

*Georgia Department of
Technical & Adult Education*

**WORK ETHICS
PROGRAM
ONLINE**

Table of Contents

Introduction	3
Project Design	5
Essential Criteria	6
Instructor Orientation	11
Evaluation	14
Tips for Teaching Work Ethics Online	24
Resources	25
Module 1: Attendance	XX
Module 2: Character	XX
Module 3: Teamwork	XX
Module 4: Appearance	XX
Module 5: Attitude	XX
Module 6: Productivity	XX
Module 7: Organizational Skills	XX
Module 8: Communication	XX
Module 9: Cooperation	XX
Module 10: Respect	XX

INTRODUCTION

Several volumes have been written covering the ten work ethics topics that are used to teach work ethics in the classroom. These volumes have included lecture material and activities that can be used by instructors to deliver this curriculum to the student. Many of these activities have been adapted by the online instructor for use with online courses. This adapted and new information has been gathered and developed in this manual for use by the online instructor in delivering the work ethics curriculum to online students.

The following ten topics have been identified as essential work ethics that should be taught and practiced in order to develop a viable and effective workforce. These ten work ethics traits stated below have been expanded to cover traits that should be taught and evaluated in online courses.

1. Attendance (Punctuality): Completes assignments on time; takes exams at scheduled times; completes exams within scheduled time limits.
2. Character: Displays academic integrity, trustworthiness, dependability, reliability, initiative, self-discipline, and responsibility.
3. Teamwork: Respects rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; demonstrates mannerly behavior in interactions with students and instructor.
4. Appearance: (Netiquette): Follows netiquette rules; respectful of others in written and oral communication.
5. Attitude: (Critical Thinking): Demonstrates problem-solving skills, ability to reason, able to troubleshoot; uses technical support systems appropriately.
6. Productivity: Completes all online and off-line requirements for the course in a timely manner; follows directions and procedures; accesses online course materials regularly.
7. Organizational Skills: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.
8. Communication: Contacts instructor to report problems; asks appropriate questions related to assignments; interacts with instructor and other students in discussion board.
9. Cooperation: Displays leadership skills; appropriately handles criticism, conflicts and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.

10. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in written and oral communication..

Three primary results of the Work Ethics Program make it a winning proposition for all concerned. These results are:

- Students begin employment with positive work ethic skills, which will enhance their value as employees.
- Instructors develop more motivated and attentive students.
- Employers acquire employees with desirable work habits.

Project Design

It is essential to the success of this work ethics online program that the importance of good work ethics permeates all facets of the institution and this includes online instruction as well as on campus instruction. Online students are just as important to the success of work ethics instruction as the students who come on campus and should not be overlooked by instructors in delivery of this curriculum.

Faculty/Staff Orientation

This general training emphasizes the importance of good work ethics to employers and provides instruction in how to present the work ethics curriculum online within a program. Detailed information is given as to how to model, deliver, evaluate, and report work ethics according to standardized program procedures. Additional training may be given at the discretion of the online co-coordinators for developing online curriculum and activities if necessary.

General Student Orientation

This is an online session designed to acquaint online students with the importance of good work ethics and the workings of the project within their program. It includes an overview of employer expectations and the methods by which the student will be evaluated during the training period. Method of delivery may be a power point presentation or other media developed by the institution.

Weekly Instructional Emphasis

Each week a different work ethics component is emphasized throughout the institution including online instruction. The “trait of the week” should be included in announcements, emails or other regular forms of delivery to online students so that everyone is reminded of the importance of the trait. Additionally, every instructor should deliver a brief lesson on the work ethics component of the week. At minimum, a discussion board forum should be developed to discuss the importance of the selected component to employee success in the work place. Optional activities used to further stress the characteristic are available for instructors’ use should they be needed and desired.

Continuous Evaluation and Counseling of Students

Immediate feedback for exceptional behavior. Good work habits can be taught if they are properly identified and stressed over time. Online Instructors are required to give continual feedback to their students regarding work behaviors that are exhibited in the online course. This feedback is accomplished through a formal system of email reinforcement of positive work habits and correction of unacceptable behaviors. Only those students who exhibit exceptionally good behavior or those who need improvement are counseled.

Formal Reports of Student Progress

Mid-quarter report. The issuance of a mid-quarter progress report provides every student feedback as to work ethics performance. This report affords the opportunity for students to improve their performance prior to issuance of a final grade that will be recorded on their permanent academic transcript. For online students, this report is best delivered through e-mail and a copy should be kept by the instructor either through digital or paper format.

Final report. Students are issued a final quarterly work ethics grade for all courses attempted. This grade is prominently displayed on the student's permanent academic record to emphasize the equal importance of occupational skills and good work ethics. Again this form can be delivered via e-mail and a copy should be maintained by the instructor either in digital or paper format.

Marketing

Internal. Continual emphasis must be given to the importance of fostering good work ethics. Online co-coordinators should take steps to ensure that work ethics being taught online are consistent with on campus instruction.

External. Promotion to the business and industry community is also a necessary link to the success of the project. Educating employers to request student transcripts that display work ethics grades alongside occupational and academic grades will serve to emphasize this effort. Other external promotion of the work ethics effort could include fax cover sheets, billboards, as well as presentations to community and civic groups.

ESSENTIAL CRITERIA FOR SUCCESSFUL IMPLEMENTATION OF WORK ETHICS PROJECT ONLINE

The success of the work ethics program is dependent upon continued emphasis and implementation of specific essential criteria. These criteria ensure that proper emphasis is given to each component and provide a framework to support the mission of the program.

Carrying out the requirements for a work ethics program online will require the following essential criteria:

- Commitment of administration and online faculty
- Involvement of business and industry

- Interaction between instructors and students
- Timely and effective explanation to students
- A uniform system for student evaluation
- Inclusion of work ethics evaluation on the academic transcript
- Consistent monitoring by instructional supervisor
- Internal and external marketing

Commitment of Administration and Faculty

Commitment by the president, administrative staff, and online faculty to the work ethics program is vital to its success. The fundamental conviction that good work ethics is the most important factor in career success must be embraced by all persons who are involved in implementing the program online.

The essential philosophy expressed to faculty and students should be that employers demand both solid occupational skills and the good work habits emphasized in the DTAE Work Ethics Program. A positive attitude toward the importance of work ethics must permeate the entire institution.

Involvement of Business and Industry

Involvement of employers will be necessary to keep the DTAE Work Ethics Program relevant to the needs of business and industry.

A state team comprised of technical institute administrators and representatives from business and industry worked together to define the traits most needed in successful employees. This team agreed that although desirable work traits vary somewhat according to the type of employment, there is a core of essential habits that all employers highly value. The DTAE Work Ethics Program focuses on these core traits.

Individual institutions should involve business and industry partners in the orientation of faculty and students to the significance of work ethics. It is most convincing to have a team of employers explain the importance of work ethics to the success of employees and to their businesses' bottom lines.

One critical link to the long-term success of the work ethics program is the educating of employers to ask potential employees for a transcript. Employers must be encouraged to require technical institute students to present a transcript at the time of interview. The transcript displays not only progress in academic work but also work ethics grade for every course attempted. The work ethics grades provide valuable insight into the work

habits that the student is likely to bring to employment. Once students learn that work ethics grades weighed by employers, there is a strong reason to take the program seriously.

Interaction Between Instructors and Students

Good work habits can be taught if they are identified and stressed properly over time. Since technical institute programs span one to two years, an excellent opportunity exists to modify undesirable habits through regular reinforcement. As an online instructor, the time to work with a student may be considerably shorter since classes may be taken at multiple institutions. Instructors may only have one or two quarters to instill work ethics traits to the students they teach in their online classroom. For this reason, it is very important that online delivery for work ethics be standardized across the state.

It is important to this process that students know that their work habits are being monitored and evaluated at all times. The DTAE Work Ethics Program includes a strong evaluation component that is used by instructors to keep students continuously aware of the status of their work ethics grade.

Students are informed that they are being graded *by exception*. All students are presumed to have acceptable work ethics habits unless informed by their instructor that they have exceeded expectations or failed to meet them. Immediate counseling results in either case. Students who receive a negative grade are given an improvement plan that provides them with an opportunity to regain lost points. A full explanation of this system is made in the Evaluation section of this manual.

Timely and Effective Explanation To Students

Work ethics should be stressed throughout a student's program of study at the institute. Students are informed that their transcripts include a work ethics grade that can be used as one of their best references.

During online orientation, students should be informed of the DTAE Work Ethics Program and the philosophy behind it. A presentation or other media method explaining the various aspects of the DTAE Work Ethics Program should be delivered to each online student. Throughout their program of study, students should hear and observe--in every course--the work ethics concept.

Uniform System for Student Evaluation

The DTAE Work Ethics Program must be carried out in a consistent manner in order to be effective. The program is designed to provide reinforcement of good work habits through an orientation to work ethics, weekly instruction emphasizing targeted traits, and timely feedback to students regarding behavior.

The key to success in handling the DTAE Work Ethics Program is to reduce the level of subjectivity attached to the work ethics grade. The mechanics of the evaluation process and how the work ethics grade is determined is explained and stressed by each instructor.

A standardized format for evaluating and reporting progress is utilized. All students receive mid- and end-of-quarter reports that reflect work ethics grades. An immediate feedback report, *The Exception Form*, is utilized to counsel students who exhibit exceptional behavior and students who need to improve habits. Since the work ethics grade is displayed on the transcript and could affect employment possibilities, the student is made aware of the status of work ethics grades and what efforts can be made to improve them.

All forms are consistent in terms of the procedures and evaluation of the work ethics grade. Since the work ethics grade is displayed on student transcripts, this record is handled according to the institute's policy for other grades.

Inclusion of Work Ethics Grade on Student Records

A final work ethics grade is issued for each course completed, whether passed or failed, by the student. The strength of the DTAE Work Ethics Program is that these grades are recorded on the student's permanent academic transcript. A legend is provided so anyone viewing the transcript understands the significance of the grade.

Employers must be educated to require that a transcript be furnished by potential employees who have attended one of Georgia's Technical Institutes. Review of the potential employee's work ethics grades can provide the employer with valuable insight into the probable work traits of job applicants.

Consistent Monitoring By Instructional Supervisor

Supervisors monitor the way instructors determine work ethics grades to ensure consistency within the institution. This monitoring is particularly necessary during the first year following implementation of the new program to ensure that instructors provide adequate emphasis for the program and follow proper procedures. A periodic, unannounced random check of work ethics exception sheets and mid-quarter reports is made. The instructional supervisor also monitors the effectiveness of the weekly instructional work ethics lesson by observing classes during the scheduled presentation times.

Evaluating work ethics is largely subjective. Therefore, instructors will interpret and grade behaviors differently. Possible problems with work ethics grading are addressed through the maintenance of statistics on the range of work ethics grades. Supervisors provide written critiques to instructors if work ethics grading does not appear to reflect the intent of the program. Additionally, periodic group meetings of instructors to discuss

work ethics evaluation of students help to improve consistency in evaluating work ethics.

Internal and External Marketing

The final essential criteria for success of the Department of Technical and Adult Education's Work Ethics Program is a strong plan for internal and external marketing.

All employees within the institution must be committed to the need for an effective work ethics training program. Instructors must be thoroughly trained to present the work ethics lessons and to evaluate behaviors. Students must fully understand the reasons for the program and how they will be evaluated.

An ongoing plan to promote enthusiasm for the program is also important. The Marketing section of this manual details ideas to help awareness of the program to permeate the institution.

It is also imperative that employers fully understand the program and give feedback to institutional officials regarding its effectiveness. Employers must also begin asking potential employees for transcripts that reflect work ethics grades. A complete plan for garnering employer support for the program is included in the Marketing section of this manual.

INSTRUCTOR ORIENTATION

Purpose of the Instructor Orientation Program

The instructor orientation to the work ethics program is designed to prepare instructors for their critical role in the success of the effort. This instructor orientation is planned to accomplish the following:

- Inform all parties as to the high priority placed by employers on good work ethics.
- Give an overview of the objectives of the DTAE Work Ethics Program.
- Explain the role of instructors in student orientation, weekly presentation of lessons, and evaluation of students.
- Provide specific directions for presenting the student orientation.
- Furnish a detailed explanation of how to conduct weekly emphasis sessions.
- Describe the evaluation process with precise instructions for the use of forms and the grading by exception process.

Instructors deliver the DTAE Work Ethics Program through a student orientation, weekly instructional emphasis, and on-going student evaluation. It is therefore necessary that all instructors be thoroughly versed on all aspects of the program.

Introduction to the Value of the DTAE Work Ethics Program

The introduction to the value of the DTAE Work Ethics Program presents a convincing case for implementation in technical institutions. This case is made through a live presentation, or through the use of a video that emphasizes that the No. 1 concern of employers nationwide is poor work ethics. Whatever format is used, several employers should be featured, talking about the problem and its dramatic cost in terms of lost production and lost jobs. The Commissioner of the Department of Technical and Adult Education or the institution's president should follow the employer segment of the introduction to outline how the new DTAE Work Ethics Program will impact the work ethics problem in Georgia.

Presentation of the Work Ethics Program Objectives

Once instructors are apprised of the importance of good work ethics in the workplace, they are introduced to the objectives of the program. Three primary results of the DTAE Work Ethics Program make it a winning proposition for all concerned. These results are:

- Students begin employment with positive work ethic skills which enhance their value as employees.
- Instructors develop more motivated and attentive students.
- Employers acquire employees with good work habits.

Ten desirable employee traits are targeted to assure that these objectives are met. These behaviors are those identified as most important to employers. The traits form the basis for the student orientation and the weekly instructional sessions. These behaviors are continuously evaluated. The list adapted for online instruction is presented as follows:

1. Attendance (Punctuality): Completes assignments on time; takes exams at scheduled times; completes exams within scheduled time limits.
2. Character: Displays academic integrity, trustworthiness, dependability, reliability, initiative, self-discipline, and responsibility.
3. Teamwork: Respects rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; demonstrates mannerly behavior in interactions with students and instructor.
4. Appearance: (Netiquette): Follows netiquette rules; respectful of others in written and oral communication.
5. Attitude: (Critical Thinking): Demonstrates problem-solving skills, ability to reason, able to troubleshoot; uses technical support systems appropriately.
6. Productivity: Completes all online and off-line requirements for the course in a timely manner; follows directions and procedures; accesses online course materials regularly.
7. Organizational Skills: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.
8. Communication: Contacts instructor to report problems; asks appropriate questions related to assignments; interacts with instructor and other students in discussion board.
9. Cooperation: Displays leadership skills; appropriately handles criticism, conflicts and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
10. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in written and oral communication..

How the DTAE Work Ethics Program Works Online

Online instructors are briefed on how the program works, and the interconnectedness of the four major components is explained. These four components to be discussed include the following:

- The general student orientation.

- Weekly instructional module presentation.
- Grading by exception.
- Reporting of mid-end-quarter progress.

Each instructor is issued a copy of *The DTAE WORK ETHICS ONLINE MANUAL* and refers to it during a detailed explanation of each component of the system.

Explanation of general orientation to students. Instructors are informed that there is an online general briefing that is held to acquaint students with the DTAE Work Ethics Program. The briefing should be conducted by the program instructor and specifically outlines the reason for the program, its objectives, and the methods used for evaluation and reporting. A Power Point presentation or other media delivery form should be utilized for delivering this online orientation.

Explanation of weekly instructional emphasis. Good traits are best fostered through continuous reinforcement. Therefore, during the quarter, one desirable trait is selected for emphasis each week. Weekly mini-lessons are used to discuss the trait and explain its importance. Instructors will conduct these sessions according to the guidelines presented in the Weekly Instructional Module section of this manual.

Explanation of daily grading by exception. The evaluation process is based on the principle of daily *grading by exception*. This means that instructors are required to record a grade only for those students who display poor work ethics or those who display exceptionally good work ethics on a given day. An exception form is processed for these students. Full explanation of this process may be found in the Evaluation Section of this manual.

Explanation of mid-end-quarter report procedures. During the fifth week of the quarter, every student is given a copy of the *Work Ethics Evaluation Form* that displays his/her progress to date. This is another way of providing continuous feedback to students who are struggling to meet work ethic standards so that at the end of the quarter, students receive a final *Evaluation Form* displaying their progress during the last half of the quarter and their final grades to be placed on their transcripts, and to let those students who have received no exception forms know how they are doing.

Administrative monitoring. Instructional supervisors make frequent checks on instructor records to assure proper implementation of the program. These checks are particularly important during the first quarter of implementation. The supervisor should check to see that *Exception Forms* are being properly used and that weekly instructional mini-lessons are delivered.

EVALUATION

The DTAE Work Ethics Program is designed to promote positive work behaviors and to prepare students to be better, more productive workers. The evaluation of student work ethics is part of the teaching process. Evaluation is based on an identified set of ten work ethic traits which are continually evaluated by instructors in the assessment process. Instructors then provide timely feedback to the student with clear instructions for remedial action.

The evaluation process is based on the principle of daily *grading by exception*. This means that instructors are required to record information only for those students who display poor work ethics or those who display exceptional work ethics on a given day. A feedback mechanism is provided to either commend or correct those students who vary from the work behavior expected of a good employee. In the absence of an exception, each student is assumed to *Meet Expectations*. The evaluation process is rounded out by a formal report at mid-term and at the end of the quarter. The mid-term report is a progress report, but the end-of-quarter report constitutes a final grade which is recorded on the student's transcript. The following is a step-by-step explanation of the process.

Description of the Evaluation Process

Evaluation of student work ethics uses a rating scale based upon a definition of the expected behavior of a good employee. Points are assigned to evaluate each of the ten work ethics traits as follows:

- Exceeds Expectations = 3 points
- Meets Expectations = 2 points
- Needs Improvement = 1 point
- Unacceptable = 0 points

Keep this point in mind: ***Every student's work ethics evaluation is assumed to be "Meet Expectations" at the beginning of each quarter.*** Therefore, if the student were to be formally graded on the first day of class using the Work Ethics Evaluation Form shown on page 20, he or she would receive two (2) points for each of the ten (10) traits for a total of 20 points. As the student interacts daily with his or her instructor in the classroom or lab, the instructor may observe behaviors which vary from those of a good employee. The instructor documents the positive or negative behavior at this point using the Work Ethics Evaluation Exception Form. A sample of this form is shown on page 21. A student's having any Exception Forms could impact the student's mid-quarter and final work ethics grades.

Following in this section are instructions for the manual reporting and computing of work ethics grades and exceptions on printed copies of the forms. Computerized versions are available on disk along with instructions on their use.

Work Ethics Evaluation Form

The Work Ethics Evaluation Form is used to provide work ethics feedback to students at two times during the quarter:

Mid-Quarter – At the end of the fifth week.

End of Quarter – On the last class day of the quarter.

The instructor completes the upper section of the form for each student. Information includes the name of the student and the instructor, the date (a midterm or final class date), course title (such as CIS 132), and quarter.

The instructor then checks the appropriate box for each work ethics trait. Remember that each student begins each quarter with 20 points and that this evaluation is being done BY EXCEPTION. For this reason, each trait is checked *Meets Expectations* **unless an Exception Form has been completed for each variance**. In order for a student to get an evaluation of *Exceeds Expectations*, that student should truly stand out above the rest! Because the Evaluation Form is preprinted with a score of 2 for each trait, no changes have to be made **unless** a student is losing or gaining points. If that should happen, the instructor should strike through the “2” and record the appropriate score in the correct column.

Scoring is done by subtotalling each column and adding these subtotals together for a total score. This total is compared with the grading scale located in the upper-left section of the form. The resulting grade is then recorded in the box marked “Student’s Grade” at the bottom of the form. If a student has not lost or gained points during the evaluation period, no changes have to be made on the bottom scoring section of the preprinted form.

Please note that a student may receive as many as three *Exceeds Expectations* during the quarter and still be evaluated *Meets Expectations* for the term. This means that a student who *Meets Expectations* is in fact a good student! This also means that a student who *Exceeds Expectations* is truly an outstanding student!

The explanation at the bottom of the form is intended to encourage those students who receive a work ethics evaluation of *Meets Expectations* to view this as a positive result. Likewise, those who need improvement by falling slightly short of *Meets Expectations* should be encouraged to try a little harder to improve their work performance.

A copy of the form is handed to each student at mid-term and at the end of the quarter, and the original is placed in the student’s class file.

It is the intent of the program to utilize this work ethics evaluation as a constructive tool, designed to teach students those skills and habits that they will need to be successful in the world of work.

Exception Form

Remember that the Exception Form is used only when a student exhibits very positive or negative behaviors, and a separate one is filled out for each infraction incurred or commendation achieved during the quarter. However, keep in mind that most students will probably not receive even one Exception Form during an entire quarter.

The instructor will begin by completing the top section of the form with the student's name, the program or course in which the student is enrolled, and the date.

Points Added or Deleted Per Work Ethics Trait section. This next section contains a listing of the ten work ethics traits (Attendance, Character, Teamwork, Appearance, Attitude, Productivity, Organizational Skills, Communication, Cooperation, and Respect) along with the points which can be added or deleted for each exception. These points-- *+1 (Exceeds Expectations)*; *-1 (Needs Improvement)*; *-2 (Unacceptable)*--indicate the numerical deviation of each grade from the 2 points earned by a Meets Expectations grade on the grading scale. To complete this section, write the point(s) to be added to or deleted from each trait evaluated on a particular exception form. If more than one trait is impacted by any one exceptional behavior, then each of the traits would have either **+1**, **-1**, or **-2** written beside it.

Problem or Commendation section. This section is used to give a brief description of the situation which gives rise to this evaluation through a summary of the behavior and its context. In other words, it is used to tell what the student did or did not do that varies from the expected behavior of a good employee. If the behavior is *Unacceptable* or *Needs Improvement*, state exactly what the student did that displays deficient work ethics. If the student *Exceeds Expectations*, a simple and brief explanation of the positive behavior is made.

Student Response section. This section is used to allow the student to offer an explanation of a negative incident. Students may disagree with their instructor's appraisal of the situation. However, the instructor is not obligated to accept the student's assessment. Instructors should use the incident as a teaching moment and, if possible, take advantage of the situation to help the student better understand what will be expected of him or her in the workplace. If the student does not feel the instructor's evaluation is appropriate, an appeal may be made to the appropriate supervisor.

Improvement Plan section. The instructor offers a plan of improvement intended to return the student's deficient work ethics behavior to the level of *Meets Expectations*. The plan clearly identifies the behavior expected of the student, is measurable, and contains a review date at which time it will be determined whether the improvement goal has been met. Normally, this review date will be the mid-term or last class date for the quarter unless another date is chosen to allow for more expedient feedback. Both the student and the instructor sign the form, and a copy is given to the student. The original is placed in the student's class file kept by the instructor.

When a student's behavior is rated *Exceeds Expectations*, the improvement plan should be a simple word of encouragement. Comments such as "Keep up the good work!" or a

specific comment encouraging the student to continue with positive work ethics behaviors should suffice.

Outcome of Review Session section. This final part of the Exception form is completed during a review session that takes place on the review date designated in the Improvement Plan section above. The instructor meets with the student to review the student's progress in achieving the goals set forth in the improvement plan. If the student has complied with the provisions of the improvement plan and the work ethics behavior again *Meets Expectations*, the point(s) previously deducted for negative behaviors may now be returned by a simple note to that effect written in the space provided. Thus, the student's work ethics grade for the grading period is restored to *Meets Expectations* and is not negatively affected. Keep in mind that the goal of the improvement plan is always to help the student learn and practice good work ethics, not simply to penalize them for a negative behavior. ***However, if the student does not achieve the planned improvement by the review date, the deducted points shown in the Points Added or Deleted section at the top of the form are then recorded in the outcome section and will be reflected on the mid-term or final Work Ethics Evaluation Report.***

At the review conference, both the student and instructor will sign the Exception Form. A copy is given to the student and the original is retained in the student's file.

When a student is being commended, it is not necessary to have an outcome conference unless the commendable behavior has ceased. The Exception Form may be given to the student informally, along with a word of encouragement, when points are being added.

STUDENT WORK ETHICS ONLINE PERFORMANCE STANDARDS

The mission of Georgia's Technical Institute's is to provide the necessary skills for you to be successful employees in your chosen career. To be successful in that career you must possess both strong occupational skills and good work habits. We are committed to incorporating these good work habits into every facet of your education. The following are ten areas of work ethic traits and performance standards you will be presented and expected to exhibit in classrooms and laboratories:

Attendance (Punctuality)

- Complete assignments on time
- Take exams at scheduled times
- Complete exams within scheduled time limits

Character

- Display academic integrity, trustworthiness, dependability, reliability, initiative, self-discipline, and responsibility

Teamwork

- Respect the right of others
- Respect confidentiality
- Be part of a team
- Be cooperative, assertive and demonstrate mannerly behavior in interactions with students and instructor

Appearance (Netiquette)

- Follow netiquette rules
- Respect others in written and oral communication

Attitude (Critical Thinking)

- Demonstrate problem-solving skills, ability to reason
- Show ability to troubleshoot and use technical support systems appropriately

Productivity

- Complete all online and off-line requirements for the course in a timely manner
- Follow directions and procedures
- Access online course materials regularly

Organizational Skills

Prioritize and manage time and stress effectively
Demonstrate flexibility in adapting to changes

Communication

Contact instructor to report problems
Ask appropriate questions related to assignments
Interact with instructor and other students in discussion board

Cooperation

Display leadership skills
Appropriately handle criticism, conflicts and complaints
Maintain appropriate relationship with supervisors and peers
Follow chain of command

Respect

Treat instructors, staff and fellow students with respect, courtesy, and tact
Do not engage in harassment of any kind in written and oral communication

WORK ETHICS EVALUATION FORM

STUDENT NAME _____ SS# _____ QUARTER _____

COURSE TITLE _____ CRN _____ INSTRUCTOR _____

Grading Scale	Mid-Quarter				End-of-Quarter			
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
3 - 24-30 Exceeds Expectations								
2 - 20-23 Meets Expectations								
1 - 17-19 Needs Improvement								
0 - 0-16 Unacceptable								
Work Ethics Trait	Point Score				Point Score			
	3	2	1	0	3	2	1	0
Attendance (Punctuality): Completes assignments on time; takes exams at scheduled times; completes exams within scheduled time limits.		2				2		
Character: Displays academic integrity, trustworthiness, dependability, reliability, initiative, self-discipline, and responsibility.		2				2		
Teamwork: Respects rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; demonstrates mannerly behavior in interactions with students and instructor.		2				2		
Appearance: (Netiquette): Follows netiquette rules; respectful of others in written and oral communication.		2				2		
Attitude: (Critical Thinking): Demonstrates problem-solving skills, ability to reason, able to troubleshoot; uses technical support systems appropriately.		2				2		
Productivity: Completes all online and off-line requirements for the course in a timely manner; follows directions and procedures; accesses online course materials regularly.		2				2		
Organizational Skills: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.		2				2		
Communication: Contacts instructor to report problems; asks appropriate questions related to assignments; interacts with instructor and other students in discussion board.		2				2		
Cooperation: Displays leadership skills; appropriately handles criticism, conflicts and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.		2				2		
Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in written and oral communication.		2				2		
SUBTOTAL	0	20	0	0	0	20	0	0

TOTAL SCORE 20

TOTAL SCORE 20

STUDENT'S GRADE **MID-QUARTER GRADE:**
2 (Meets Expectations)

STUDENT'S GRADE **FINAL GRADE:**
2 (Meets Expectations)

Explanation of Work Ethics Grades	
Exceeds Expectations:	Work ethics performance is exemplary. Student has consistently demonstrated characteristics that will stand out in the work environment.
Meets Expectations:	All work ethics standards are met. The quality of student's work ethics performance is that of a good employee in the normal work environment.
Needs Improvement:	Some standards were not met. Additional training in employability skills is recommended.
Unacceptable:	Work ethics performance was below average. Additional training in employability skills is a must if the student is to survive in the work environment.

INTRODUCTION TO FACULTY FOR GENERAL STUDENT ORIENTATION

Explanation

The general student orientation session sets the stage for the students' experience with the work ethics program. It is a brief presentation designed to acclimate students to a new mindset that is conducive to positive, productive workforce behaviors. This session will provide students with a basic orientation to the structure of the work ethics program. The orientation details the program and what is expected of students.

Purpose

It is imperative that students understand the driving force behind the work ethics program: *disgruntled employers*. Students must understand the reasons for this program and how the ten components of the program unite and contribute to the success of the workforce and the economy itself. They must comprehend the essence of each trait and how it correlates with the workforce. Students must be energized and encouraged during this session. How well the general orientation is received by the students, faculty, and administration will determine the success of the work ethics program. Therefore, it is most important that students are fully informed of *what* they are attending and *why* they are attending. They **must be** given a purpose for their involvement that is understandable and to which they can relate. The ultimate goal is to make each student more receptive to becoming a better employee!

Length

The General Student Orientation for the DTAE Work Ethics program should be delivered to online students using a presentation or other form of media delivery. This session is the beginning of work ethics training for the student and should be comprehensive as well as succinct. Weekly emphasis of the work ethic traits is the substance of the program; however, the orientation will be the framework for what is to come during the quarters ahead.

Responsibilities—Who Does What and Why?

Each program instructor or director will deliver a general orientation to the work ethics program online for his or her students. The first objective of the orientation is to define work ethics. This discussion should not be limited to a short definition. Students must fully understand the scope of work ethics. Work Ethics cannot be defined using one sentence.

For reiteration, instructors should give examples of both positive and negative work ethics traits and discuss how they relate to everyday occurrences in the workforce and to different organizations and co-workers. Students should be encouraged to submit personal opinions and to share *stories* involving work ethics in the discussion board

forum. Everyone will have an experience to share—positive or negative. Using the discussion board yields class participation and builds camaraderie.

Mini-Lesson Explanation

During each quarter instructors will emphasize one work ethics trait a week. Each trait has its own module with objectives, a narrative for lecture and discussion, and optional supporting activities for instructors to use. Each lesson should be delivered to the student using email or regular form of delivery for the course and replies should be posted in the discussion board so that they can be shared with other students in the class.

Every quarter the same traits will be presented in the same order. Instructors are encouraged to choose different supplemental activities from quarter to quarter so that students receive different perspectives of the same work ethics trait.

Minimum Activity/Optional Lesson Explanation

An email or announcement discussing the topic is the minimum required activity. However, many instructors will choose to include optional activities to emphasize particular traits as needed. Also, traits may be revisited during the quarter as class situations warrant the need.

Tips for Teaching Online Work Ethics

April McDuffie
East Central Technical College

- Let students know about work ethics at the beginning of the quarter
 - Provide information about work ethics in the syllabus
 - Create a folder in the course entitled “Work Ethics” and type a brief summary of each topic
- Develop a format to deliver work ethics online
 - Develop a Work Ethics Word of the Week format
 - Email the activity or post it in an announcement
 - Develop a Web page for you college online work ethics assignments
- Activities can be sent in a variety of formats
 - Email a PowerPoint presentation to the students
 - Email a Word document
 - Direct students to a Web page about the topic
- Student participation can also vary
 - Have students write and email the instructor a summary of the Web page visited about the topic
 - List questions for the students to answer about the activity to email the instructor
 - Create a forum in the discussion board of the course to allow students to post summaries or answers to questions
- Work ethics grades and exception forms can be delivered in an email
 - You can include a read receipt on the email as evidence the student received the exception form
 - A copy of all forms for each class should be retained in the student’s academic folder
- Extra tips:
 - As an online coordinator who also teaches online courses—when I prepare my work ethics activities and send the activities to my students, I also send them to all of my online instructors. Therefore all online students are receiving the same activity and don’t have to complete three different activities for three different instructors. Also, my instructors don’t have to create the assignment unless they want to develop a separate one.
 - I have developed four sets of activities—one for each quarter. This ensures that students will receive a different activity each quarter.

Deanne Nester
Georgia Aviation and Technical College

Develop SCT 100 typing tests around Work Ethics topics.

Philip Linebarger
Southeastern Technical College

Develop a specific course in Blackboard to be used by each program. Instructors can use this course to deliver online work ethics instruction to each student in the program without requiring a work ethics post for each class.

RESOURCES

A Web site has been set up to allow Instructors to download various examples and other delivery methods that have been submitted by instructors to be used in online delivery.

This Web site may be accessed at <http://www.gvtc.org/workethicsonline>

There are several Power Point Presentations and examples for online orientation that have been developed by several institutions and are available upon request. Each online coordinator has been given access to these resources and should be contacted for assistance in this area.