necessary to avoid making difficult situations even worse. Respect must be shown in all situations to everyone involved. There is no justifiable reason for disrespecting anyone, regardless of the environment military personnel must endure. By including character education in all basic training programs, men and women will be better prepared to perform their military service with respect towards all.

Someday, when we all learn to respect others' right to life and peace there will be no need for a military in any country.

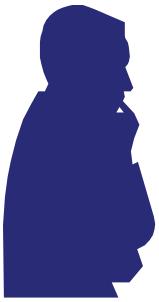
Take The Steps To Respect.

Anyone can learn how to be respectful with character education training as taught by the *Peaceful Solution Character Education Program*. And with personal effort and determination, you will reap the benefits. As an employee, supervisor or manager, you can make respect a part of your work environment by first recognizing and appreciating the value of respect in all your interactions. In this way you can be a perfect role model to others. Choose to treat others with respect at all times and encourage those around you to respect each other as well.

Here are some simple rules and policies you can put into effect for the entire business team to help foster a respectful work environment.

- Speak in a respectful tone of voice.
- All conversations and interactions must be appropriate at all times.
- Respect all people regardless of color, nationality, religion, or ethnicity.
- Never ignore anyone.
- Do not bring personal issues to work and take them out on others.
- Keep your work environment clean, neat and tidy.
- When on the job, work comes first.
- Ask and receive permission before using the possessions of others.
- Dress appropriately at all times. Keep in mind that what is popular in the fashion industry may not be appropriate for work. Tight revealing clothes, high slits, low plunging blouses and low-hanging baggy pants serve as distractions. It puts the focus on the wearer and not on the work.
- Follow all rules and guidelines exactly as given in your work area.

Aspects of what is deemed acceptable behavior can change from one culture to the next and can also vary based upon religious beliefs. Having set rules and policies in place will help to unify the concept of respect in the workplace. Regardless of nationality, religious beliefs, or ethnicity everyone will be able to coexist peacefully through adherence to the rules.



You Have To Have The Right Attitude To Deal With Disrespect

It is important to have the right attitude to successfully deal with disrespect. Rather than walk out on the job, or worse yet, retaliate, strive to work out the issues quickly and respectfully. Remember that your livelihood could very well depend upon how you respond to someone who is being disrespectful towards you.

1. **Remain Calm.** This is where you practice self-control to avoid responding impulsively. You are in control. Determine that regardless of how you are treated, or by whom, you will maintain your respectful attitude and not give in to a desire to run away or retaliate.

2. **Think.** Consider if the disrespect is even worth responding to. Sometimes not responding is a clear indication that the disrespectful words and actions have no effect on you. It deflects the impact of the statement or action and makes the attempt at disrespect futile and insignificant. Be careful to never ignore an authority figure though. Keep your focus work-oriented.

3. **Beware of your tone of voice.** If you must respond, control your tone of voice. A frustrated, sarcastic angry tone will most likely cause the situation to escalate and spiral out of control.

4. **Beware of your words.** It is a natural tendency to want to "get even" and respond in kind, but it is also futile and can cause the situation to escalate. So, if you find it necessary to respond, be careful of what you say and how you say it. Having just the right "comeback line" or savvy response is not as important as building a positive moral character, keeping your job, and maintaining a peaceful work environment.

5. **Be prepared.** Is a co-worker disrespectful on a regular basis? When you work with others expect that from time to time someone may be disrespectful either intentionally or unintentionally. Sometimes people are stressed, don't feel well or are tired and may not be as thoughtful as they should be. Or sad as it may be, they may actually choose to behave in an uncaring manner towards others because they haven't been trained in positive character development. Regardless of the reason, disrespect should never be accepted as normal. If you feel that you are frequently and intentionally disrespected, start documenting the occurrences and your responses. This will serve as legitimate proof of the frequency of the disrespect you are experiencing. Then, seek help from an authority figure to effectively resolve the situation.

6. **Do not hesitate to ask for help.** Sometimes we need help to effectively deal with and peacefully resolve issues with a co-worker. When a co-worker persists in disrespectful behaviors despite our best efforts to ignore the situation or to respond appropriately, it is time to find a mediator to talk out the problem. This is your opportunity to show how much you desire a peaceful resolution on a personal and professional level. Remember to consistently display self-control, patience and of course respect as you work out the issues.

Are YOU The One Who Is Being Accused Of Disrespect?

The reasons why we treat others disrespectfully can range from a lack of understanding to a lack of sleep, because more often than not, disrespect is unintentional. We may not realize that we are speaking or behaving in a way that is disrespectful to others. Stress, personal issues, anxiety, or even exhaustion may cause us to inadvertently say or do something that others can interpret as disrespectful. Even with the very best intentions someone may be offended by the way we interact. Our differences in personalities may result in us "rubbing someone the wrong way". We may even remind them of someone they know that they don't get along with.

If you are accused of being disrespectful to a co-worker or supervisor, even if your disrespect was unintentional, be humble and accept responsibility for your actions. Always try to see the situation from the other person's point of view. They may have some valid points. Although it is acceptable to take some time to explain why you behaved rudely, your focus should be on apologizing and making amends, rather than justifying your actions. Quickly apologize and put forth every effort to avoid the disrespectful behaviors in the future by being more considerate and aware of your actions. You may even have to treat those who are easily offended or more sensitive with "kid gloves". With the positive character traits of patience and empathy we can be motivated to make an even greater effort to show care and concern to alleviate any anxieties and misconceptions.

On other occasions, we choose to treat others disrespectfully because we are angry, disappointed, frustrated, or don't get what we want. We might also want to show others that we are serious about what we want them to do. Keep in mind that disrespect is never justified. So, even if we feel angry, we do not have the right to be rude to others. We should never use emotions such as anger or disappointment as excuses to be disrespectful. Nor should we behave disrespectfully in retaliation for someone's behavior towards us. See the chapter on Self-control to learn how to effectively deal with anger.

A sincere apology can help to quickly resolve a conflict.

A rude tone of voice, words and behavior should never be displayed in the work environment, or any place else for that matter. Yes, we can handle life's frustrations, disappointments, fears and anxieties without becoming rude, impolite or discourteous. Exercising self-control by stopping and considering the best way to deal with a situation, regardless of how we feel or how we are treated, will help us to conduct ourselves respectfully by treating others with the same concern we would expect from them.

If you have intentionally disrespected an employee or supervisor, do not make the situation worse by refusing to apologize or be unwilling to acknowledge that you were rude. As difficult as it might be to accept responsibility for your actions, it is best to do so as soon as possible. Start by sincerely apologizing for your conduct. A sincere apology can help to quickly resolve a conflict. This will start the process of resolving hurt feelings and will keep your relationship moving forward in a positive direction. Unresolved feelings can stagnate your relationship and deteriorate your interactions and communication. Be careful to not expect an apology from the other person. When you set yourself up to expecting someone to respond to you in a certain way, you only set yourself up for more hurt feelings and the potential risk of more disrespect to leak out of your mouth. Do your part and leave it alone.

Remember, we are responsible for each other and we should make a concerted effort to treat others with the utmost respect at all times. This builds a team spirit, and spotlights you as more than 'nice enough' to work with.

By giving respect we can make others feel useful and valued. If you can make a co-worker, employee or supervisor feel comfortable around you, despite any personality differences or past experiences, you may even make a loyal friend in the end.

Respect is everyone's responsibility.
If each person will make it a priority to treat others with **courtesy, care** and **fairness,** what a **beautiful world** it will be.

Chapter Six

Responsibility Brings Results

Overview

Everything that we use and have come to rely on in our daily lives requires that someone be responsible. The positive character trait of responsibility is an essential part of our personal lives and our work environments. To be responsible is to fulfill all tasks and duties to the best of your ability. This means making sure that you are doing your best to do your duties correctly the first time, and complete them in a timely fashion. Being responsible also means being accountable. When we are accountable for our actions we own up to our mistakes, and learn from them rather than shifting the blame to someone else.

Responsibility in the workplace can take many different forms, from opening the business on time, counting change correctly when giving it to a customer, to not exceeding your allotted lunch and break times. If people were not responsible for various tasks and duties in the work environment nothing would be accomplished. Businesses and services would simply cease to exist. Being responsible in your place of employment means to understand clearly what is expected of you, to receive proper training, to ask for clarification if you do not understand an instruction, and then to focus on making each day productive and successful.

A responsible employee would also be careful of the conversations he engages in at work in order to avoid gossip, disagreements and conflicts. Responsible workers practice self-control to make decisions that show self-respect and respect for others. They also observe policies for the betterment of the overall environment in which they work. Responsibility is another essential ingredient to building a peaceful, cooperative team in the workforce.

Chapter Six
Lesson Plan
Topic: Responsibility Brings Results

PURPOSE/OBJECTIVE

Students will explore the importance of behaving responsibly in the workplace.

MATERIALS

- Paper and pens/pencils

PROCEDURE

1. Review the previous lesson by asking the following questions:
    a. How can you show respect in the workplace? *(We can be courteous, ask before touching, using or borrowing the possessions of our co-workers, refrain from derogatory or discriminatory remarks, never ignore customers, rather, acknowledge them with a greeting or by letting them know you will be with them momentarily, etc.)*
    b. How does disrespect affect the work environment? *(Disrespect is counterproductive; it causes resentment and hurt feelings. It causes conflicts and puts co-workers in opposition to each other.)*

2. Tell students that in today's class they will explore the character trait of responsibility in the workplace. Ask students for a definition of the word **responsible**. *(To be accountable for your choices and actions; to take initiative, to complete all tasks to the best of your ability; to fulfill your obligations within a timely manner, etc.)* Discuss some of the things they are responsible for at work.

3. Choose students to read selections from the **Introduction** on **page 101**. Have students complete the **Responsibility Quiz** on **page 102** and then discuss their answers.

4. Explain to students that becoming a responsible person requires developing other character traits such as self-control and respect, and then consistently displaying them at the appropriate times. Have students read the section entitled, **It's About Character** and complete the activities on **pages 103-105**. Discuss answers, emphasizing that the character trait of responsibility is contingent upon other positive character traits.

5. Tell students that in addition to all our responsibilities in the workplace we must also be responsible for the way in which we communicate with others. Guide class feedback by asking the following questions:

a. Why is communication important in how we fulfill our duties at work? *(Answers will vary but may include that we have to work together to get a job done, etc.)*

b. What do we need to be aware of to make our communication effective? *(Answers will vary, but can include facial expressions, tone of voice, body language etc.)*

6. Have students read and discuss the sections, **You Have A Responsibility To Communicate Effectively** and **Responsibility With Using All Forms Of Communication** on **pages 106-109**. Stress the importance of being responsible in all our communications. Cover the **Tips For Responsible Communication** on **pages 109-110** and have students complete the **Stop and Think Activity** found on **page 111**. Emphasize the need to communicate responsibly with a supervisor or anyone in a position of authority. Read and discus the section **Communicating With Your Boss** on **page 112.**

7. **Demonstration**: Roleplay tone of voice, facial expressions, words and body language that are irresponsible in the workplace. Discuss the ramifications of this behavior in the work environment. Redo the role-play, demonstrating responsible, appropriate communication. How were the outcomes different? Which form of communication (responsible or irresponsible) is more effective?

8. Discuss the importance of having the right attitude in becoming a responsible person. For example, someone who feels burnt out, underpaid or unappreciated is more likely to have an irresponsible, uncooperative attitude. On the other hand, believing that our work is meaningful and that we are valued and appreciated for what we do can promote responsibility and a positive work ethic. Choose students to read and discuss the sections **It's All About Attitude** and **Attitude Checklist** found on **pages 113-114**.

9. Emphasize the importance of working as a team within the workplace by using the positive character traits learned within the *Peaceful Solution Character Education Program*. To summarize, read from the section, **Be A Team Player** found on **page 115**.

10. Conclude the lesson by asking students to name some things they learned in this class on responsibility. Re-emphasize the importance of developing a positive moral character with traits, such as self-control and respect, so that we can develop the positive character trait of responsibility. Encourage students to diligently follow through with any task they have been asked to do.

Chapter Six
Lesson Content
Topic: Responsibility Brings Results

"The mind of an employer can be at peace when he has responsible people working for him."

~The Peaceful Solution Character Education Program

INTRODUCTION

"Only responsible people need apply". One of the most important traits an employer requires of a perspective employee is to be responsible. Responsibility is needed in all types of jobs, whether you work as a receptionist or a carpenter. It is needed in all positions, whether you have an entry-level position or the position of a CEO. Whether you work for yourself or for others, responsibility is needed for tasks to be completed successfully.

Have you ever considered the many ways you demonstrate responsibility in the course of a day? Whether you are married, have children, single, or a student, you are accountable for yourself and others. But accountability is only part of being responsible. Responsibility also includes completing tasks that you have been assigned to the best of your ability and with a positive attitude. This means not allowing your emotions to get in the way of your communication, interaction, and productivity. It means putting aside your personal feelings, whether you are stressed, anxious, or upset, and focusing instead, on the task at hand.

People who are able to handle their daily duties responsibly are those who are most effective in the work environment. They are the ones who follow through on assigned tasks with a positive attitude and a willing heart. Responsible people in our society enable us to have the many services and products we have grown to depend on.

Take The Responsibility Quiz

Circle the best answer for each question to determine how responsible you are.

I lead by example.	Sometimes	Always	Never
I complete my assigned tasks in a timely manner.	Sometimes	Always	Never
I keep my desk organized and orderly.	Sometimes	Always	Never
I clean up after myself.	Sometimes	Always	Never
I do my assigned duties with a positive attitude.	Sometimes	Always	Never
If I do not understand what is expected of me I ask my supervisor for help.	Sometimes	Always	Never
I follow the rules and guidelines in my work environment.	Sometimes	Always	Never
I meet my deadlines.	Sometimes	Always	Never
I refrain from taking part in negative conversations about my co-workers.	Sometimes	Always	Never
I make every effort to be at work on time.	Sometimes	Always	Never
I readily admit when I make a mistake.	Sometimes	Always	Never
I readily apologize when I am wrong.	Sometimes	Always	Never
If I am unable to work or running late I call in.	Sometimes	Always	Never
I show respect to others in my work environment.	Sometimes	Always	Never
Even if I am frustrated or disappointed I control my actions and tone of voice.	Sometimes	Always	Never
I accept correction with a humble attitude.	Sometimes	Always	Never

So how did you do? The correct answer for all of the questions is *always*. More *always* answers indicate how responsible you are. *Sometimes* and *never* answers should be of concern to you. These are areas you need to focus on in order to become more responsible. There are several ways you can start developing the important trait of responsibility, regardless of the areas in which you are lacking.

It's About Character

Did you know that to become a responsible person you must develop and practice several other positive character traits? For instance, being responsible requires self-control. It takes self-control to stop, think and then make a right choice to be responsible and respond politely to a customer who is irate or belligerent. In what other ways would practicing self-control help you to become more responsible in your work environment? List at least three ways.

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_____

Responsibility also requires honesty. In what ways does your job require you to be honest? Whether it's counting money or returning from break on time being honest denotes a responsible character. How else can being honest help you to be responsible at work? List at least three ways below.

_____

_____

_____

_____

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Here's Something To Think About...

What would you do if you noticed that your co-worker, in his haste to leave, had neglected to check that all computers and lights were turned off? What if he was a co-worker you didn't like? Would it make a difference whether or not you tried to contact him or another approved personnel? A responsible person would handle the situation wisely, regardless if the co-worker were a friend or not. *The Peaceful Solution Character Education Program* teaches us how to have a responsible attitude for all.

It takes character to be responsible.

A responsible person must also have self-respect, respect for others and respect for the environment. The ability to treat others and ourselves with care and concern helps us to make choices that will not bring harm. Did you know that choosing to wear appropriate modest clothes to work shows self-respect and is therefore a responsible choice? Think about it, if your outfit causes others to be distracted are they getting their duties accomplished? Are they focused and working up to their potential? Although it may seem inconsequential, dressing appropriately and modestly shows that you are willing to work with the team, rather than against it. How else can you use respect to make responsible choices in your workplace? List three ways on the line below:

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_____

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Being responsible also requires you to have the character trait of humility. To be humble is to put others before yourself, and to be concerned with being a great example to others rather than being 'in charge' of them. A humble person can accept correction without becoming offended or getting bent out of shape.

Do you know someone who was fired for being insubordinate? Being insubordinate can range from disobeying a direct request to refusing to follow established rules and policies. Although it can include a wide range of behaviors, there is one common thread: arrogance. Arrogance is nothing more than a lack of humility. One of the ways we display a responsible character is to simply obey the instruction given without an attitude. This is a responsible choice because it helps to keep interactions in the work environment positive and productive.

Insubordinate:
adj.: not submitting to authority, disobedient
noun: one who is insubordinate.

How else can a humble attitude help us to make responsible choices? List a few examples on the lines below.

_____

_____

_____

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_____

A responsible person follows through on what he has been asked or instructed to do. This is because being responsible also requires us to be obedient and diligent. He also steps up to take responsibility for his actions, even if he made a mistake or caused hurt, harm or damage.

In March, 2011, there was a major earthquake and tsunami in the country of Japan. Thousands of people died or were injured and many buildings and other structures were seriously damaged. These included three nuclear plants, which overheated as a result of the damage. Thousands of people had to be evacuated for fear of an explosion or radiation poisoning and the consequences of this disaster will be felt for a long time. The article below is just one example of how important it is that we are responsible for our actions and accept responsibility when things go wrong. Failure to accept responsibility for our actions result in a failure to learn, grow and succeed.

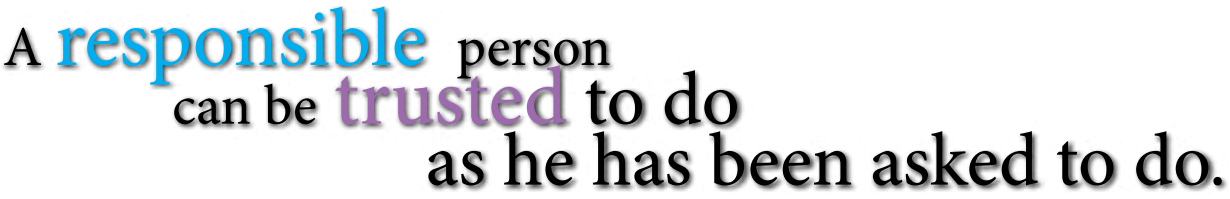
Who's To Blame For The Fukashima Nuclear Disaster?

On who's to blame, Prime Minister Naoto Kan said, "Needless to say, TEPCO is primarily responsible, but the state can't escape blame because it promoted the use of nuclear power.

The Japanese government nuclear task force report acknowledged in June 2011 that bureaucratic red tape, and the division of responsibilities across several government agencies, had hampered the response to the accident.

factsanddetails.com/japan.php?itemid=1749&catid=23&subcatid=152

How would not following through with your assigned tasks in the workplace affect others, specifically, and your work environment in general?



You Have A Responsibility To Communicate Effectively

Did you know that we have a responsibility to communicate as effectively as possible with everyone with whom we interact? This requires us to choose our words carefully and control our tone of voice and facial expressions. We do not have to make our every emotion evident to all. Being upset or frustrated should never be an excuse to communicate ineffectively.

When it comes to talking...
It should be about quality rather than quantity.

1. Use Words Effectively

Words, words and more words! During the course of a day, we literally say more words than we can count. Are we using the best words to describe what we feel, what we need, or what we expect from others? Choosing what to say, how to say it and when to say it in order to effectively communicate requires self-control and lots of it.

We often make the excuses of, "it just slipped out" or "I wasn't thinking," when we have said something offensive, inappropriate or spoken out of turn. Practicing self-control enables us to stop, even if it is only for a fraction of a second, to consider what the best words to use are, or if we even need to make a comment at all. There can be wisdom in silence.

One of the best ways to determine if your words are appropriate is to ask yourself the following questions:

a. "How would I feel if someone said this to me?"
b. "Are my words helpful or hurtful?"

If you decide that you would not want such words spoken to you and that they are hurtful, then do not say them to someone else. Choose different words that would better communicate your needs in an appropriate and harmless way. This is one way of building responsible communication.

Chew up your words before you spit them out.

2. Tone Of Voice Counts Too

Have you considered your tone of voice and how it affects others? Tone of voice counts for a large percentage of how our words are interpreted. Try this exercise. Say the following words as if you are angry and then say them as if you are pleased. "Please be seated." Notice how your tone of voice can change the meaning behind your words. When interacting in your work environment become aware of the tone of voice you are using when addressing others. Does your tone convey that you are respectful and caring or annoyed, sarcastic or belittling? Using self-control will help you to control your emotions so that you can speak your words in a tone of voice that is always respectful, regardless of how you may be feeling. This is a second way to build responsible communication.

It's not always **what** you say, but **how** you say it.

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3. Are You Aware Of Your Facial Expressions?

Stress, frustration, disappointment and excitement can all be clearly seen on our faces as we interact with others. What are your facial expressions when you are at work? Do you have pleasant, courteous expressions that say I'm glad to be here? Or do your expressions say, "I'm having a bad morning. Leave me alone!" Our facial expressions can influence the way others think and behave. A pleasant expression puts others at ease. It says that you are open, friendly and approachable. An unpleasant expression immediately puts others on the defensive. They expect you to be discourteous and impolite and will prepare themselves to respond in like manner.

Just one person can bring down the morale of a work area, and this downward spiral can begin with something as simple as an angry facial expression. If you start off your morning with a grumpy expression, and curt responses, your co-workers will most likely begin to treat you or each other in the same way. Being aware of your facial expressions is a third way to build responsible communication.

WATCH what you say.

Responsibility With Using All Forms Of Communication

Communication in the workplace can take many forms. Historically, these have mainly consisted of conversations in-person or over the phone and written communications such as letters and memos. With today's growing use of innovative technology, there are new methods and types of both written and verbal communication emerging and everyone has a responsibility to communicate respectfully, no matter the method used for delivery of the message.

Types Of Workplace Communication

Live Conversations

Much of the communication in the workplace is face-to-face. In this type of communication, body language, facial expressions and tone of voice are evident and effectively contribute to the success or failure of the message delivered. Active listening also plays a part as the speaker can make changes as needed based on observing the listener.

Live conversations can also be by telephone or via means of videoconferencing or video calls over the Internet. Conversations in which the participants cannot see each other still require the use of self-control, proper facial expressions and even body language, as all of these will affect the tone of voice and help convey meaning along with the words spoken. Active listening is especially important in phone conversations.

Written Communication

Written communication has also always been a large portion of workplace interaction and communication. Inter-office memos and traditional business letters have become part of a larger, digital work center. Instant messaging, email and social media posts have all become part of the workplace landscape, as businesses strive to reach their customers and clients through multiple channels.

It is especially important to use clear language when communicating in written form,a s it is possible to read the same sentence in different ways, depending on the emotion perceived when reading and the emphasis placed on specific words. It is easy for a reader to misunderstand the tone of a message not clearly written.

The Enduring Nature Of Digital Media

Using digital methods for both written conversations and some verbal conversations, such as recordings of phone calls or meetings, ensures there is a record that remains after the fact. This can be helpful when there is a need to refer back to previous conversations, but it also means that any hasty comments or misstatements will remain. Therefore, it is extremely important to conduct yourself in a manner that is always respectful, honest, accurate and above reproach.

The way we speak and write is a learned skill developed over time. If we are honest with ourselves, we know there is always room for improvement. Maintain a professional tone in the workplace, no matter the content or the recipient. This earns you a reputation of being a responsible and respectful worker at all times.

Even activities outside of work can affect your work reputation. Employers and potential employers alike are increasingly turning to social media to see what kind of character employees or applicants display publicly Online. A previous indiscretion can be hard to erase once posted on the Internet and a hastily typed post to a social network can spread rapidly. This is a perfect example of why it is important to think before you act.

Today, more than ever, we live in an instant society and people often send messages and communications without taking the time to think through what they want to say, whether they should say it and equally, if not more importantly, how it might be received. Here are some simple tips to ensure your message includes a responsible, respectful tone at all times.

Tips For
Responsible Communication

1. Use proper grammar and sentence structure for the communication method you are using. People who use shortcuts in professionally written communication can be viewed as lazy and unprofessional, while those who use full sentences and are sticklers for grammar rules, in instant message conversations, can seem pretentious or arrogant. Your style should always fit the method used and the audience reading your messages. Perceptions are key.

2. Whether using verbal or written methods, an individual who is developing positive character traits will avoid using foul language or inappropriate slang.

3. Do include polite words, such as "please" and "thank you." Notes of appreciation show others that you value them enough to take the time to express it.

4. Avoid sounding unprofessional or controversial.

5. People tend to read their own emotions into what they receive so before you hit the "Send" button, make sure you have properly conveyed what you really intended to say.

6. Take time to read what you wrote before sending it. It is okay to leave what you wrote on hold (remember the S.T.O.P. acronym on **page 34**) and then go back and read it again.

7. It helps to read your final draft aloud.

8. If you know the risk of misinterpretation is high and you want your message to be clear, ask someone else to read it before sending. He or she may see something you didn't, which could help avoid a misunderstanding.

9. If you are responding out of anger or any other emotion, place your response in the draft file and read it again later. Instantaneous vents could cost you or someone else a job.

10. Use electronic communication methods carefully. Things posted on social media or emails, for example, can hurt others or even your own reputation. For instant, how would posting pictures of your personal life be viewed by a potential or present employer? Show care and concern by always laying a foundation of respect through the post/message.

11. In casual or less-formal situations, emoticons (those smiley faces often seen in instant messages or email) can be a great way to ensure your message conveys the emotions you what to express. The formal nature of some business communications will preclude this but where appropriate, a smiley face or other emoticon can go a long way to avoid misunderstandings. Overall, keep all communication respectful.

Positive interaction and communication in the workplace is everyone's responsibility. The words you use, your tone of voice, your facial expressions, the words you write and how you write them, and images posted all say a lot about who you are, your character and whether or not you are responsible enough to respect those you interact with.

and THINK.

Can you recall a time when someone communicated his or her needs in an irresponsible way? What were the consequences?

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_____
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Can you recall a time when someone communicated his or her needs in a responsible way? What was the outcome?

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Communicating With Your Boss

Keep the lines of communication open between you and your manager or supervisor by making your needs and concerns known in an appropriate way. Be sure that you make your concerns known in non-threatening, non-hostile tones, words and facial expressions. Follow these simple suggestions to have a successful meeting with your authority:

- Have your concerns and needs clearly outlined so that your meeting can be productive and solution oriented.

- Are you presenting concerns about production in your work area? Do your homework. Have facts to support your concerns. Rehearse the main points of your presentation.

- Are your concerns more of a personal nature? Whether they are difficulties with co-workers or your desire to be considered for a higher position, always be clear and concise in how you bring out your concerns. Don't ramble on. Be succinct. Remain calm. Be sure your boss understands how it is affecting you and most of all your productivity at work.

- Carefully listen to the response, be open to any suggestions. Being willing to accept all decisions, even if it is not what you expected, will help you refrain from arguing, back-talking or any other form of disrespect.

- Stay alert to any verbal and non-verbal cues to know when your meeting is over. You do not want to force the issues, where it could become conflictive or incite hostile feelings. Even if the meeting does not go exactly as you hoped, know that you voiced your concerns or made your needs known in a respectful way. Move forward with the decision rendered, accepting the decision and showing support for the administration.

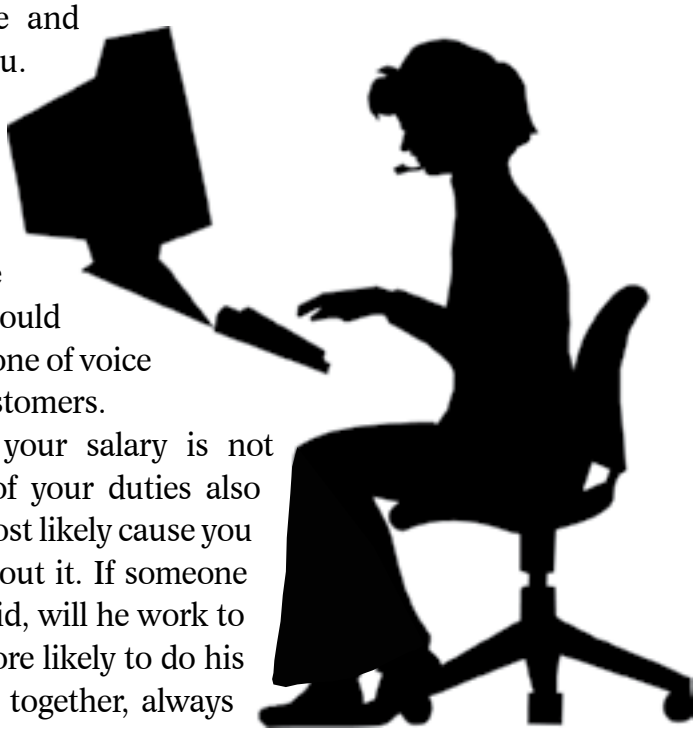
Positive interaction and communication in the work place is everyone's responsibility. The words you use, your tone of voice and your facial expressions say a lot about who you are, your character, and whether or not you respect those around you.

It's All About Attitude

Being responsible in your work environment also means having the right attitude. You demonstrate responsibility to yourself as an individual with hopes and goals, when you express an attitude that is optimistic, willing to serve and open to improvement.

What attitude did you display when you were being interviewed for the position you now have? Did you show interest? Were you polite and courteous? Were you thankful for the opportunity to be considered for the position and did you express hope that you would be hired? Did you maintain that bright attitude once you were hired, or did you allow job dissatisfaction, conflicts and disagreements to wear and tear on your overall attitude and disposition?

A poor attitude at work can manifest in poor decision-making and irresponsible behavior. When you agree to work for a company or organization, whether as a supervisor or a housekeeper, you agree to and accept all the responsibilities that are part of the position you were hired for. You become obligated to fulfill your duties to the best of your ability. Having a poor attitude in regards to what is expected of you can lead to a downward spiral, affecting your job performance and negatively influencing others around you.



For example, if you are hired as a receptionist, you are responsible for answering phones, greeting customers and taking appointments. To decide after you have been hired that answering the phones is "boring" and monotonous would certainly have a negative effect on your tone of voice and temperament when dealing with customers.

In like manner, complaining that your salary is not comparable to the difficulty or stress of your duties also demonstrates a poor attitude, and will most likely cause you to make irresponsible choices. Think about it. If someone feels that he is overworked and underpaid, will he work to the best of his ability; or would he be more likely to do his duties halfway, or avoid doing them all together, always looking for a way out?

Attitude really does have a lot to do with the choices we make in our work environment. When you are hired for a position, regardless of what that position may be, maintain a positive attitude. Conduct yourself with a mindset that shows how important your job is to you and that you take your responsibilities seriously. Put forth a genuine effort to successfully accomplish the duties you have been assigned.

Attitude Checklist

Use the following checklist to help you maintain a positive attitude in your workplace.

- Start each day with a clean slate.
- Have an "I can do it" mindset.
- Don't make a mountain out of a molehill.
- Don't wear your heart on your sleeve.
- Be professional.
- Keep your personal and professional goals in mind.
- Accept that others can feel just as strongly about their beliefs/opinions as you do.
- Agree to disagree, as long as moral values are not jeopardized.
- Allow others to communicate their feelings and respect that they might be different from yours.
- Don't play the blame game. Accept accountability when you need to.
- Go out of your way to be respectful.
- Forgive quickly.
- Use every experience as an opportunity to improve yourself or a situation.
- Accept that sometimes things will go wrong.
- Everyone has great character and personality traits, so focus on the positive rather than the negative.
- Always accentuate your positive character and personality traits.
- Be a willing servant, quick to step up when help is needed.

Be A Team Player

Don't forget, it is up to each individual to take on the positive character trait of responsibility in the workplace. Not only does this include our everyday responsibilities, routines, and interactions, but it also includes being responsible when we make mistakes. Don't be one who is willing to take all the credit when things go right and then blame everyone else when something goes wrong. As a team player, it is important to work through the tough times as well as the great ones. This reflects a mature, caring attitude that isn't selfish or just out for our own interests, but rather is for the betterment of all involved.

It takes positive character traits to be **responsible.**

A responsible person has **self-control,** is **respectful,** and shows **compassion** for others.

Chapter Seven

Honesty: A MUST In The Workplace

Overview

A lack of honesty in the workplace is prevalent in society today. An alarming amount of CEO's, managers and supervisors of companies all around the world have been found guilty of crimes such as embezzlement, fraud, kickbacks, and bribes. But it does not stop there. Dishonesty while on the job has additional outlets, such as falsifying time sheets and time cards, taking extra time for breaks and lunch, taking credit for work done by another co-worker, discrediting a co-worker, using work supplies for personal use, as well as harassing a co-worker, and then not accepting responsibility. All of this add up to a loss of money, trust and confidence.

Workers who are honest uphold all company policies; they arrive to work on time and adhere strictly to their allotted time for break and lunch. Honest employees are respectful of their co-workers and would never accept credit for work they did not do. They use work supplies conservatively, never wasting or stealing items. Honest actions should be encouraged in the workplace through teaching, motivation and even incentives. Encourage workers to be honest because honesty in the workplace is very vital to a trusting and healthy work environment.

Chapter Seven
Lesson Plan
Topic: Honesty:
A MUST In The Workplace

PURPOSE/OBJECTIVE

Students will appreciate the value of honesty in the workplace and learn behaviors that demonstrate honesty.

MATERIALS

- Paper and pens/pencils

PROCEDURE

1. Review the previous lesson **Responsibility Brings Results** by asking the following questions:

   a. In what ways are you responsible in your work environments? *(Answers will vary)*

   b. Name some positive character traits that help us to be responsible *(Self-control, respect, humility, and compassion, etc.)*

   c. How can we be responsible when communicating with those in authority? *(Use a proper tone of voice, as well as appropriate facial expressions and body language, etc.)*

2. Inform students that in today's lesson they will explore why being honest is a valuable asset in the workplace. Ask if anyone has ever had one of his or her possessions stolen or knows someone who was stolen from while at work. *(Answers will vary.)* Have students read the **Introduction** found on **page 123**. Discuss the consequences of living in a society where dishonesty manifests itself in so many ways.

3. Have students share what honesty means to them. Talk about the fact that people consider honesty in different ways. Have students read the section entitled **Being Honest, What Exactly Is It?** found on **page 124**. Explain that with so many different ideas of what honesty Means, it is important to identify what is honest behavior in the work environment. Have students read from the section entitled **What Does It Mean To Be Honest In The Work Environment?** found on **page 124**.

4. Have students read and complete the scenarios found on **pages 125-128**. (Note: any of the scenarios can be role played to create greater interaction.) Discuss their answers and the importance of giving credit to others, following the rules, and being truthful and trustworthy as ways in which honesty is demonstrated in the work environment. Lead a discussion with participants on times they were glad they followed the rules and policies while on the job.

Honesty Means Following The Rules

1. Did Phillip behave honestly? Explain your answer. *(No, because he asked Brian to do something dishonest.)*
2. Did Brian behave honestly? Explain your answer. *(No, because he agreed to do something dishonest.)*
3. What are some consequences that could come from Phillip and Brian's dishonest act? *(Loss of time and productivity, the supervisor could find out and dock them both for stealing time, etc.)*

Honesty Means Being Truthful

1. Was Betty truthful? Explain your answer. *(No, she lied about the reason she was late for work.)*
2. What are some consequences that could come from Betty's dishonesty? Explain your answer. *(Supervisor could find out the truth, Betty could ruin her reputation by continuing being late for false reasons and then not be believed if she had a legitimate reason, etc.)*
3. Was Bob truthful? Explain your answer. *(Not completely, he did not tell Justin's role in the conflict.)*
4. What are some consequences that could come from Bob's dishonest answer? *(Justin would not be corrected for his behavior, Edward may face consequences for starting a conflict, Bob may be regarded as a liar when the whole story is found out, etc.)*

Honesty Means Giving Credit To Others

1. Did Susan behave honestly? Explain your answer. *(No, she took all the credit for their work and did not share Jane's part.)*

Honesty Means Being Trustworthy

1. Alan was obviously a trusted employee, but did he deserve the trust he was given? Explain your answer. *(If he feels comfortable opening and reading private mail, it would seem he is not very trustworthy.)*
2. Sometimes dishonesty backfires. How did it backfire for Alan? Explain your answer. *(He found out information that upset him.)*
3. How do you think Alan will be affected by the information he read? How might it affect his job performance? *(He is now bothered by something that he didn't even know about before. It could cause anger or bitterness. He may develop a bad attitude, etc.)*

5. Have students read and do the scenarios from **pages 129-134**. Discuss as a class. Explain that when all employees strive to be punctual, routines run

smoothly, and trust and confidence in employees are developed. Also emphasize the importance of respecting authority by diligently adhering to rules and policies. Both timeliness and not usurping authority are additional ways honesty can be demonstrated in the workplace. We should never spread gossip, falsely accuse or willfully lie about a co-worker. This steals the reputation of others and is not honest.

Honesty Means Being Timely

1. Why do you think Jane was upset? *(She had to wait before she could go to lunch, she may have had plans, etc.)*
2. Why do you think Emily's boss wanted to speak to her? *(For returning to lunch late and not showing consideration by calling, etc.)*
3. If you were Emily's boss what would you say? How would you handle the situation? *(Answers will vary.)*

Honesty Means Not Usurping Authority

1. How did Mike usurp authority? *(By making a decision that was not his to make.)*
2. Why were Mike's actions dishonest? *(By not seeking the proper permission, he stole his boss' authority.)*
3. Do you feel that the boss had a right to be upset? Explain your answer. *(Answers will vary.)*

Honesty Means Not Stealing Someone's Reputation

1. What type of reputation did Melinda initially earn with management? *(She was trustworthy and able to get the job done.)*
2. What changed the way the administration regarded Melinda? *(A "smear campaign" by envious workers.)*
3. What does a "smear campaign" mean? *(It is conveying false accusations or unsubstantiated charged against a person(s); in that case, Melinda. Her co-workers lied about her to purposely ruin her reputation in the eyes of her authority.)*
4. Was Melinda's reputation stolen? Explain why or why not. *(Yes, because her co-workers lied and accused her of being unfair.)*
5. Do you think Melinda got the promotion as head of advertising? Explain why or why. *(No, because management no longer saw her as a leader and team player, etc.)*

6. Conclude the lesson by reviewing the **Honesty Checklist** on **page 135**. Reiterate the importance of honesty in the workplace, emphasizing that where there is honesty there is a foundation for trust, which is a rather lacking commodity in today's society. And positive character traits like consideration, respect and courtesy will help build that strong foundation.

Chapter Seven
Lesson Content
Topic: Honesty:
A MUST In The Workplace

"Have you ever considered how our lives would change if everyone was honest?"

~The Peaceful Solution Character Education Program

INTRODUCTION

The news media is full of stories about the consequences of dishonesty in our society. Increasingly, we hear of CEO's of multi-million-dollar companies being given hefty prison sentences for crimes such as grand larceny, fraud, embezzlement and money laundering. Companies have gone out of business, leaving unsuspecting employees and stockholders empty handed, unable to care for their families and plan for their futures.

Many other forms of dishonesty never make it to the news, but nonetheless affect our society. In businesses throughout the world, employee theft is out of control. From stealing time to office equipment, there is no end to the items that are stolen by employees from countless businesses worldwide.

The consequences of these thefts are almost as varied as the items that are stolen. If found stealing, an employee can be immediately terminated, and according to what was stolen, charged and jailed. Businesses suffer millions of dollars in losses per year affecting employees and customers. Rules and policies are put in place to curtail or eliminate future thefts and a pervasive lack of trust often becomes a permanent part of the work environment.

Now, what if all the employees in all the businesses in society were honest in all of their interactions and business dealings? Would there be such things as company theft, blue and white collar crimes, fraud and embezzlement? The answer of course is no. When we choose to be forthright, free of deceit, and truthful, we can make moral choices that respect our work environments and ourselves.

Honesty really is the best policy.

Being Honest, What Exactly Is It?

Do we measure our honesty on a thermometer as we do the temperature? Do you feel that certain situations require absolute honesty, while others weigh heavily on whether or not harm is brought to others? If this is an accurate assessment of how you have grown to view the subject of honesty, then realize you are not alone.

In considering some of our daily interactions, we recognize at times the need for restraint in that we simply cannot always say what we are thinking. Doing so would come across as rude, thoughtless, or callous. Therefore, we tend to soften the blow of our opinions or point of view by adjusting our words to avoid hurt feelings. An example would be "I like the dress, it's very nice, but it seems to me that the blue one you wore yesterday really suited you well," when you may not like it at all.

By large, learning the many different aspects of honesty and their impact on our lives will prove beneficial to interact successfully. Nothing will devastate a friendship, a co-worker or family relationship faster than giving a candid opinion at an unwanted moment.

honest: to be truthful, fair, free of lies and sincere.

Real problems occur when our verbal and physical acts of dishonesty cross the lines of what is acceptable. These dishonest acts may cause harm to others, lead to a lack of trust or confidence, end with property loss or damage or even loss of life.

What Does It Mean To Be Honest In The Work Environment?

Being honest will take determination and self-discipline, but one thing is sure, stealing from one's place of employment, whether it is time, money, food from the walk-in freezer, or toilet paper from the supply closet is wrong. In fact, you can only take an item from your place of employment if given permission from someone who has the authority to make that decision. In other words, you cannot get permission from a co-worker to take property home that belongs at work. Keep in mind that everything you see in your work environment belongs to either a co-worker or the company you work for and should be respected. This is the mindset that an honest person has and it is this mindset that we must all adopt in order to practice honesty while on the job.

According to a study done by the Department of Commerce, one third of all employees routinely pilfer from their employers, and more than 80% have done it at least once. It can involve an array of items, anywhere from paper and pencils to tools and fuel (everything.com/theft-in-workplace).

Of course, not taking or touching the belongings of others without permission is another part of being honest. Honesty in your work environment can range from how punctual you are, to how you treat your co-workers, to how you show respect to those in authority.

Honesty Means Following The Rules

Being honest at work also means not going against or purposely ignoring the rules and policies that govern proper conduct in your work area. In order to do this, one must know what the procedures are and work diligently to follow them.

Read the following scenario and answer the questions that follow. **(See page 120 for answers.)**

> Phillip asked Brian if he could punch his time card for him, because he was going to be a little late. Brian agreed.

1. Did Phillip behave honestly? Explain your answer. _____

_____
_____
_____
_____
_____

2. Did Brian behave honestly? Explain your answer. _____

_____
_____
_____
_____
_____

3. What are some consequences that could come from Phillip and Brian's dishonest act?

_____
_____
_____
_____
_____

In the above scenario, not only was Phillip dishonest, but he motivated another co-worker to be dishonest as well. Instead of agreeing to punch Phillip's time card, Brian should have refused and encouraged Phillip to make a greater effort to get to work on time.

Sometimes being honest means you don't win; but it's better to lose honestly than win dishonestly.

Honesty Means Being Truthful

Honesty also means being truthful. It appears that many people make up excuses for missing work, for going to work late, for poorly completing a task or for not completing a task at all.

Read the following scenarios and answer the questions that follow. **(See page 120 for answers.)**

> Betty stayed up late the night before and woke up late for work. Knowing there was no way she could get to work on time, she called her supervisor and told her that she was having car troubles and would be in as soon as possible.

1. Was Betty truthful? Explain your answer. _____

_____

_____

2. What are some consequences that could come from Betty's dishonesty? Explain your answer? _____

_____

_____

> Bob and Justin are friends. During break time Justin decided to play a practical joke on Edward. Edward did not appreciate the joke and he and Justin got into a conflict. Mr. Green, the foreman, had to stop Justin and Edward from arguing. When Mr. Green asked Bob if he knew who started the conflict Bob said that Edward started it.

3. Was Bob truthful? Explain your answer. _____

_____

_____

4. What are some consequences that could come from Bob's dishonest answer? ____

_____

_____

_____

Sometimes it becomes very difficult to make an honest decision where friends are concerned. But stop and consider the consequences. Are your moral values at stake? Will someone's feelings get hurt; feelings that can be healed later? Or are you bringing harm to anyone by your decisions?

Under any circumstances, make a wise, upstanding choice.

Honesty Means Giving Credit To Others

It is important to maintain a team spirit in the workplace. This involves cooperation, sharing ideas, and building a plan together, with no one person taking all the credit for the project or idea. Acknowledge each person's input in order to encourage further cooperativeness and team attitude.

Read the following scenario and answer the questions that follow. **(See page 120 for answer.)**

> Jane and Susan were asked to brainstorm solutions to a problem with the waitresses. Jane came up with the solution they both agreed would be the one they presented as the answer to the problem. When they talked to their boss, Susan took sole responsibility for providing the solution to the problem. In fact, she acted like Jane did not contribute anything at all.

1. Did Susan behave honestly? Explain your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Taking credit for someone else's work or taking sole credit for something you and a co-worker did together is dishonest, arrogant and selfish. Although everyone wants to be praised, to feel valued and to be considered for a higher position, dishonest means are not the way to achieve our goals. We should never seek credit for ourselves by discrediting someone else. Don't earn the reputation of being one who blames others when mistakes occur, but takes all the credit when something goes right. Maintain a team spirit that will build a productive, peaceful environment.

honesty means taking your fair share.

Honesty Means Being Trustworthy

To have our superiors trust us to follow through on our obligations and to do all assignments to the best of our ability is an honor. There are many ways we can earn the reputation of being a trustworthy person, one of which is by being honest. An honest employee not only tells the truth, but can also be trusted to adhere to company policies, to not murmur against company decisions, to follow instructions, and to respect the rights and property of others. A dishonest employee cannot be trusted and is more likely to create tension and conflicts in the work environment.

Read the following scenario and answer the questions that follow. **(See page 120 for answers.)**

> Alan was given interoffice mail to deliver to the assistant manager. While on the back staircase, where he was sure no one could see, Alan quickly browsed the contents of the envelope he was to deliver. He learned the salaries of everyone in the agency and saw that he was one of the lowest paid. Alan was immediately offended, and decided that he was working much too hard for the salary he was earning.

1. Alan was obviously a trusted employee, but did he deserve the trust he was given? Explain your answer. _____

_____

_____

2. Sometimes dishonesty backfires. How did it backfire for Alan? Explain your answer.

_____

_____

3. How do you think Alan will be affected by the information he read? How might it affect his job performance? _____

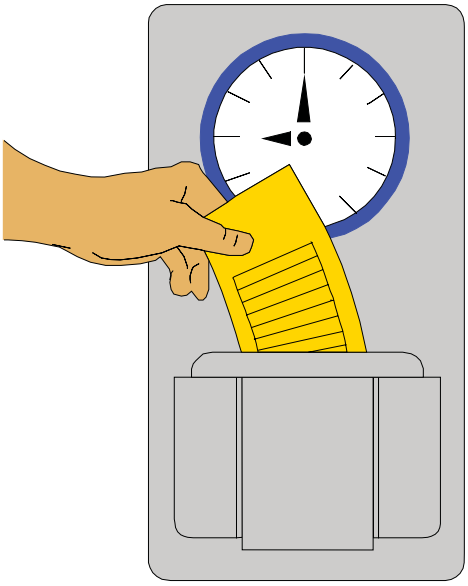
_____

_____

Being trusted is an honor, but trust is not something that is automatically given. It is earned over a period of time by proving to be honest, diligent and responsible. Once we have earned the trust of our superiors, we must diligently maintain that trust and never abuse it or take it for granted. Keep in mind that our true character is revealed by what we do, even when no one can see us. Alan's decision to purposely read information that was intended for someone else proves that he was dishonest.

Respect should be automatically given.
Trust must be earned.

Honesty Means Being Timely



An efficient work environment is based upon many aspects; one being scheduling, which aids in providing structure and routine. Break and lunch times are an important part of the structure and routine of our workdays. They give us some much-needed quiet, personal time, which alleviates stress, and may even allow us to get a few errands done as well. But it is up to us to diligently respect the time allowance we are given and keep the break and lunch times allotted. Break and lunch times may vary from job to job, but are usually a set amount of time at every environment. If we need extra time we should ask someone who has the authority to make that decision and then accept the answers given.

We should never make the assumption that it is okay to take additional time for breaks and lunch without permission. Taking the allotted amount of time for breaks and lunch demonstrates honesty. A lack of honesty can cause conflicts, resentment and distrust. Read the following article about the theft of time:

What is the Definition of Time Theft?

What exactly is time theft? Time theft at work occurs when an employee accepts pay from their employer for work that they have not actually done or for time they have not actually put into their work. Since the employee is not actually doing the necessary amount of work during their shift it is considered a theft of time from the company. Time theft is not always easy to detect and can come in many forms and many levels of severity.

Types of Time Theft in the Workplace

Time Card Theft or Time Clock Theft

Time card theft can occur in a few different ways. If an employee does not show up for their shift at work, but has their friend punch in and out for them that day it would be considered time card fraud. Another way that time card fraud occurs is when an employee lies about the amount of hours they have worked in a single shift.

Over-Extended Breaks

Another way that time theft occurs in the workplace is when employees take too much time on their given breaks (i.e. leaving for break early and coming back from break late), or when employees take more breaks in a shift than they are allowed. This is one of the most common types of theft of time in the workplace.

Excessive Personal Time

Often times employees spend parts of their workday making and taking personal calls to deal with personal and home situations, or spend time checking and sending email that is non-work related. While sometimes this is necessary or allowed for some employees, when these situations are abused is when they become forms of time theft in the workplace.

Internet Time Theft

One of the most common and difficult to detect forms of the office time theft are employees who use technology for non-work related purposes. Time theft could entail everything from browsing the Internet, to spending time on social networking sites and texting during work hours.

timewellscheduled.com/time-theft

Read the following scenario and answer the questions that follow. **(See page 121 for answers.)**

Emily needed to run a few errands on her lunch break. She only had an hour. Even though she tried to complete her errands as quickly as possible, she was still over twenty minutes late returning from lunch. As soon as she walked in her supervisor asked to speak to her privately. Jane, the next person to go to lunch, glared at her. "Uh, oh," thought Emily, as she walked to her boss's office.

1. Why do you think Jane was upset? _____

_____

2. Why do you think Emily's boss wanted to speak to her? _____

_____

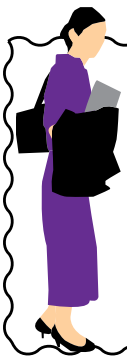
3. If you were Emily's boss what would you say? How would you handle the situation?

_____

_____

_____

It demonstrates honesty to be conscientious about time and how it affects others, as well as the scheduling and routines in our work areas. Getting paid for time spent not doing our assigned tasks is dishonest, wasteful and unfair. When we take our allotted time for breaks and lunch we take our fair share and by doing so we demonstrate honesty.



Speaker #1: I'm headed out. I have half an hour for lunch.
Speaker #2: Great, you want to grab a quick bite?
Speaker #1: Yeah, let's go to that new steak house across town and there's this new shoe store over there I've been wanting to check out.
Speaker #2: How much time did you say you had for lunch?

Honesty Means Not Usurping Authority

u·surp
[yoo-surp, -zurp]
verb (used with object)
1. to seize and hold (a position, office, power, etc.) by force or without legal right: *The pretender tried to usurp the throne.*
2. to use without authority or right; employ wrongfully: *The magazine usurped copyrighted material.*

dictionary.reference.com/browse/usurp

An honest person would never make a decision that should be made by someone in authority, without his or her permission. To do so would be usurping or stealing authority. Taking authority that belongs to someone else is not only dishonest, but can result in distrust, wasted time and money, and could cause harm to others.

Read the following scenario and answer the questions that follow. **(See page 121 for answers.)**

"Do you have another power saw?" said Frank to the supplies clerk, "You better get the motor checked out on this one."

"The other saws have been signed out," answered Mike, "but we did get a new saw with the last delivery. I'll sign it out for you."

"If you're sure it's okay," answered Frank.

Later that morning Mr. Hennery was logging in the deliveries and noticed that a power saw was not delivered in the recent order. It was listed on the invoice but not in the delivery. It took him twenty minutes waiting on the phone to have the company tell him their records indicated the power saw was included in the shipment and to double-check his delivery. He asked every employee in the receiving area, but none knew of a saw being delivered. He was just about to throw up his hands in frustration when he saw Mike returning from his break.

"Do you know if a power saw was delivered this morning?" asked Mr. Hennery.

"Ah, yeah" answered Mike with a sheepish look on his face. "I gave it to Frank. His saw stopped working. I meant to leave a note for you, but I forgot."

Mr. Hennery turned a bright red. "I wasted twenty minutes on the phone trying to find out where this saw was and you gave it out without it being logged into the system and without asking permission? Who

gave you the authority? That equipment was not even inspected to make sure that it was working properly. What if the equipment is defective and someone gets hurt?" By the time he asked the last question he was speaking loud enough to be heard all the way down the hall.

"Sorry boss," responded Mike in a contrite tone, "I didn't think about all that."

1. How did Mike usurp authority? _____
_____
_____
_____
_____

2. Why were Mike's actions dishonest? _____
_____
_____
_____
_____

3. Do you feel that the boss had a right to be upset? Explain your answer. _____
_____
_____
_____
_____
_____

Although it may seem harmless at the time, usurping authority is a form of stealing and is therefore dishonest. The key to ensuring that this does not occur is to remember to ask for instructions or clarification, rather than assume you can make a decision that is the responsibility of someone in authority. If Mike had asked the boss for permission to sign out the new equipment, he would have been instructed on the proper procedure. By making the decision to sign out the equipment on his own Mike usurped authority, wasted time, and could have put his co-workers in harm's way.

If you usurp authority and it results in loss of time, money or someone getting hurt, you will be the one held accountable. Usurping authority is dishonest, because it steals the right of an authority figure to make decisions about his responsibilities and to fulfill his obligations.

Honesty Means Not Stealing Someone's Reputation

rep-u-ta-tion
noun
1. overall quality or character as seen or judged by people in general
2. recognition by other people of some characteristic or ability
Merriam-Webster App

Another thing that can be stolen in the workplace is someone's reputation. Our reputation is a combination of our behavioral choices and overall attitude that we become known by. Whether we are aware of it or not, people are always looking at the way we conduct ourselves and the way we respond to both positive and negative stimuli, especially in our work environment.

Our reputation is something we carry with us wherever we go. Have you ever met someone for the first time and the person says, "I've heard a lot about you." Do you break out in a sweat and feel waves of anxiety, wondering what they may have heard? A positive reputation is just as important to have as great references and can play an integral role in whether or not you will become a trusted employee or how fast you advance in your career.

Sadly, a positive reputation can be stolen from an individual just as easily as office equipment or supplies from the work area. Malicious gossip, slander, insults and put downs all play a role in stealing trust, respect and confidence.

Read the following scenario and answer the questions that follow. **(See page 121 for answers.)**

> Melinda was on her way to being promoted to manager of the advertising department. She was a hard worker, respectful and willing to share her knowledge. She had great ideas and was regarded by the administration as trustworthy and able to get the job done. Because many of Melinda's coworkers were envious of her success, and resented the fact that their supervisors respected her capabilities, they began a smear campaign. They complained that she disregarded their input and ignored their contributions. They were so convincing that management slowly began to lose trust and confidence in Melinda's ability to supervise others and run the advertising department.

1. What type of reputation did Melinda initially earn with management? _____

_____

2. What changed the way the administration regarded Melinda?_____
_____

3. What does a "smear campaign" mean? _____
_____
_____

4. Was Melinda's reputation stolen? Explain why or why not. _____
_____
_____

5. Do you think Melinda got the promotion as head of advertising? Explain why or why not. _____
_____
_____

Your reputation can be built on what others have heard about you. In Melinda's case, she had earned a positive reputation with her supervisors to the point where they deemed her fitting for a promotion. Yet, her co-workers negatively influenced their view of Melinda by intentionally speaking lies about her. Over time, and with continued slandered reports, her reputation was damaged. Melinda would have to endure the false accusations and make every effort to prove her integrity or she may have to change employment.

To falsely accuse another means to hold that person accountable for something she didn't even do or say. To give your opinion about someone when reporting information is wrong because it is not based on fact. No matter what you may think of another individual, you must base your report on facts. Falsely accusing someone makes you a false witness.

It is a sad fact that once people have formed a view of someone, such as Melinda in the scenario above, after her reputation was stolen, it is very difficult for them to see you any other way. This is how generalizations are formed. It is a proven fact that it is far more difficult to change a negative reputation than it is to build and maintain a positive one. With the *Peaceful Solution Character Education Program*, one can learn to persevere through hardships and continue to demonstrate positive character, no matter what others say about you.

Remember, a positive moral reputation is built over time by responsible choices and respectful interactions. It can easily be stolen by the selfish and thoughtless actions of others. We should never spread gossip or willfully lie about a co-worker, authority or anyone for that matter. It is a form of stealing and should never be practiced. It also reflects negative character traits of the ones who are spreading rumors and severely damages their own reputations.

Honesty Checklist

Use the following list to help you keep your choices honest and trustworthy.

- Follow all rules and regulations exactly.
- Always ask permission before, touching, borrowing or using an item that is not yours.
- Wrong doings should never be just covered up.
- Be truthful at all times.
- Do not take more than your allotted time for breaks and lunch without permission.
- Give credit where credit is due. Never take credit for someone else's work.
- Do not usurp authority. Ask permission first and accept the answer given.
- Honesty builds trust. Be honest; be trustworthy.
- Practice being responsible. Responsible people can be honest, because they don't have to cover up poor choices.

There's so much more to being honest than meets the eye.

Chapter Eight

Management Leads With Character

Overview

You might ask yourself, why is the *Peaceful Solution Character Education Program* teaching about management skills when there are hundreds of books on the market about management techniques. Topics can cover time management, classroom management, staff management, budget and finance planning and so much more. Yet, emphasis on character management is what this program is all about. Essentially, we must learn how to manage our own character first, before we can successfully manage others.

Who is a manager? Although there are many ways this question can be answered, the *Peaceful Solution Character Education Program* identifies a manager as a leader. Everyone begins first by managing their own lives as individuals, in a family, in the workplace, and in society as a whole. We should lead ourselves in moral conduct, in positive character, and in having care and concern for others and the environment as well.

Every workplace has managers who lead the business. It might be the owner, CEO, executive board, supervisor or another employee who has tenure. The fact is that managers lead in many ways. They uphold rules and policies that create a work atmosphere where employees can be productive and successful. They structure the work place to promote respectability and mediate conflicts between co-workers to maintain a peaceful work environment. Most importantly, managers lead by their example.

Anyone with determination and a willingness to learn can become an effective manager and example to others. The ability to successfully manage or lead is a combination of personality and character traits, as well as developing various management skills.

In the previous chapters, we explored the rewards and consequences of both positive and negative character traits in the workplace. We learned that character traits such as self-control, respect and honesty are crucial in creating a work environment that is safe, caring and productive.

In this final chapter, we will focus on the skills to become managers and leaders. We will develop a plan for how to most effectively manage others in the workplace. We will learn that one of the most important aspects of managing is to motivate and encourage others to interact with a greater degree of respect, self-control and fairness. This includes learning ways to discourage negative, hurtful and counterproductive interactions. Managers will learn of the importance of maintaining a positive moral character so that they can handle daily stress and unexpected challenges, serving as an example to those who look to them for instruction and support.

Chapter Eight
Lesson Plan
Topic: Management Leads With Character

PURPOSE/OBJECTIVE

Students will focus on the skills and traits needed to become an effective manager and leader.

MATERIALS

- Paper and pens/pencils
- 1 copy of Listening Scenario for Activity #2 from **page 142**
- Student Post-Test Assessment Form (one per student) from **page 143**

PROCEDURE

1. Review the previous lesson **Honesty: A MUST In The Workplace** by asking the following questions:

    a. What does it mean to be honest? *(To be truthful, fair, free from lies and sincere)*

    b. Give examples of honest behaviors in the workplace. *(Answering truthfully, taking the allotted time for breaks and lunch, not usurping authority.)*

    c. How does dishonesty affect the workplace? *(It can cause loss of time and money, make the work environment tense and conflictive.)*

2. Ask students how many of them are managers in their workplaces or desire to be in a supervisory position? Tell students that in today's lesson they will learn that successfully managing others begins with managing ourselves and is a combination of character and personality traits as well as interpersonal and communication skills. Have students read the **Introduction** found on **page 145**.

3. Have class brainstorm ways in which managers/supervisors are leaders. Emphasize that a manager is the leader of his or her work area. As a leader, he or she is not just responsible for productivity, but also for the employees and general atmosphere of the work environment.

4. Read and discuss **pages 146-149**. Emphasize that as leaders they must understand the overall goal of their organization and have knowledge of their work areas. They should also have training available to help employees improve themselves both personally and professionally. Ask students what they think is one of the most important skills a manager can have. Explain to students that learning to actively listen can be of benefit in all aspects of the duties of a manager. Listening actively is a skill that takes practice and commitment. It promotes communication and diffuses and resolves conflicts. Have students read and then discuss as a class the information on active listening found on **pages 150-151**.

5. **Activity:** Divide students into groups of three. Assign participants in each group the following roles: speaker, listener and observer. Distribute one of the **Listening Scenarios** from **page 142** to the 'speaker' in each group. Instruct the 'speaker' to talk about the issues, the 'listener' to use active listening responses to encourage the 'speaker' to speak. The 'observer' is to give constructive feedback to the 'listener' after the exercise is over. Allow each person in the group to perform each role. With each rotation, exchange Listening Scenario Cut-outs between groups.

6. Tell students that conflicts in the workplace account for loss of time and productivity. It can also affect the quality of work and the overall atmosphere of the work environment. Stress that one of the most important roles of a manager is that of a mediator. A manager's goal is to help employees learn to be tolerant of each other, to communicate effectively and to find peaceful ways to resolve conflicts. Have students read and discuss the section **Successful Managers Mediate Conflicts** found on **page 152-153**.

7. Discuss with students various situations in which employees may be criticized for their work. Inform students that another quality of an effective manager with positive character is in the ability to "correct to learn" to help support building a team approach. Have students read from **pages 154-157**. Emphasize the need to delegate effectively and taking initiative in order to motivate others as a manager. Have them pay close attention to the section entitled **Do's and Don'ts For Dealing With Problem Behaviors** found on **page 157-158**. As a class, answer questions after reading the two scenarios found on **page 158**.

8. Explain to students that in order to be an effective manager, a serving attitude is necessary. Have students read **Successful Managers Have a Serving Attitude** on **page 159** and complete the evaluation that follows.

Cover the last of the fourteen points about being a successful manager, focusing on the need to demonstrate positive character, as found on **page 160**.

9. Have students turn to **pages 161-162** and put into practice all the skills they have learned by completing the activity entitled **Putting It Into Practice**. You can do this as a class or as individual work. Help students to see that being a manager can be stressful, but having a positive moral character will help them handle difficult situations properly and help encourage others to do the same.

10. Pass out copies of the **Student Post-Test Assessment** found on **page 143**. Allow students time to complete this form and collect them to send to the Peaceful Solution Character Education Incorporated (PSCEI-Workplace Assessments) at P.O. Box 2442, Abilene, TX 79604. The PCSEI values any feedback you share regarding the behavioral modification noted after this program is taught. Please send testimonials as well to the address above or to our email address: info@peacefulsolution.org. Share **A Few Final Thoughts...** on **page 163**. Together, we can make a difference in improving the lives of all people in their work environments all around the world.

Listening Scenarios

You do something beneficial for your work team, yet another person continues to put your accomplishments down. Then you find out that person takes the credit for your work.

Someone always tries to be the one in charge, bossing everyone around, without authority. It is very frustrating and annoying.

At staff meetings, you feel you can never get a word in edgewise. Someone is always interrupting and talking over you. You feel like pulling your hair out.

You are fed up with your co-worker who you feel is lazy and uninterested in helping with the work load.

In your workplace you are the only one of a different nationality. You have heard subtle comments directed at you that you feel are racially motivated.

You were late coming back from lunch and your co-worker cusses you out.

You find out that your co-workers are involved in illegal activities while on the job.

The Peaceful Solution Character Education Program
Student Assessment Form
POST-TEST

Date: _____ City, State, Country: _____

Please check the appropriate box for each statement to the best of your ability. Do not leave any statement blank.

1. There is a difference between character and personality.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

2. My values are those things which are important to me.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

3. Moral values are the foundation of a positive character.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

4. I can improve my character.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

5. Everyone has a right to ownership.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

6. The work environment can influence my character.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

7. Thoughts lead to feelings, which lead to actions.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

8. I can control my thoughts, feelings, and actions.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

9. Being consistently on time for work is a moral choice.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

10. My belongings are safe in my work area.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

11. My work area is a friendly, comfortable place.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

12. A combination of both moral character and skills make a positive manager.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

13. A manager needs to know how to communicate effectively.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

14. Developing moral character can have a positive effect in the workplace.
❑ Strongly Disagree ❑ Disagree ❑ Don't Know ❑ Agree ❑ Strongly Agree

Chapter Eight
Lesson Content
Topic: Management Leads With Character

Management is so much more than just telling people what to do. It's about guiding, motivating and encouraging others to not only accomplish their duties, but to respect others and keep the rules while they do so.

~The Peaceful Solution Character Education Program

INTRODUCTION

So, you're in charge. You are the CEO, supervisor, manager, or boss. Or maybe you're aspiring to take on one of these roles. The role of a manager is one of leadership and great responsibility. It can be exciting, frustrating, humbling, and demanding. Managers are responsible for themselves first and foremost, then others within the team and finally, the overall atmosphere of the work environment. In addition to being a role model, you are also responsible for helping your employees deal with and manage problems and concerns so that they can be productive in the role they were hired to fill.

Effective management with emphasis on positive character can be complicated and challenging. What makes some successful while others fail? The difference between managers who succeed and those who do not lies in putting into practice the training received in both positive moral character and effective communication and organizational skills.

To become a successful manger you must have self-control, respect for self and others, determination and optimism, but you must also be willing to take initiative, be able to communicate, plan, organize and delegate. Without this combination of moral character and effective organizational and interpersonal skills, management will be ineffective and counterproductive.

The great news is that with a little hard work and diligence anyone can learn to develop a positive moral character and the skills it takes to effectively manage and encourage others to do the same. An added bonus is that in learning to manage your positive character in the workplace, you can manage your personal life better as well.

In this final chapter, you will learn what it takes to become an effective manager and leader. You will learn how to best interact with employees to motivate them to put forth genuine effort to follow the rules, complete all assignments and get along with each other on both a personal and professional level.

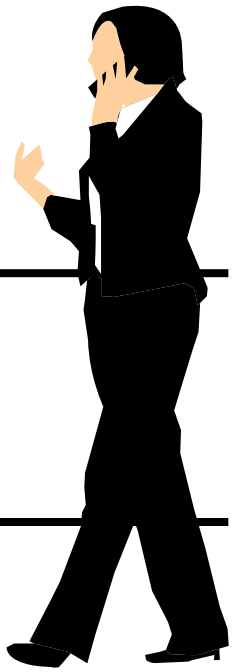
Management Is About Leadership…

A manager is a leader, and a successful manager has positive leadership skills. The skills of leadership are varied. They range from helping us cope while under stress to helping us deal with problematic situations. As with all skills, training and then practice are the keys to becoming adept. Although some people seem to be 'born' leaders, most of us become leaders through education, training, trial and error. By taking the time to study this manual and then applying the knowledge to your leadership ability, you can reduce your "trial and error" and increase your success.

1. Successful Managers Are Knowledgeable.

The first step in becoming an effective leader is in continually learning and growing in positive character development through the *Peaceful Solution Character Education Program*. Knowing how your work environment operates and about the people who work there are important too. Let's face it; you cannot be in charge of something you know nothing about. One positive character trait is being educated. Educate yourself about your workplace. Gather all the facts you can to help build a more peaceful work environment by making positive choices.

For example, take time to become familiarized with the mission statement of your company or organization. Knowing what your organization stands for and its goals, as well as the daily operations, will assist you in the decisions you make as a leader. You also need to know about the people you are in charge of. What are their strengths and weaknesses and how can you best use them in your organization? Reviewing employee records can be very helpful in learning about their character, as well as any areas of concern. Although an employee can be diligent and hard working, if she is ill placed or lacks job satisfaction she may not be productive and the work environment could be severely affected.



Get the right kind of knowledge
to gain a full understanding.

2. Successful Managers Are Observant.

Successful managers are observant in all areas of their work environment. They take notice of employees who seem stressed, overwhelmed or dissatisfied and make it a priority to show concern and to offer support. Sometimes the stress an employee feels may not be job related, but can nonetheless affect the employee's job performance. Take the time to understand their needs. An effective manager is supportive, regardless of the source of the employee's stress and would take measures to alleviate the stress if possible. A large portion of satisfaction in our lives is derived from the work we do and the people we share our work time with. As a manager, be observant of your employees so that you can help and support them in areas where they may be lacking. Work dissatisfaction has the potential to negatively impact other areas of our lives including our marriages and ability to parent.

Look at the character of a person more than personality.

3. Successful Managers Are Decisive.

Successful managers are willing to make decisions by using self-control, knowledge and careful consideration. In fact, making tough decisions is one of the main reasons for the position of manager, and people look to you to decide the best course of action. During the course of the workday there will be many situations that will require you to make decisions. Having self-control and discipline will help you to make the best decisions to support or correct others for the benefit of your work environment. Having knowledge of the situation and considering the benefits and consequences can help you make the best decisions, even when under pressure.

Here are a few other things to consider when making decisions:

- If the decisions you make affect others, and they usually do, then consider if your decisions are fair to those involved. Does it consider their feelings and/or needs, or does it cause hurt or harm in any way? Is it beneficial for the company's morale and growth?

- Do your decisions follow the rules and guidelines of your organization? How can you expect others to follow the rules if you yourself show little regard for them?

- Do your decisions treat others the way you would want to be treated and do your decisions support the underlying goal or goals of your place of employment?

To make the best decision in any situation:

Stop, Think and

Consider Your Options.

Then proceed with the Right Choice.

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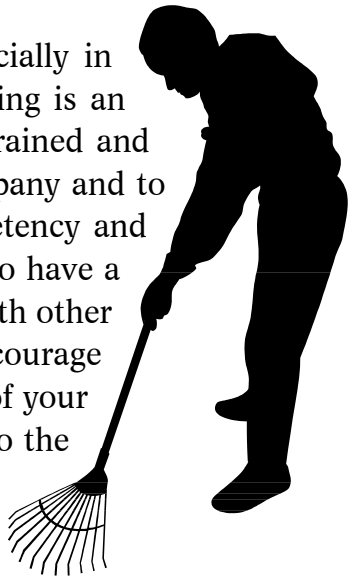
4. Successful Managers Train Their Employees.



Making sure that your employees are well trained, especially in character development, and that they receive ongoing training is an important aspect of management. Employees who are well trained and competent in their line of work will be an asset to your company and to you, as their superior. Provide in-services to promote competency and growth. Establish routines and patterns. Allow employees who have a special aptitude in doing a specific task to share their skills with other workers. Include rewards and incentives to motivate and encourage professional growth. Periodically review or inspect the work of your employees to ensure that they are fulfilling their obligations to the best of their ability. Encourage your employees to be committed to giving 100% in everything they do, because others are depending on them.

The only way to be sure employees know what they are doing is to **train them.**

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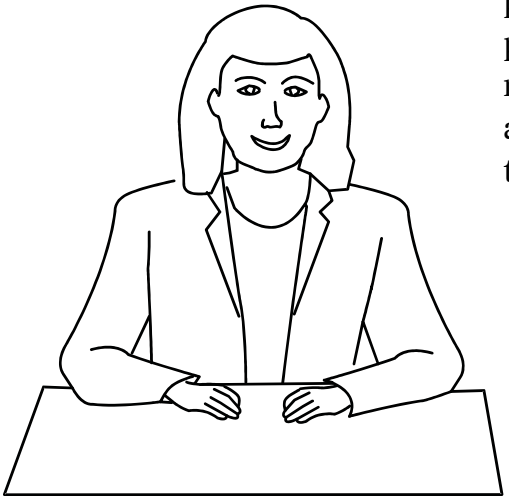
5. Successful Managers Are Personable And Approachable.

They readily initiate conversation with their employees. A cordial smile and "Hello, how are you today?" says that you are open to comments and concerns. When managers are personable, employees are more inclined to share work-related issues and even personal issues, that could affect productivity. A pleasant, personable personality puts you, the manager, in a better position to offer support and advice that could build greater communication and trust between you and your employees.



It takes less energy to **smile** than to frown.

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6. Successful Managers Are Active Listeners.

An active listener is one who listens conscientiously, hearing not only the words that are being said, but also the intent behind the words. The active listener allows others to find solutions to their problems and supports and encourages personal and professional growth. Notice the following scenario:

An employee comes to work and is uncharacteristically quiet and short tempered with other employees. The supervisor, sensing that something is wrong, calls the employee into his office.

"You seem upset," he says, as he motions for the employee to have a seat.

"I'm not upset," replied the employee in an aggravated tone of voice. "These people are just incompetent."

"So you don't think they are working up to their potential," answered the supervisor.

After thinking for a while, the employee responds, "Well, I guess they're doing okay. It's probably me. I've had some other things on my mind."

"It sounds like you're worried about a personal issue," said the supervisor.

"I'm having some health issues and I'm a little preoccupied."

"I'm sorry to hear this. Please let me know if there is anything I can do. Whenever you are feeling stressed, my door is always open if you need a listening ear." Replied the supervisor in a kind tone of voice.

Notice, the supervisor was not judgmental, he simply stated what he observed and allowed the employee to speak. Active listening opens the door to respectful, caring communication. It allows others to speak about their concerns rather than take their frustrations and insecurities out on others.

The Following Points Can Help You Become An Active Listener

Use door openers.

"It seems like…" "It sounds like…" "Really, tell me more"… These few words tell the speaker that you are ready to listen.

Reflect what the speaker is expressing.

We don't want to parrot the speaker; rather we want to show an understanding of what the speaker is saying. For example, an employee says, "You never consider

me for any promotions." An active listening response would be, "You seem frustrated that you have not advanced in the company." Notice this response did not seek to pacify the employee, but rather took into consideration that the employee was feeling frustrated. Based on the employee's words, what other emotions do you think she could be feeling? Discouraged, unappreciated and helpless are all possible answers. Reflecting the speaker's emotions shows compassion and understanding.

Do not be judgmental or sarcastic.

There are times when an employee may feel as if she is not being treated fairly or with respect. She may feel devalued or worthless in the role she was hired to fill. These feelings may cause the employee to speak out in a harsh or disrespectful way. Without the skills of active listening, we can become defensive and respond in kind or dismiss their words as having no value. For example, the employee says, "Management is so unfair. They never notice when I am trying my best, but if I make one mistake I get written up." An example of a judgmental or sarcastic reply would be, "What do you want, a pat on the back? The goal of management in this company is not to celebrate every time you do your job." How do you think this makes the employee feel? Would this employee feel comfortable going to management to voice her concerns? A judgmental reply does not covey understanding, nor does it encourage the speaker to speak. Rather, it creates conflicts and breaks down communication.

What active listening response would you offer this employee to help resolve how she feels? _

_____

_____

_____

_____

_____

Active listening encourages communication. When we can communicate in ways that are respectful, caring and understanding, we are better able to keep small problems from escalating into issues that can negatively impact our work relationships and the work environment as a whole.

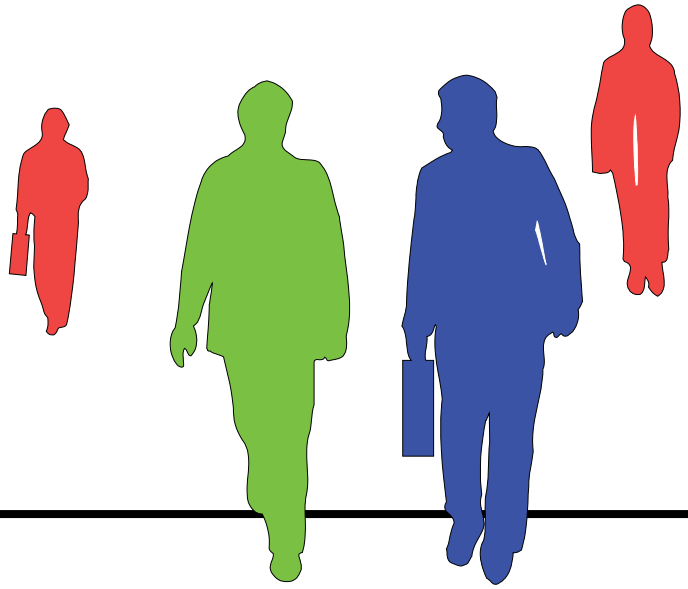
We develop and improve active listening skills only with practice. Actively listening may feel uncomfortable at first, because we may be used to quickly responding and giving advice even to the point of interrupting others when they speak. Not giving our opinion, but rather allowing others to work out some of their own issues is a powerful tool that can empower the speaker, deescalate problems and build trusting relationships.

Listening is the key to understanding.

7. Successful Managers Mediate Conflicts.

Inevitably, conflicts will occur between co-workers. Strained relationships between employees account for 60-70% unproductive time and difficult situations, according to workplace experts. Managers can spend anywhere from 25-40% of their time managing conflict, *The Washington Business Journal* (bizjournals.com) reports. Regardless of who started it or how it started, the most important thing about conflicts is how they end. Take the initiative to help others agree on a Peaceful Solution.

Effective managers have skills in understanding how to stop conflict before it escalates. Develop clear policies so there is no question in the employees' minds as to what is expected. Actively and objectively listen to all sides of an issue so that everyone feels he or she is being treated fairly. These are some simple tools to head off conflict before it spins out of control. By using active listening skills, managers can help mediate conflicts between co-workers so that the outcome can be a positive learning experience for all involved. The following tips can help you mediate the next conflict successfully.



So much more
can be accomplished
in an atmosphere
where there is peace.

Tips On How To Mediate Successfully:

- Isolate the issue. Be sure to use active listening to get to the heart of the matter. Help those involved narrow their issues down to two or three if they have several concerns. Then focus on the most important one. Make every effort to manage emotions so the emotions do not cloud the situation.

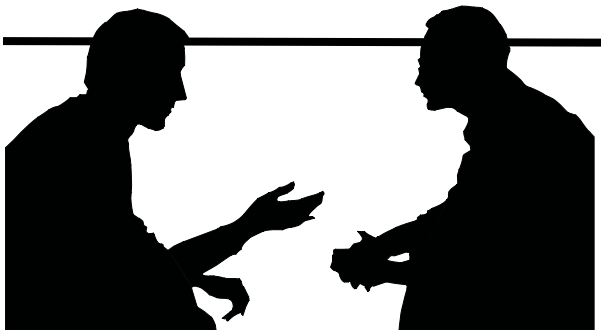
- Have each party state the problem from his or her viewpoint, using facts rather than opinion. Everybody sees things a little differently. Although their accounts of the situation in question could be virtually identical, it is often the slight differences which stem from their perspectives that is the main source of the conflict. As each party states their concerns, they are to use respectful tones of voice, facial expressions and body language.

- Have each party state what he or she can do to solve the problem. This step helps each person take responsibility in being part of the solution rather than the problem. It keeps the focus on being constructive rather than destructive. Remember, there is a Peaceful Solution to all conflict if all parties are willing to put effort into finding it.

- Have each party make a commitment to do his or her part to solve the problem. Agree on a course of action; then have each person make a commitment towards doing his or her part to ensure peaceful communication and interactions.

- Follow up. Be sure to check in after a specified amount of time with the parties involved to see if the plan is working. Meet with each person individually and then as a group to get an accurate perception of the progress that is being made. If the plan is working for one, but not for the other, fine tune or reevaluate to determine a different course of action that would be more helpful for all involved.

In everything we do we teach.
Even when we correct, we teach.



8. Successful Managers Correct To Learn.

Correction at its best is helpful and promotes understanding and growth. As an effective manager, one of your goals should be to help employees improve, rather than to insult or discourage them from growing. Sometimes it is wise to use a "sandwich" approach when correcting a situation. This means "sandwiching" a correction by using it with other positive statements. Even as adults we tend to take corrections with a "jolt", but a successful manager is one who shows care, concern and respect, making it a learning experience for all involved.

By knowing your employees, you are able to determine how much and when to handle "correction to learn" situations. For example, you may be able to say to Tony, "All the dates were wrong on the balance sheet, and many of the entries were incomplete. Some of the subtotals were in the wrong columns and a few of the grand totals were incorrect. Can you remember to put the black files on the corner shelf and the white ones on the drawers..."; but not to Julie.

Keep in mind that correction should only be used as a learning, guiding tool and not one that breaks down or devalues.

Use the "correction to learn" approach on the following statements:

1. Rather than: "This report is terrible. Didn't you take English in school?"
You could say instead... _____
_____
_____
_____
_____

2. Rather than: "I can't believe you were so rude to that customer."
You could say instead... _____
_____
_____
_____
_____

True Correction...
True Learning.

9. Successful Managers Encourage A Team Approach.

"No man is an island, no man stands alone" are words appropriate for almost every work environment. As an effective manager it is your responsibility to encourage a team approach by motivating others to work together. This is no easy task. We have been raised to have a drive of competitiveness and often consider our co-workers as members of the opposite team. This mentality is the cause of many conflicts and disagreements.

Encourage your employees to work cooperatively in a variety of ways:

- Resist the urge to compare the abilities of one employee to another. Do not make comments such as, "George got his report in on time, why couldn't you?" This type of communication is counter-productive and results in resentment and jealousies. Offer fair and objective criticism with praise, without making comparisons to other employees.

- Look for team building activities that teach your staff to work together towards a common goal. Make these activities part of in-services and other training sessions.

- Appreciate each person for his or her contributions and abilities.

- Offer rewards and incentives for accomplishing tasks as a group.

- Assist your staff in improving their overall performance without demoralizing or negating the strength of the group. For example instead of saying to your staff, "Your inattentiveness to customers has caused us to lose sales," you could say, "I've noticed that when we greet customers warmly and assist them in finding the things they need, our sales greatly improve. Let's really focus on doing these things for the next month."

Be on the
Peaceful Solution
Construction Team,
not a demolition derby.

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10. Successful Managers Learn To Delegate.

An effective manager is able to delegate tasks and responsibilities. No one person can do it all, nor should he or she try. It is the responsibility of those in authority to help bring out the best in their employees. Assigning tasks that challenge an employee's skills and knowledge will help that individual to mature and acquire a greater degree of competency. Ultimately, being able to delegate successfully relies upon the manager's skills in observing the potential strengths of the employees and then allowing individuals to capitalize on those strengths for the betterment of the company or organization.

When you delegate you give others the opportunity to contribute their strengths and skills.

---

11. Successful Managers Take Initiative.

A leader sees a problem and then takes the right steps to solve it. This is called taking initiative and it is an important skill for a manger to have. Think about it. Where would we be without someone to take initiative? Would anything get done? The answer is no. To take initiative requires confidence, conviction and a steadfast willingness to go out on a limb when you see a need or solution. Diligence in taking initiative takes courage and clearly marks an individual as a leader.

Initiative: An introductory act or step; leading action.

A quick note of caution: Always remember to go through the proper channels to make changes or put new policies in place so that you do not usurp authority. In like manner, encourage your employees to take the initiative to accomplish goals, but remind them that one of the first steps would be to contact the correct personnel.

Take the initiative to share ideas. Your ideas might be just what are needed to improve your work environment.

---

12. Successful Managers Must Acknowledge And Then Make A Plan To Change Unacceptable Behaviors.

As part of orientation, an employee should be familiarized with the rules and policies regarding proper behavior in your workplace. This policy should also clearly state any consequences of misbehavior.

Despite informing employees of what is expected of them, employees may still make poor choices, adversely affecting themselves and others. As long as the offense is not cause for immediate termination, as a manager, you will be responsible for helping change undesirable behaviors to positive, more acceptable ones that support the rules and policies of your workplace.

It requires courage to address issues with employees in a straightforward and professional manner. As difficult as it may be, it must be done. A problem behavior, left unaddressed, tells other employees that it is okay to imitate that behavior. It also has the potential to compromise the integrity of your workplace, negatively affect the morale of other workers, and undermine your position of authority.

Keep in mind that although an employee is exhibiting some undesirable behaviors, he or she still has potential to be an asset to your workplace. It is up to you as the manager or supervisor to recognize and value the positive traits within the individual, traits that you can accentuate to motivate him to make better choices.

Once you have addressed the issues, let the employee know that you will meet with him within a specified amount of time to discuss his progress. Observe the employee to see whether or not he is making a genuine effort to correct his behavior. When you follow up, honestly and respectfully let him know how he is doing. Acknowledge any improvements you see, but do not hesitate to address any other areas of concern. It is your responsibility to help him grow.

Do's & Don'ts For Dealing With Problem Behaviors

- **Don't** embarrass the employee by talking about his or her problems or issues to other employees.
- **Don't** practice rehearsing already handle situations unless absolutely necessary.
- **Do** address the negative behavior that needs changing but not the person himself.
- **Do** use a caring, but serious tone of voice and choose your words carefully. Voice your concerns regarding the employee's behavior objectively, rather than in a hostile or combative way. Even though you are correcting a problem behavior, you should still use active listening skills.

- **Do** address any residual concerns with the employee. If you observe that the employee is not following through with your recommendations, meet with him again. Reassert your concerns. Warn the employee that his lack of compliance will result in further disciplinary measures as outlined in your policies and procedures manual.

- **Don't** make an employee feel small or worthless. He already knows he messed up. You don't need to constantly remind him, but sincerely help him fix the problem. There is always a positive way to voice an opinion. As leaders, you want to encourage and motivate others to do their best rather than trying to shame them into complying. It's easy to act out of frustration, it takes a lot more strength of character to stop and think about a response that is both positive and helpful, offering guidelines from the *Peaceful Solution Character Education Program*.

Building Up Or Tearing Down?

Read the following scenarios where a supervisor is addressing an employee's problematic behaviors. These behaviors are affecting other co-workers. Answer the questions that follow on a separate piece of paper.

Scenario A

"I am constantly getting complaints about you from your co-workers. They inform me that you are sarcastic and rude. No one wants to work with you."

Scenario B

"I am concerned about how we, in this department, are communicating with each other. We are a team and what we do affects each other. So I am asking everyone to be mindful of what we say to each other and the tone of voice we use."

1. How are the scenarios different?
2. How do you think **Scenario A** will affect the employee? Explain your answer.
3. How do you think **Scenario B** will affect the employee? Explain your answer.
4. Which scenario do you think is more likely to affect positive change in the employee? Explain your answer.

Change comes with effort and it is well worth the effort to change your character.

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13. Successful Managers Have A Serving Attitude.

A leader should not have the mentality of "ruling" over others. Quite the contrary, a successful leader will go out of his or her way to determine the needs of others and to show care and concern. This involves putting your own feelings, emotions, wants and desires aside and thinking about what is best for others and the organization as a whole. Being courteous and polite sets the stage for others to reciprocate. It builds teamwork when the leader is focused on building everyone up to reach their full potential. It is important to build the desire within each individual to be a positive asset to the company. This is where the culmination of all the positive character traits learned in this manual come together and the integrity of a leader shines forth.

People will have more respect for a manager that doesn't "lord over" others. They will be more willing to comply with rules and regulations. They will be more eager to participate when stressful circumstances occur and tensions are high, when deadlines are crunched and everyone is expected to go above and beyond what is normally expected of them. People who build a serving mentality for others build a positive reputation and create a positive work ethic that benefits all involved.

Do A Quick Evaluation Of Your Attitude

Evaluate yourself as a successful manager by answering yes or no to the following questions:

1. Do you clearly define company policies & procedures to employees?

2. Do you recognize untapped employee strengths?

3. Do you treat everyone fairly?

4. Do you set a positive, moral example at all times?

5. Do you take responsibility for your actions and apologize if you make a mistake?

6. Do you manage time and resources effectively?

7. Do you show compassion, especially when mistakes are made?

When you can answer "yes" to all these questions, then you know you are on your way to becoming an effective manager with a positive serving attitude.

People who build a **serving mentality** for others build a positive reputation and create a **positive work ethic** that benefits all involved.

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14. Successful Managers Demonstrate Positive Character Traits.

As you manage your duties and interactions between staff members, you must also manage your positive moral character. This will require you to continually train in developing positive, moral character using the *Peaceful Solution Character Education Program*. Frequently examine yourself and your character traits. Are you accentuating the positive and eliminating the negative traits?

Don't forget, you are a role model to your staff. They look to you for answers, advice, instruction and guidance. You set the pace and tone and you must do so with patience, self-control and respect. Developing and using positive moral character, as well as the appropriate skills to solve daily problems is one of the most important aspects of managing. Be willing to make sacrifices in order to build your team.

Have you ever considered what the position of manager would be like in the hands of someone who lacks a positive moral character and skills? A supervisor who lacks self-control, yells, slams objects and office supplies or is sexually inappropriate can be downright scary to work with. These types of behaviors put everyone on edge. They stop productivity and creativity, making the work atmosphere inhospitable. Managers are expected, regardless of the situation, to maintain their self-control, self-respect and respect for others, thus laying the foundation of a peaceful working environment.

Instilling positive moral values in those we are responsible for must become important to us and become a priority in our lives. But it starts with us, first!

Putting It Into Practice

Read through each scenario carefully and decide which positive character traits you will need to best handle the following scenarios. Which of the skills, as presented in this chapter, would you use to effectively resolve these situations? Write your answers on a separate sheet of paper or do together as a class.

OPTIONAL: Allow volunteers to practice role-playing each scenario to demonstrate how to peacefully resolve it.

1. An employee is consistently late for work. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

2. Two of your employees have an ongoing conflict. It has affected the quality of their job performances and the morale of the other workers. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

3. A female employee consistently dresses inappropriately. The male employees spend more time trying not to look at her than doing their work. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

4. Your district manager overrides your decision to fire one of your employees. Instead, he wants you to work with him to improve his performance. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

5. One of your employees complains a lot. Her constant complaining seems to be rippling out to others who are now demonstrating the same negative behavior. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

6. Even though you have implemented various measures to help your staff follow protocol, they are still failing to consistently do so. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

7. An employee is lazy, putting forth very little effort and has been known to take credit for the work of others. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

8. One of your employee's openly opposes your decisions, is rude and condescending, undermining your position and authority. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

9. There is prejudice against one of your employees due to religious beliefs. It is causing conflict in the work department. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

10. Your employees routinely abuse their break privileges. They spend a great deal of time congregated in the break room sharing gossip. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

11. Several of your employees spend a large amount of time texting on their phones when they are supposed to be working. Productivity has plummeted. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

12. One or more of your employees are involved in stealing both office supplies and money from their co-workers. Which positive character traits would you need to handle this in a positive way? Briefly explain how you would resolve this issue.

So how did you do? Keep in mind that just because you are in a managerial position does not mean you are super human. There will be people and situations that will frustrate and challenge you. Some days everything will run smoothly, and on other occasions you may feel that nothing is going right. By predetermining how to handle difficult employees and situations with positive moral character you will be ready and able to handle these challenges successfully. Remember, practice makes perfect!

A Few Final Thoughts...

Now that you have completed your study of developing positive character in the workplace you have gained an education in character development that can improve all aspects of your life. Remember that developing positive moral character in the workplace is just as important as in our schools and homes. In fact, anywhere people live, learn, or work together requires that we develop, and consistently practice and maintain a positive moral character. Only then can we work in a peaceful environment, build trust and develop a successful team, dedicated to the best interests of our employment experience. Please share your successes with others, and encourage them too, to invest in their most valuable asset, their character. Visit our website www.peacefulsolution.org to learn so much more of what the *Peaceful Solution Character Education Program* offers that you and others you care about can benefit from.

For many of us, we may spend more time during the week in our work environments and with our co-workers than with our own familes. The work community for many can become a home away from home." Interacting with positive character traits will make the difference between a productive and satisfying day and one fraught with frustration or feeling you've not carried your load. In short, it is the difference between looking forward to your job and dreading it. When looked at from this standpoint, coupled with the increase of violent occurrences in workplaces, it is easy to see why we should make the ***Peaceful Solution Character Education Program*** an integral part of the work environment.