DOCUMENT RESUME

ED 174 856 CE 022 577

AUTHOR Hensley, James
TITLE Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner. Final Report.
INSTITUTION Montgomery County Board of Education, Mount Sterling, Ky.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE Jul 79
NOTE 66p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavior Change; Career Planning; *Changing Attitudes; Economics; Industry; *Job Skills; Personal Values; Postsecondary Education; Rural Dropouts; *Rural Education; Rural Population; Rural Youth; Secondary Education; *Training; *Vocational Education; Vocational Maturity; *Work Attitudes
IDENTIFIERS Employability Skills; Work Values Inventory

ABSTRACT

Based on a survey of seventeen Kentucky industries which revealed common problems of the rural worker, this project attempted (1) to design and field test a vocational development program that will increase the knowledge base concerning the economics of industry in the rural vocational student and (2) to design and field test a curriculum component that will affect the employability skills, the work attitudes, and habits of the rural learner in an industrial setting. A research and control group each contained ten secondary students, ten high school dropouts enrolled in a Comprehensive Employment and Training Act (CETA) Industrial Training Project, and ten postsecondary students employed in industry. Two pretest and posttest instruments dealing with developing a vocational plan, work habits, the economics of industry, and fifteen work values areas were administered. The research group participated in classroom training on vocational planning, work habits, and the economics of industry. Posttest findings indicated that the factory workers increased in the areas of maturity, security, and supervisory relations. Among the CETA students improvements were made in all fifteen areas of creativity and economic return, and intellectual stimulations. (The locally developed survey instrument and pretest-posttest comparison charts are appended.) (LRA)

Final Report

Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner.

by

James Hensley
Project Director

July, 1979

Montgomery County

Board of Education

Mt. Sterling, Kentucky

40353

Project Number: J24880 (4406)

The Research reported herein was performed pursuant to a contract with the Commonwealth of Kentucky, State Department of Education, Bureau of Vocational Education, Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Commonwealth of Kentucky
State Department of Education
Bureau of Vocational Education

Agreement of Nondiscrimination

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be exluded from participation in, be denied the benefits of, or be subject to discrimination under any progam or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare. must be operated in compliance with this law.

Preface

Human behavior is one of the most difficult areas in which to work. The reason being that it is unique, unpredictable, and ever changing. Behavior is the response to a given stimulus. The response that is made is usually based on the attitude of the respondent at any given time. Since attitude is based on values, behavior may be viewed as the actualization of a set of beliefs of importance or worth by the individual.

Since values are learned as a result of conditioning by family, peer groups, teachers, past experiences, and the environment, it is extremely difficult to modify the persons individual beliefs. It is the belief of this researcher that often times these values are based on incorrect information or half-truths, thus reinforcing a non-positive attitude which results in unacceptable behavior.

It is the hope of this project to provide the participant with correct information on vocational planning, work habits, and the economics of industry in order to make the vocational student more employable and their work experience more meaningful and successful.

James Hensley
Project Director

Contents

Abstract

Project Title: Affecting Work Attitudes, Work Habits, and Employability Skills of the Rural Vocational Learner.

Project Duration: Twelve (12) Months

Objectives:

1) To design and field test a vocational development program that will substantially increase the knowlege base concerning the economics of industry in the rural vocational student.

2) To design and field test a curriculum component that will drastically effect the employability skills, the work attitudes and habits of the rural learner in an industrial setting.

Procedures:

A research group will be selected which will be composed of ten (10) secondary vocational students, ten (10) high school drop-outs who are enrolled in a CETA Industrial Training Project, and ten (10) post secondary vocational students who are employed in industry-related occupations. A simular number of participants will be selected as a control group.

All sixty (60) participants will be given two (2) surveys. The first is a locally developed instrument which is concerned with developing a vocational plan, work habits for job success, and the economics of industry. The second instrument to be administered is the Work Values Inventory, developed by Donald E. Super, Columbia University. This scale deals with fifteen (15) different value areas in relation to work. At this point, the thirty (30) research participants are to be placed in classroom training on the three (3) specific research areas; 1) vocational planning, 2) work habits, and 3) economics of industry.

Upon completion of the classroom training, the research group will be post-tested and the program will be evaluated as to its applicability in the "real world."

Contribution to Education:

The contribution of this project was greater in the business and industrial community rather than the educational community. The project was directed toward making the vocational classroom training component more meaningful to the participant and more relevant to the needs of business and industry.

Products Developed:

As a result of the vocational classroom training component, two (2) pamphlets were developed which are enclosed. The personnel department of A. O. Smith Corporation have included these materials and their coverage in their new-employee training program. The pamphlets are entitle, "Economics of Industry" and "Good Habits for Job Success."

Introduction

Kentucky has been traditionally and historically categorized as a rural state which lends itself to having a rural or agricultural economy with industry being located in only the large metropolitan areas. With the cost of living ever increasing and the movement of industries to smaller communities, the small farmer has been forced to seek industrial employment. The skills, habits, and attitudes that brought about success on the farm are different from those required for job success in the manufacturing setting.

As a result of a survey of seventeen (17) industries in Region 9 by the Montgomery County Schools, local industrials listed the most common problems of the rural worker:

1) The unique work attitude and habits of farm-oriented worker entering manufacturing.

2) The lack of understanding of the economics of industry; and

3) The absense of normal employability skills in the farm-oriented factory worker.

The result of these characteristics of the rural employee in a manufacturing market are manifest by the following:

1) acute absenteeism
2) high rate of tardiness
3) proneness to strike
4) lack of team support
5) misunderstandings of industrial economics

It is the purpose of this project to develop a program designed toward the elimination of thses problems through vocational training.

Activities and Accomplishments

Problem Under Consideration:

In addition to the already mentioned problem areas, it is the basic premise of this project that:

1. those persons from the rural setting will sucessfully complete the "special" vocational training program as a result of their increased knowledge of the economics of industry;

2. those persons from the rural setting will realize a substantially greater amount of success as a result of the attention given to their work habits and attitude;

3. and by applying a well-designed program of human support services during the learning experience, more future success will be realized.

Methods

The major portions of the Methology was described in the section entitled Abstract, under D., Procedure.

In addition to the pre and post testing and the three classroom units Vocational Planning, Work Attitudes and Habits, and the Economics of Industry, many other human services were provided to the participant. They are as follows:

1) Adkins Life Skills Program - selected units form the Employability Skills Program developed by Winthrop R. Adkins, Ph. D., Columbis University.

2) Field Trips - The research group went on four (4) field trips. The places visited were the A.O. Smith Corporation, the Mt. Sterling National Bank, the Mt. Sterling Federal Savings and Loan, and the Hobart Corporation. The field trips were enjoyable as well as having theranutic value.

3) Guest Speakers - Periodically, guest speakers visited the classroom training component to bring their expertise to the participants. Those visiting were Whitt Criswell, representing Montgomery Bank and Trust, Curt Steger, representing Mt. Sterling Federal Savings and Loan Association, a representative from Chandler Insurance Company, Jack Miller, Mayor of Mt. Sterling, representing city government, and Leo Slusher, Chief, representing the Mt. Sterling Police Department.

4) Classroom Activities - The majority of the classroom instruction was by lecture, class discussion, demonstrations, and hand-on-experience. In addition to the classroom activities previously mentioned, a large amount of time was allotted to career and consumer education. G.E.D. classes were provided for the participant who lacked their high school diploma. Some shop related classes were also offered. The areas covered were Shop Theory taught by Creed Holland, A.O. Smith Corporation, Shop Safety taught by John Cafferty, IBM Corporation, and measurements taught by Dick Peters, A.O. Smith Corporation.

5) Intensive Counselling - Counselling was provided for the participants in both career and personal areas as need dictated.

Results

The results of the pre and post test of the Work Values Inventory can be seen on the graphs that follow in the Appendix section. A breakdown of the fifteen (15) value areas under investigation are as follows:

Creativity (CR) - Values associated with the non-material aspects of culture.

Management (MA) - Values that characterize persons interested in contact occupations.

Achievement (AC) - Values that are linked to visible and tangible work results.

Surroundings (SU) - Values associated the the environment in which the work is done.

Supervisory Relations (SR) - Values associated the the importance of getting along with the boss.

Way of Life (WL) - Values associated with a person living the kind of life he chooses and to be the type of person he wants to be.

Security (SE) - Values associated with getting the rewards of the work

Associates (AS) - Values associated with working with fellow workers you like.

Esthetic (ES) - Values associated with creating beauty or adding beauty to the world.

Prestige (PR) - Values associated with the desires for the respect of others.

Independence (IN) - Values associated with being able to work at your own pace.

Variety (VA) - Values associated with work that provides an opportunity to do different types of jobs.

Economic Returns (ER) - Values associated with the earnings. It is considered materialistic.

Altruism (AL) - Values associated with work which enables one to contribute to the welfare of others.

Intellectual Stimulation (IS) - Values associated with work which provides opportunity for independent thinking.

These scores were compared on four different levels: (1) by research group (2) by males (3) by females (4) and by total respondents.

Research Groups:

The three groups were made up of (1) factory workers, (2) high school senior vocational students, and (3) Industrial trainer participants in a vocational CETA program for dropouts, on the Work Values Inventory, the points available in each value area is fifteen (15).

Among the factory workers, there were decreases of one point or less in the areas of creativity, achievement, surroundings, altruism, prestige, independence, variety, associates, and intellectual stimulation. Gains of one point or less were recorded in maturity, supervisory relations, way of life, security, esthetics, and economic return. We were pleased with the increase with this group in the areas of maturity, security, and supervisory relations.

Among the CETA students improvements were made in all fifteen areas of creativity and economic return.

Among the high school vocational seniors, slight decreases were evidenced in the areas of esthetics and independence. Improvements were made in all other areas with large gains realized in the areas of associates, economic return, and intellectual stimulations.

Males:

Males in the factory worker group showed a decline from pre test to post test on a total test average of .57. Males in the vocational high school group showed a decline in the area by .03. The males in the CETA class for drop outs showed an increase in the Work Values Inventory average of 1.64.

Females:

In the category of females, the factory working females showed an accumulated average decrease on the Work Values Inventory of .31. The CETA participating females increased by .81. The Vocational High School Senior females showed an average increase per value item of 1.64.

The total group on pre and post of the Work Values Inventory which encompassed all three (3) research groups was an increase of .51 as an

on the pretest to 2.75 on the post-test, a loss of .15.

Males:

The average gain for male CETA participants was 2.0; pretest 14.0 and post test 16.0 in the areas of work habits. There was a decline in the vocational planning section of 1.14 which was evidenced in a pretest average of 9.80 and a post test average of 8.66. The same group went from 1.20 on the pretest to 2.66, an average gain of 1.46 on the section covering the economics of industry.

The factory working males on the same survey scored 14.75 on the pretest and 15.33 on the post test, an average gain of .58 on the section dealing with work habits. They also scored 8.[illegible] on the pretest and 13.0 on the post-test in vocational planning, an increase of 4.25. The economics of industry scores showed an increase of 1.91, 1.75 on the pre-test and 3.66 on the post-test.

High school males scored 16.28 on the work habits section of the pretest and 16.5 on post test; an average gain of .22. The same group on the vocational planning section went from 11.28 to 11.5, a gain of .22. The economics of industry showed an average decrease of 1.25, 3.0 to 1.75.

Females:

Factory working females went from 14.87 on the pretest to 16.28 on the post test, an average increase of 1.41 in the work habits section. The section of vocational planning showed an average increase from pretest to post test of 1.67, 10.75 to 12.42. The same group on the economics of industry scored 3.62 on the pretest and 4.57 on the post test, an average gain of .95.

The CETA participating females, on the work habits section went from 13.88 on the pretest to 15.42 on the post test, an average gain of 1.54. The same group on vocational planning went from 9.44 to 9.71, an average gain of .27. The section on economics of industry for this group increase 1.08, from 2.77 to 3.85.

The high school vocational females averaged 17.14 on the pretest and 18.25 on the post test of the work habits section, an average gain of 1.11. The gain on the vocational planning section was .29, 10.79 to 11.0. And the scores on the economics of industry section averaged from 2.85 to 3.75, an average gain of .90.

Total Group:

The work habits section for the total group went from 15.15 to 16.33, a gain of 1.18. Total males on this section went from 15.0 to 15.95, an increase of .95. And the total females for the same section went from 15.29 to 16.65, an increase of 1.36. All group tested showed increased knowledge of acceptable work habits.

Under vocational planning, the total group averaged 10.2 on the pretest and 11.1 on the post test, a gain of .9. Total males went from 9.95 to 11.1, an increase of 1.15. And the total female group average 10.3 on the pretest and 11.0 on the post test, an average gain of .7. All groups tested showed improvements in knowdedge of vocational goals and planning.

Under the section on economics of industry, the total group went from 2.7 on the pretest to 3.5 on the post test, an average gain of .8. The total male group scored from 1.95 to 2.7, an average gain of .75 on this same section. Total female scores went from 3.0 to 4.0, an average gain of 1.0. All groups tested showed improvements in their understanding of the economics of industry. Graphs showing all of these results may be seen in the Appendix section.

In addition to the statistical results already reported, thirteen (13) received jobs or obtained a better job as a result of program participation. The average starting salary of those previously unemployed was $3.50 hourly. Nine (9) participants received their General Education Diploma, successfully completing their Adult Basic Education classes.

Conclusions

As the test results indicate, when applying a concentrated effort toward vocational planning, work habits, and economics of industry, the rural vocational learner can make gains in job-seeking and job-securing areas. Also as a result of this concentrated effort in these knowledge areas, work related values can also be changed. The conclusions support the basic premises of this project.

Recommendations

It is the belief of this researcher based on the results of this project that the high school vocational curriculum should include a class required for diploma completion which includes areas of vocational goal setting and planning, proper work habits and attitudes, and the economics of industry. This should be offered in areas where industry is the primary location of employment and those areas where industry is emerging as a primary means of employment.

It is also the belief that industries and manufacturing firms employ a practice which includes the use of pamphlets similar to those developed in this project in the orientation program for new employees.

Dissemination Activities

This report and contents herein may be distributed to school districts and manufacturers across the state. The materials presented herein are the property of the Kentucky Department of Education, Bureau of Vocational Education, Frankfort, Kentucky.

Supplemental Materials

True/False

Place a T in the blank for each True statement and a F for each False statement.

_____ 1. Goal orientation is recommended for personal vocational progress.

_____ 2. Long-range goals are seldom helpful when planning leisure activities.

_____ 3. When planning for the future one should account for change.

_____ 4. One should explore the types of training available prior to making a vocational plan.

_____ 5. Details of a job have little or no effect on the applicant.

_____ 6. Securing information concerning vocational training programs at the community level is difficult.

_____ 7. There are a variety of public and private training programs, located in various organizations and institutions.

_____ 8. Visitation or personal contacts with community vocational training programs are not recommended for persons seeking placement.

_____ 9. CETA (Comprehensive Employment and Training Act) can help a person secure funds for vocational training.

_____ 10. Referrals for training programs are done solely through the staff recruiters of the program.

_____ 11. Honesty on a work application form is a legal requirement.

_____ 12. In a production oriented job, it is not necessary to get along with one's co-workers.

_____ 13. Colleges offer few courses for people who possess only a Graduate Equivalency Dioloma (GED).

_____ 14. There is a vocational training program for any type of employment.

_____ 15. Women are absent from work more often than men.

_____ 16. Good worker conditions often mean fewer worker absences.

_____ 17. Frequent absences may cause employees to lose their jobs even if they are good workers.

_____ 18. A worker who has a headache should stay home for the entire day.

_____ 19. Workers should quit their job if they have problems in their present job.

_____ 20. Absenteeism is a frequent source of trouble on the job.

True/Fales Continued

_____ 21. There are unstated commitments that exist between an employer and the employee.

_____ 22. Salary should be stated in a written agreement.

_____ 23. People starting new jobs are often nervous because they want to make good impressions. Because of this nervousness, sometimes they make more mistakes than usual.

_____ 24. New employees are instantly accepted by co-workers. They seldom feel lonely or left out.

_____ 25. Many workers feel it is better to hide the mistakes they have made because they don't want to get into trouble.

_____ 26. Workers who are frequently late seldom create problems for other employees.

_____ 27. Some workers run to their supervisors with simple questions or problems that could be solved without bothering the supervisor.

_____ 28. Workers who spend a lot of time socializing together when working are also being fair to their employer.

MULTIPLE CHOICE

_____ 1. Large numbers of adults need special training for which of the following:
   a. job skills
   b. to bridge the gap between school and work
   c. to get satisfying full-time jobs
   d. all of the above

_____ 2. One thing <u>not</u> to consider when selecting a non-resident training program is:
   a. cost
   b. type of training
   c. recreational facilities
   d. effectiveness
   e. length of program

_____ 3. Which of the following supportive services would normally be available in a training program?
   a. job placement assistance
   b. vocational guidance
   c. remedial courses or tutoring
   d. a and b
   e. all of the above

Multiple Choice Continued

____ 4. You have been notified that a friend has had an automobile accident and she wants you to stay with her on a workday. You can:

a. go to work and plan to be with the firend during non-working hours
b. go to work and arrange with the boss to leave early to visit the friend
c. call the boss and explain
d. go to see the friend for a while in the morning, and get to work a little late
e. any of the above

____ 5. If you realize one morning that you're too sick to go to work, what should you do?

a. wait until the afternoon to see if you are really sick, then call your supervisor to explain
b. call your supervisor as early in the morning as you can to notify him or her of your absence
c. don't tell anyone about the absence, but plan to work overtime later that week
d. get a note from your doctor to show to your supervisor when you return to work and explain the reason for the absence then
e. any of the above

____ 6. If you know in advance that you will have to be absent from work for a doctor's appointment, what is the best thing to do?

a. talk to your supervisor as soon as you know you will need to be out
b. the day after you are absent, go to your supervisor and explain why you were out
c. on the day you are out, have a friend or relative call your supervisor and explain your absence
d. call your supervisor from the doctor's office and say you won't be in
e. any of the above

____ 7. What kinds of problems can result from using a replacement worker, when the regular worker is absent?

a. the replacement person may not be a good worker and could do a bad job
b. other workers waste time waiting for the replacement to show up
c. the supervisor can't do part of his job because he has to break in the replacement worker
d. all of the above

____ 8. Assembly line workers are:

a. skilled
b. unskilled
c. both a and b
d. neither a or b

Multiple Choice Continued

_____ 9. Time studies are conducted for the purpose of:
- a. increasing salaries
- b. decreasing salaries
- c. increasing company profits
- d. hiring and firing hourly employees

_____ 10. Bonus or incentive plans are used in factories:
- a. instead of cost of living raises
- b. to get workers to produce more
- c. to increase the quality of an employees work
- d. to compensate for a low hourly wage

_____ 11. In most factories, the overhead charge is:
- a. about twice the amount of direct labor
- b. about the same amount of direct labor
- c. about half the amount of direct labor
- d. the smallest percentage that makes up the cost of a completed item

_____ 12. Absence or tardiness of workers on an assembly line:
- a. has little effect on the quality of goods produced
- b. has little effect on the quantity of goods produced
- c. saves the company money by decreasing the days payroll
- e. has a great effect on both quantity and quality

_____ 13. Production and Materials Control has to do with:
- a. waste of time and space
- b. consumption and distribution
- c. quality of goods produced
- d. none of the above

_____ 14. Workers expecting to become Managers or Supervisors:
- a. usually work for long periods with the same company
- b. are born leaders
- c. have friends or relatives in influential positions
- d. receive training in many related fields

_____ 15. Most industries are owned by:
- a. a large holding company or corporation
- b. a few local businessmen
- c. the plant managers
- d. the labor union

Supplement 2

Refer to:

WORK VALUES INVENTORY

Donald E. Super

Houghton Mifflin Company - Boston
Test Editorial Offices, Iowa City, Iowa

This instrument is available from Houghton Mifflin Company

Developing a Vocational Plan

1. Vocational Goal Specification:

   It is hard in making meaningful plans for achieving your vocational goals when you have only a general idea of what you want to do. It is necessary for you to be clear in a job choice so you can plan the steps and learn the skills for your vocational selection.

2. Taking Steps to Reach Your Goal:

   A vocational goal is like a final destination and the vocational plan is the method or way of which to get there. The goal is what you hope to do and the plan is the way you will do it.

   You first need to decide where you are presently on the road to your vocational goal. Then make a chart of all the smaller goals you must accomplish before the vocational goal is attained. Make a time table on when the goal will be achieved and check off each stage as it is completed. Keep this in constant view to remind you of what you are to do and when.

3. Things to Consider when Selecting a Training Program:

   First, admission requirement. Testing, age, and any other qualifications.

   Second, cost. Tuition, books, supplies, travel, plus loss of salary.

Third, allowances and benefits. Money available through the training program to meet bills, tuition, transportation, and living expenses.

Forth, the type of training being offered. Vocational, academic, on-the-job training, classroom training, apprenticeship, or job related education.

Fifth, jobs the training will prepare you for.

Sixth, how long does the training program last? Total hours, full or part-time, weeks or months, hours to attend, and how flexible.

Seventh, location of training center. Distance from home, transportation available, and car pool.

Eighth, supportive services available. Guidance, counseling, job placement services, and are services available after program completion.

Ninth, training program resources and facilities. Teachers, physical set-up of the building, are they bilingual, and ratio of teacher to students.

Tenth, how effective is the program? How many who have completed the program have actually fulfilled their vocational goals?

Ownership:

The ownership of manufacturing companies takes many forms. Three of the most common types of ownerships are:

(1) Proprietorship
(2) Partnership
(3) Corporation

A proprietorship means personally involved ownership. One person has complete control over all decision - making matters, collecting profits, and paying debts. A partnership also means personally involved ownership with the same advantages and disadvantages as a proprietorship. The difference is that everything is shared equally between the two or more owners.

The third form of ownership which involves most large companies is the corporation. The advantages are that a corporation usually has access to large sums of capital, shares of ownership can be bought and sold, and the owners cannot be made to pay for the debts of the company.

Terms for understanding corporate ownership:

Stock - certificates of ownership in a corporation.

Stock Holders - persons who own stock in a corporation.

Stock Market - where shares of stock in various corporations are bought and sold.

Dividends - moneys paid to stock holders as a result of company profits.

Holding Company - a corporation which owns stock in many corporations.

Monopoly - a person or group having exclusive ownership as through command of supply. This form of control is unconstitutional.

Factory Processes

After constructing a manufacturing site, many processes must take place before manufacturing begins or finished products are placed on the market for sale. These processes may differ with the size and type of corporation, but most include:

1. planning production
2. manpower or automation
3. measuring work
4. estimating costs
5. installing production controls
6. operating quality controls
7. establishing accident prevention programs
8. hiring and training employees
9. retirement and other benefits
10. organized labor and collective bargaining

Terms for understanding the manufacturing process:

Automation - using mechanical devices rather than manual labor for the purpose of increasing production, reducing waste, and reducing cost.

Costs - the amount of money that in directly and indirectly used in order to complete one item for the purpose of determining a selling price.

Overhead cost - the money paid for utilities, supplies, equipment and building maintenance. In most factories, this cost is about 200% of direct labor.

Direct labor costs - the amount of moneys paid to all factory personnel and the benefits they receive as an employee.

Work measurement - in a production job, the amount of time it takes to complete the operation.

Bonus or incentive - additional moneys paid to a worker for producing greater amounts of products. This not only benefits the worker but also increases company profits.

Quality control - those actions needs to make sure a product is good enough to be sold and will perform to its expectation.

Production control - this makes sure that the right material in the right amount is at the right place at the right time. Production control reduces waste of time and space.

Organized labor - groups of workers with similar accupations organized together to protect the freedoms and right of the individual worker. An extremely powerful organization that has its advantages and disadvantages in today's society.

The Assembly Process

There are two types of basic assembly processes: batch or lot assembly and continuous assembly. Batch or lot assembly is the assembly of a finished product by one person. In continuous assembly, the process of subassembly is similar to batch or lot assembly in that one person or small group completes one item that goes with others to make a finished product (i.e. transmission for an automobile). In the continuous assembly process, often times the term component is substituted for subassembly.

Because of the various types of work that is to be completed in the different forms of assembly, both automation and direct human labor are used. And because of the complexity of the various steps in the assembly process, there are places for both skilled and unskilled laborers.

Manufacturing Personnel

To insure a smooth and effective operation in the factory, there are many personnel whose jobs are designed to see this takes place. Some of the most common personnel positions are:

Plant Manager - the person who is answerable to the corporate heads and is in charge of the complete factory operation.

Department Manager - the person directly below the plant manager who has the responsibility of directing operations in his/her department (i.e. Shipping, welding, assemble, etc.).

Supervisors (Floor or Line) or Foreman - these are the persons who report to the department managers and are in charge of the workers. They are to get the workers to do their job in the most efficent way.

Personnel Manager - these persons are responsible for many jobs which include hiring, training, working, advancing, and retiring practices. In short, these persons are in charge of all personnel action.

Control Officers

1. Quality control officers are in charge of the quality of the company products. They are the in-plant customer.

2. Production control officers are those who are in charge of making out material orders, routing materials, dispatching jobs, keeping records of men and machines, comparing performances, and starting corrective action.

Union Officals

1. Shop Steward - a person who represents a factory worker who has a grievance against the employer.

2. Grievance Officer or Arbitrator - the person who makes the final decision in any grievance either between the worker and employer or between workers.

Questionaire

1. Personally involved ownership of a company is an example of which of the following:

   A. propietorship
   B. partnership
   C. corporation
   D. both A and B
   E. both A and C

2. The purpose for using mechanical divices in factories is:

   A. increasing production
   B. reducing waste
   C. reducing cost
   D. all of the above
   E. none of the above

3. Overhead costs in most factories is:

   A. about the same as direct labor cost
   B. less than direct labor cost
   C. greater than direct labor cost
   D. cannot be compared with direct labor cost
   E. the smallest cost in a factory operation

4. Bonus or incentive plans offer additional money to employees to:

   A. compensate for a low hourly wage.
   B. increase company profits by increasing production
   C. increase the quality of goods produced
   D. decrease worker absences
   E. none of the above

5. Assembly line workers are:

   A. skilled
   B. unskilled
   C. both A and B
   D. neither A and B

6. _____ Quality control and production control are the same operation.

7. _____ The hiring and training of employees is the responsibility of the personnel manager.

8. _____ The purpose of organized labor is to protect the rights and freedoms of the worker.

9. _____ Shop stewards are in-house customers.

10. _____ Continuous and batch assembly are two names for the same type of assembly process.

Good Habits for Job Success

1. Work Habits: What is Important to Employers?

   A) notify supervisors when unable to make it to work.
   B) be on time.
   C) take a doctor's excuse when out due to illness.
   D) take breaks only at proper times.
   E) be willing to work overtime when needed.
   F) not to take home company materials for personal use.
   G) not going to work intoxicated or drinking on the job.
   H) make every effort to get along with supervisors or co-workers, and
   I) should talk to supervisors when unsure of what to do.

2. Common Problems at Work:

   A) breaking into the new job:

      1. acceptance by co-workers.
      2. making mistakes because of nervousness
      3. being assigned to older workers.

   B) making mistakes on the job:

      1. not wanting to take responsibility for mistakes for fear of loss of job.
      2. keeping quiet due to an angry supervisor.
      3. hiding mistakes for fear of trouble.

   C) getting along with co-workers:

      1. giving those who get the best assignments a hard time.
      2. more time being spent in arguing than working.
      3. bad work habits for some workers causes problems for others.

   D) dealing with authority:

      1. jumping into an assignment without asking the supervisor necessary and important questions.
      2. running to the supervisor with unimportant questions.
      3. what to do first when working for more than one supervisor.
      4. pointing out supervisor's mistakes.
      5. expecting praise constantly from supervisors.

E) managing your time on the job:

1. when given more than one assignment, doing the one you like best rather than the most important.
2. quality versus quantity.
3. socializing rather than working.

F) absenteeism:

1. co-worker's viewpoint:

   a. required to do more work
   b. not responsible
   c. become tense and angry
   d. interferes with their schedule

2. employers' viewpoint:

   a. the work isn't being done.
   b. costing additional money.
   c. decline in quality and quantity.
   d. short labor force on Mondays, Fridays, before and after holidays.
   e. talk to the supervisor about the absence if you know in advance.
   f. if you realize one morning you are sick call early to the supervisor, report to your job in the afternoon if possible, if not take a doctor's excuse.

Good Habits:

1. Ease into new work settings, try to relax.

2. Be on the job.

   A. do your best.
   B. be on time.
   C. discuss or call your supervisor when you learn of absences.

3. Know your job.

   A. duties and responsibilities that go with the job.
   B. rules of the company.
   C. grievance procedures of the company.
   D. the employer commitments.

4. Complete your assignments.

   A. listen carefully to instructions.
   B. ask only necessary questions.
   C. if you make a mistake, talk to the supervisor.
   D. be willing to work overtime when needed.

5. Deal sensibly with authority.

   A. talk to others about getting along with your supervisor.
   B. talk over mistakes in a calm way.
   C. don't get angry because of the supervisor enforcing company rules; its his or her job.

6. Use time efficiently.

   A. try not to waste time.
   B. work at a good pace; do not speed.
   C. avoid socializing.
   D. when given more than one assigment, check with the supervisor as to the one to be completed first.

Questionaire
True or False

1. _____ When on a new job, many workers try to hide mistakes they have made due to nervousness.

2. _____ Bad work habits of some workers can cause problems for other workers.

3. _____ When you have done a good job, you should expect praise from your supervisor.

4. _____ When given more than one assignment, always do the one you can do the quickest first.

5. _____ It is better to work at a good pace than try to speed through a job.

6. _____ It is not important to ask what your duties are, the supervisor will tell you if you need to know.

7. _____ It is important that you be willing to work overtime when necessary.

8. _____ Absenteeism costs a company additional money and decreases the quality and quantity of goods produced.

9. _____ It is permissable in most companies to take home materials for personal use.

10. _____ There are many unwritten committments between the employee and the employer as also between the employer and the employee.

ELECTRIC MOTOR DIVISION • ROUTE 4, STOP 27A • MT. STERLING, KENTUCKY 40353 • 606 498-1020

A.O. Smith CORPORATION

July 26, 1979

Montgomery County Community School
Mr. James Hensley
19 Trojan Avenue
Mt. Sterling, Kentucky 40351

Dear James:

Enjoyed meeting with you and discussing the pamphlets "Economics of Industry" and "Good Habits For Job Success." It is apparent that a great deal of thought and effort went into the preparation of the pamphlets. The "Economics of Industry" should serve very well in an introductory course for Vo-Ed students in the Community School setting.

We were particularly impressed with "Good Habits For Job Success." There are many good ideas in it which we might be able to incorporate in our new-employee orientation program.

Thank you for making these pamphlets known to us. We wish you success in your educational endeavors.

Respectfully,

J. C. Craft

Joe Craft
Dwight Cotton

DC/dg

Supplement 5

GOOD HABITS

For Job Success

Name.....

Pay Period Ending.....

Reg. Hrs.....Rate.....Amount.....

Extra Hrs.....Rate.....Amount.....

Fed. Old Age Ben. ..

Fed. Withholding Tax

State Withholding Tax

Insurance .....

Government Bonds ..

Miscellaneous ....

Correct as shown. Pay Received.....

Total.....

Net Wages.....

EXTRA TIME

REGULAR TIME

	1ST. DAY	2ND. DAY	3RD. DAY	4TH. DAY	5TH. DAY	6TH. DAY	7TH. DAY
IN	A.M	A.M	A.M	A.M	A.M	A.M	A.M
OUT	NOON	NOON	NOON	NOON	NOON	NOON	NOON
IN	P.M	P.M	P.M	P.M	P.M	P.M	P.M
OUT							

TOTAL

Supplement 6

ECONOMICS

OF INDUSTRY

Appendix

CHART CODES

The results of the pre and post test of the Work Values Inventory can be seen on the graphs that follow in the Appendix section. A breakdown of the f·'een (15) value areas under investigation are as follows:

Creativity (CR) - Values associated with the non-material aspects of culture.

Management (MA) - Values that characterize persons interested in contact occupations.

Achievement (AC) - Values that are linked to visible and tangible work results.

Surroundings (SU) - Values associated with the environment in which the work is done.

Supervisory Relations (SR) - Values associated with the importance of getting along with the boss.

Way of Life (WL) - Values associated with a person living the kind of life he chooses and to be the type of person he wants to be.

Security (SE) - Values associated with getting the rewards of work.

Associates (AS) - Values associated with working with fellow workers you like.

Esthetic (ES) - Values associated with creating beauty or adding beauty to the world.

Prestige (PR) - Values associated with the desires for the respect of others.

Independence (IN) - Values associated wtih being able to work at your own pace.

Variety (VA) - Values associated with work that provides an opportunity to do different types of jobs.

Economic Returns (ER) - Values associated with the earnings. It is considered materialistic.

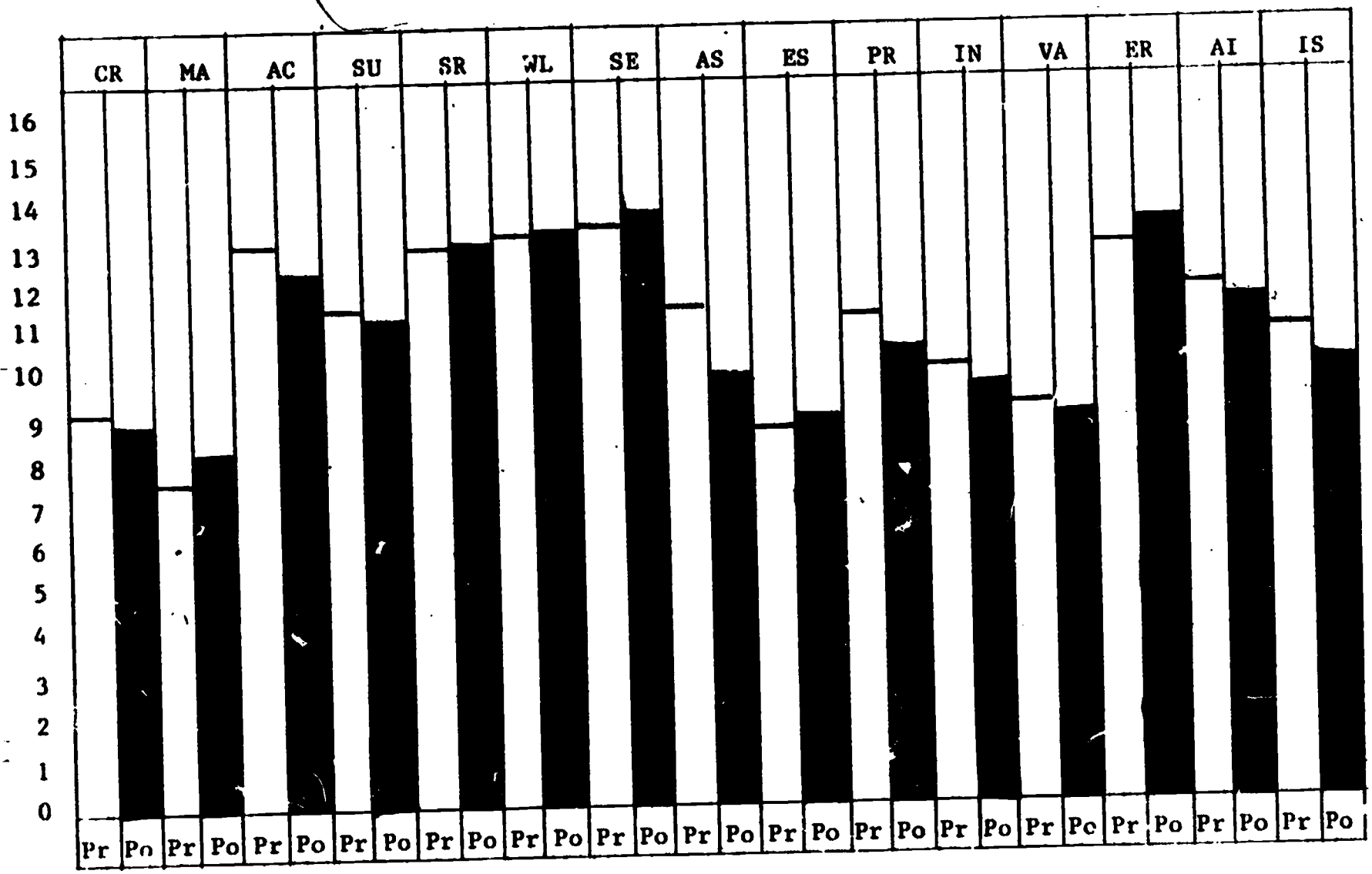
Altruism (AI) - Values associated with work which enables one to contribute to the welfare of others.

Intellectual Stimulation (IS) - Values associated with work which provides opportunity for independent thinking.

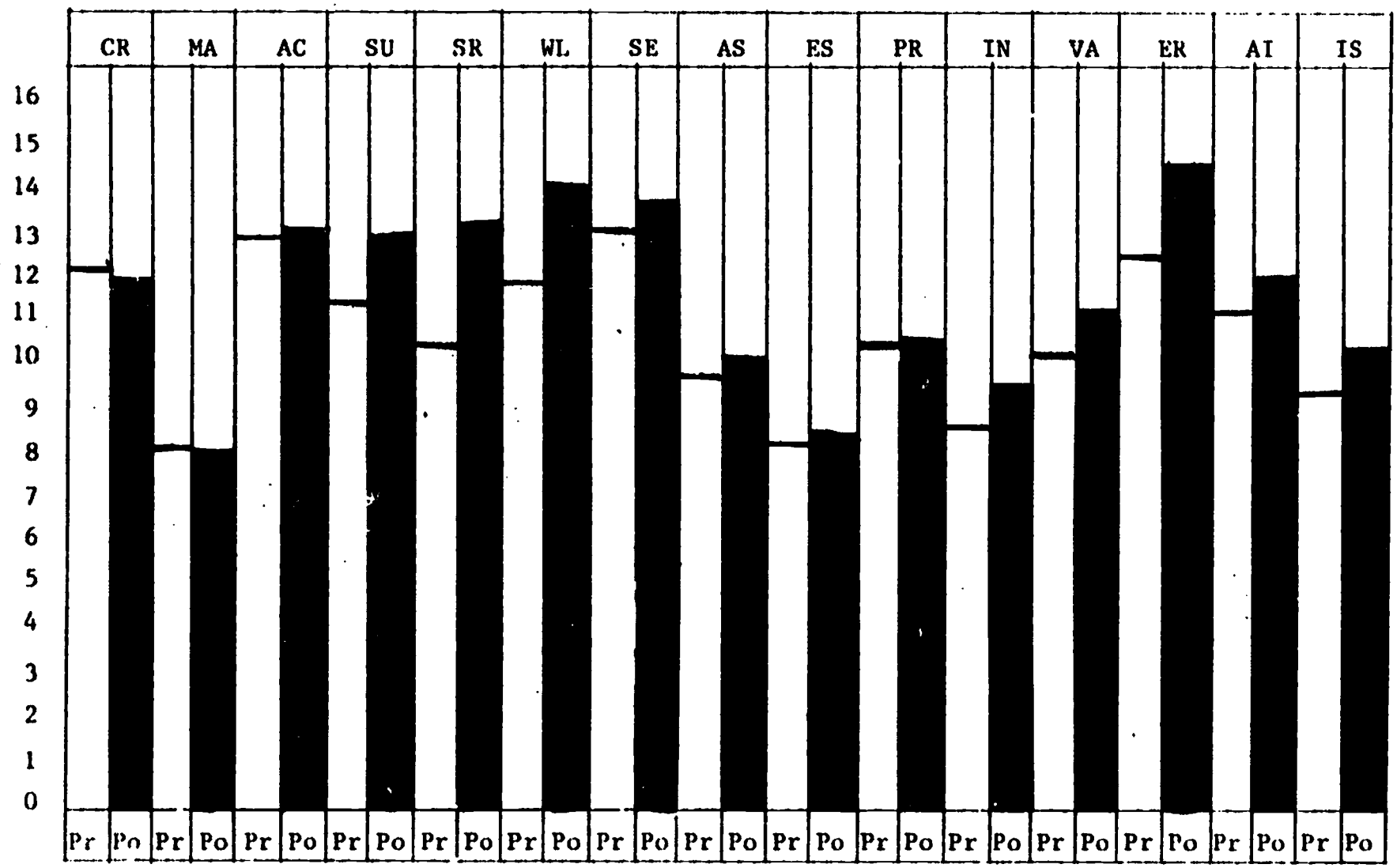
Pretest (Pr) - White bar

Post Test (Po) - Black bar

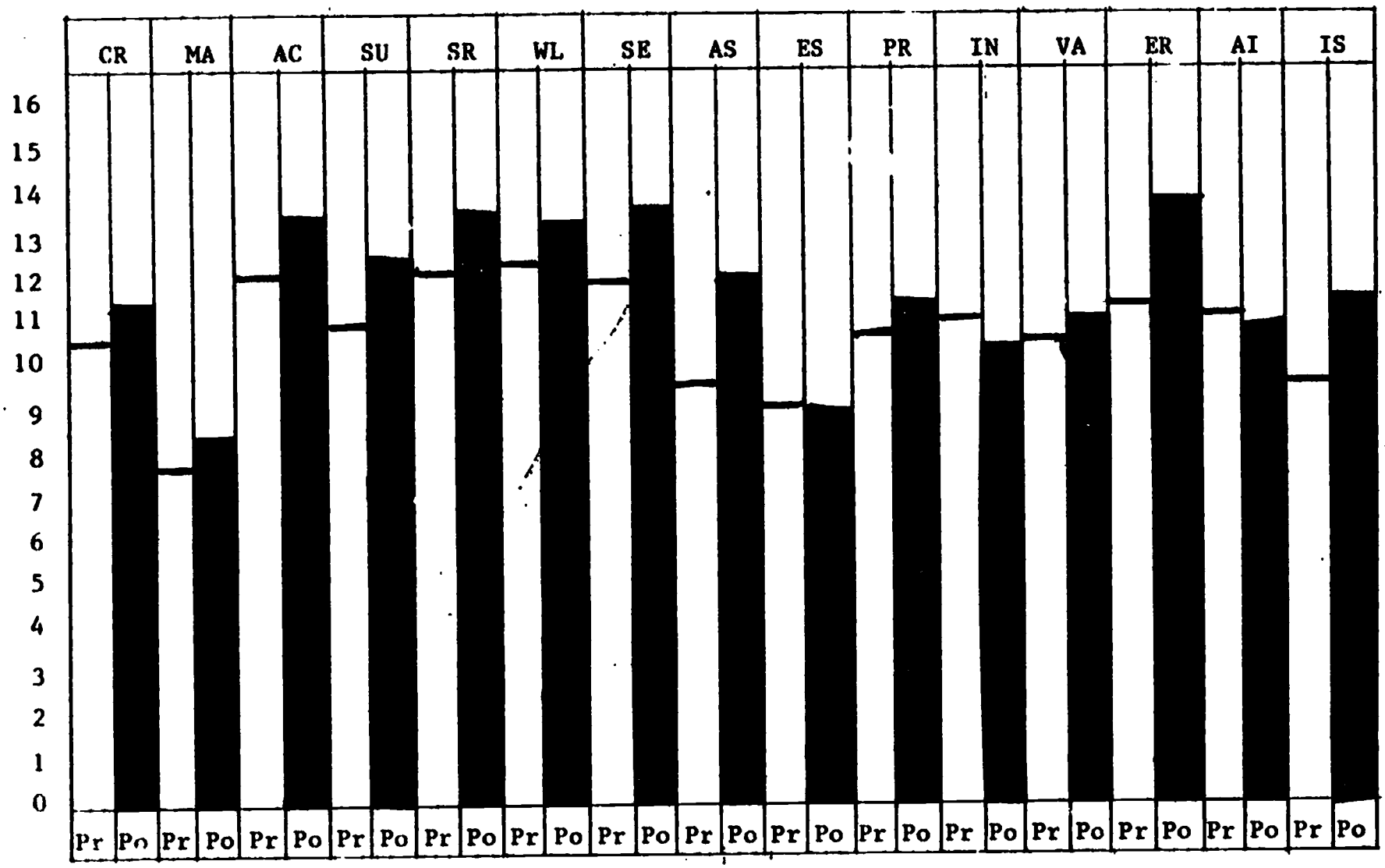
INDUSTRIAL WORKER



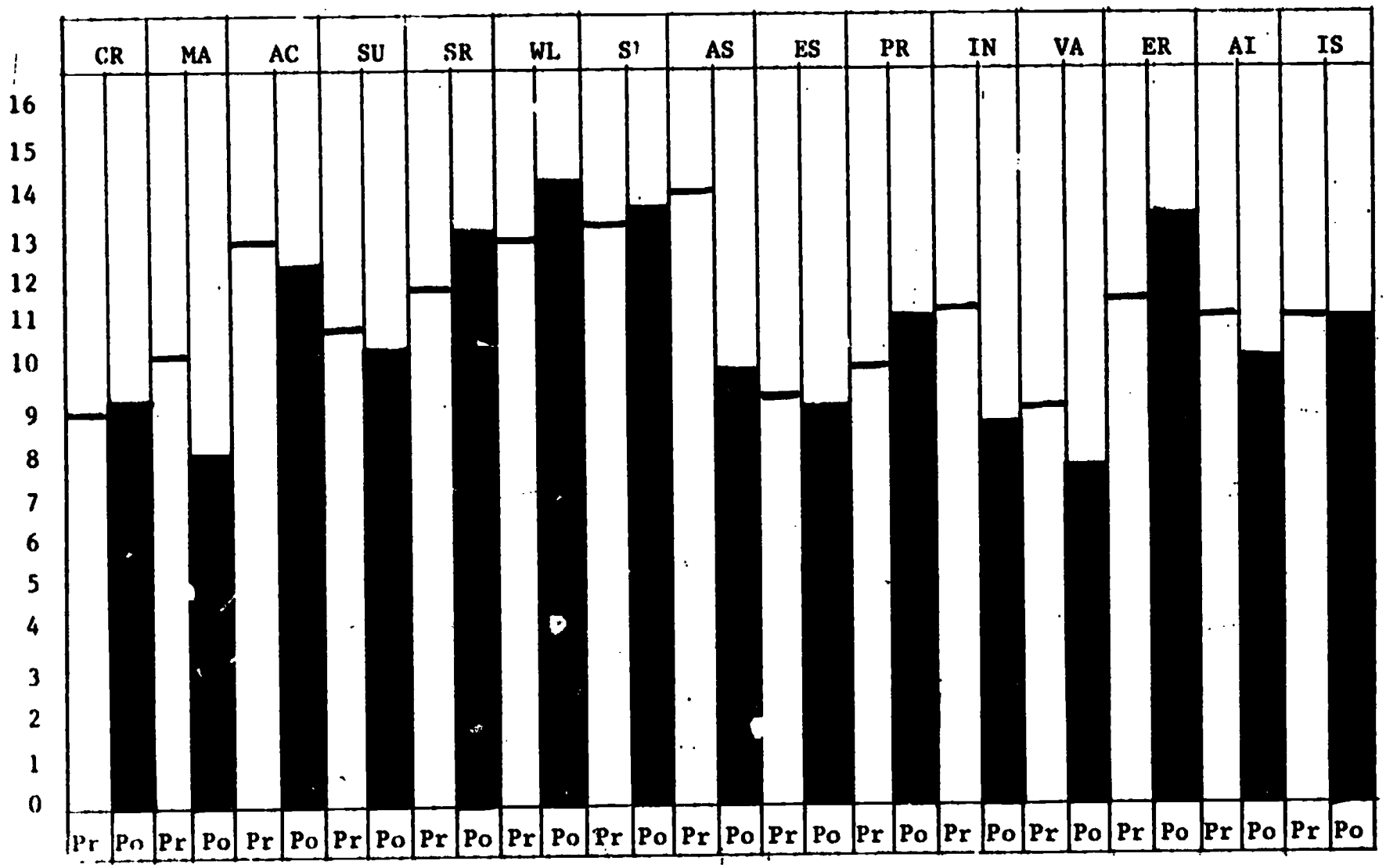
INDUSTRIAL TRAINING



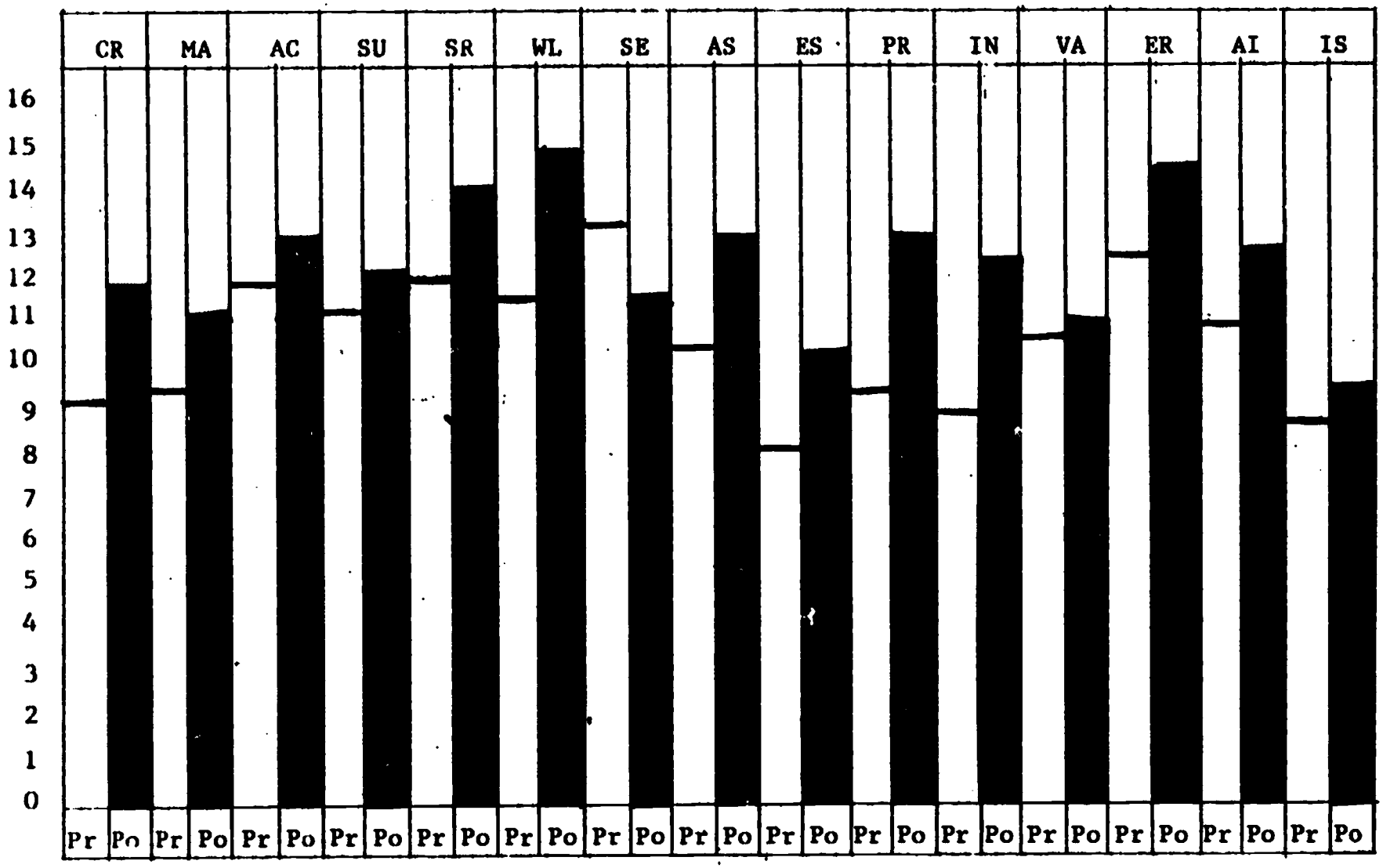
HIGH SCHOOL SENIORS



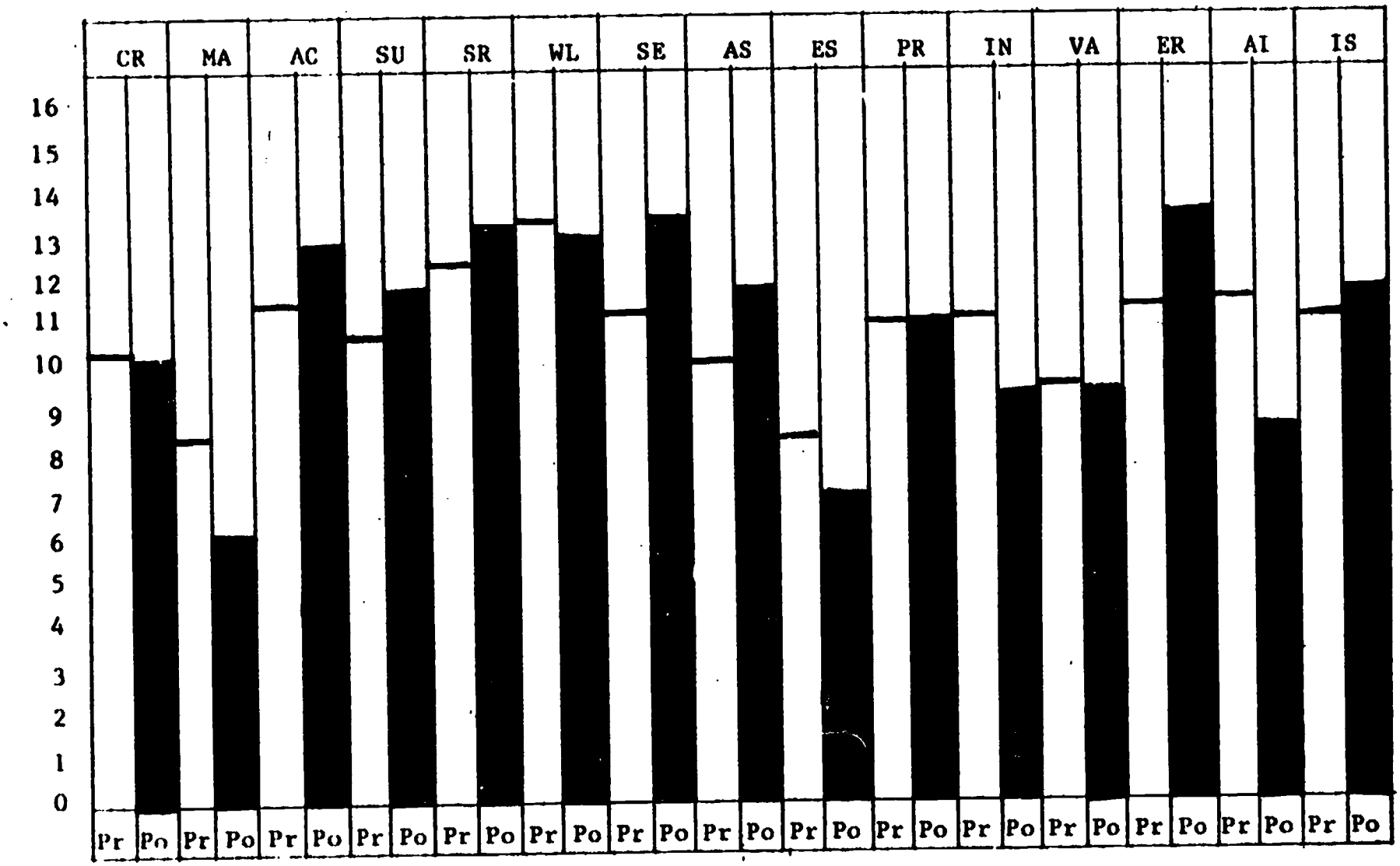
INDUSTRIAL WORKER - MALES



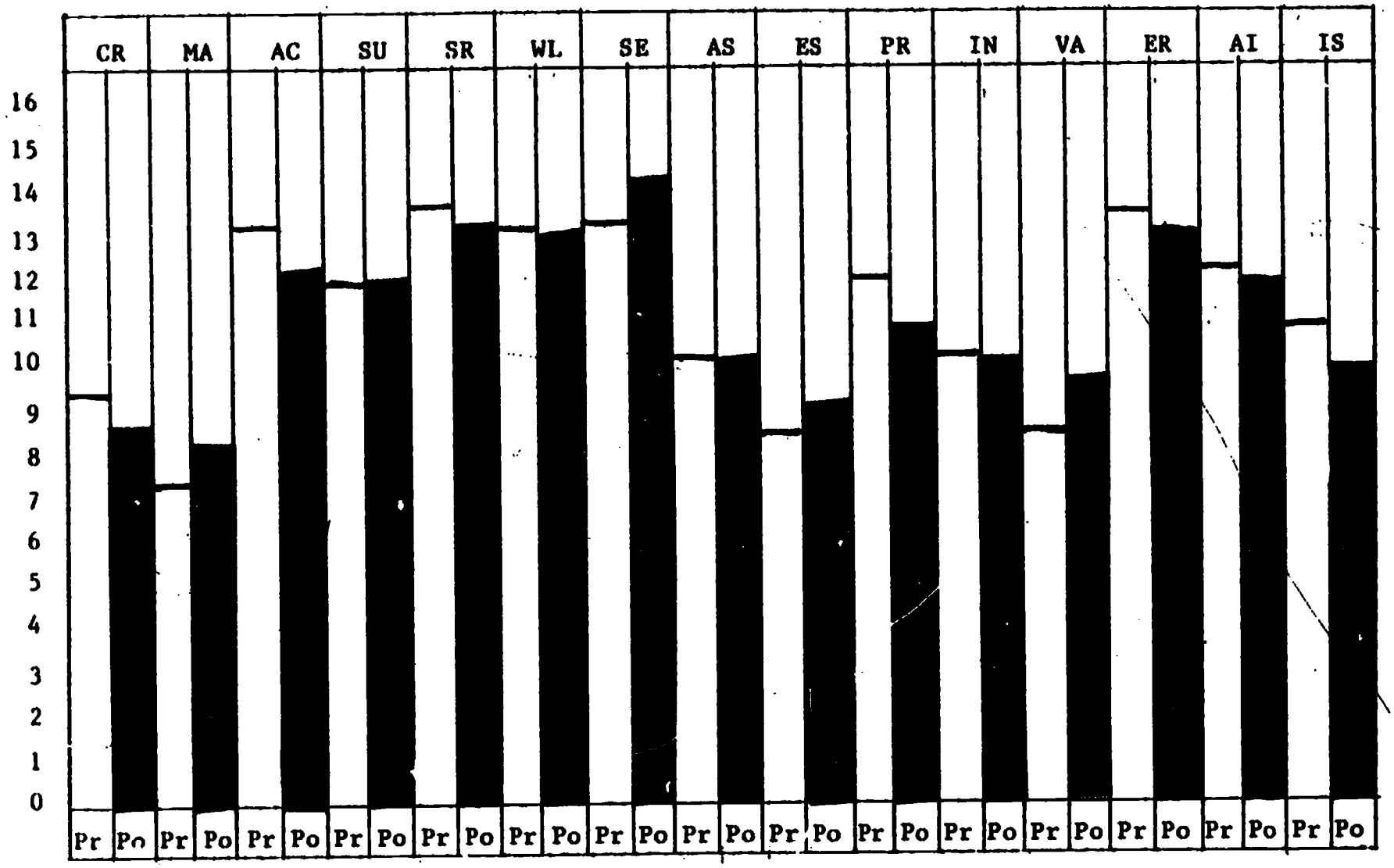
INDUSTRIAL TRAINER - MALES



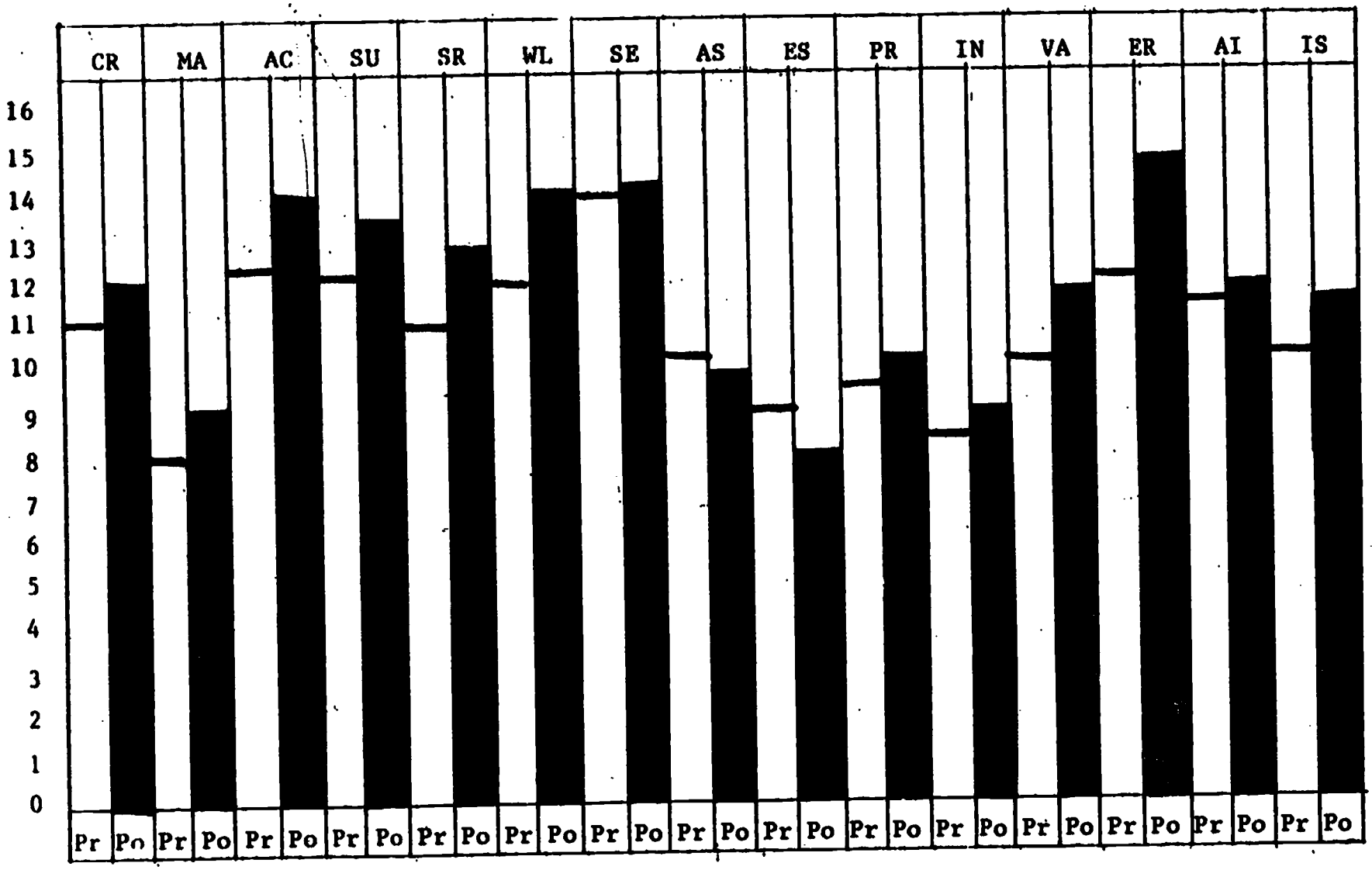
HIGH SCHOOL SENIOR - MALES



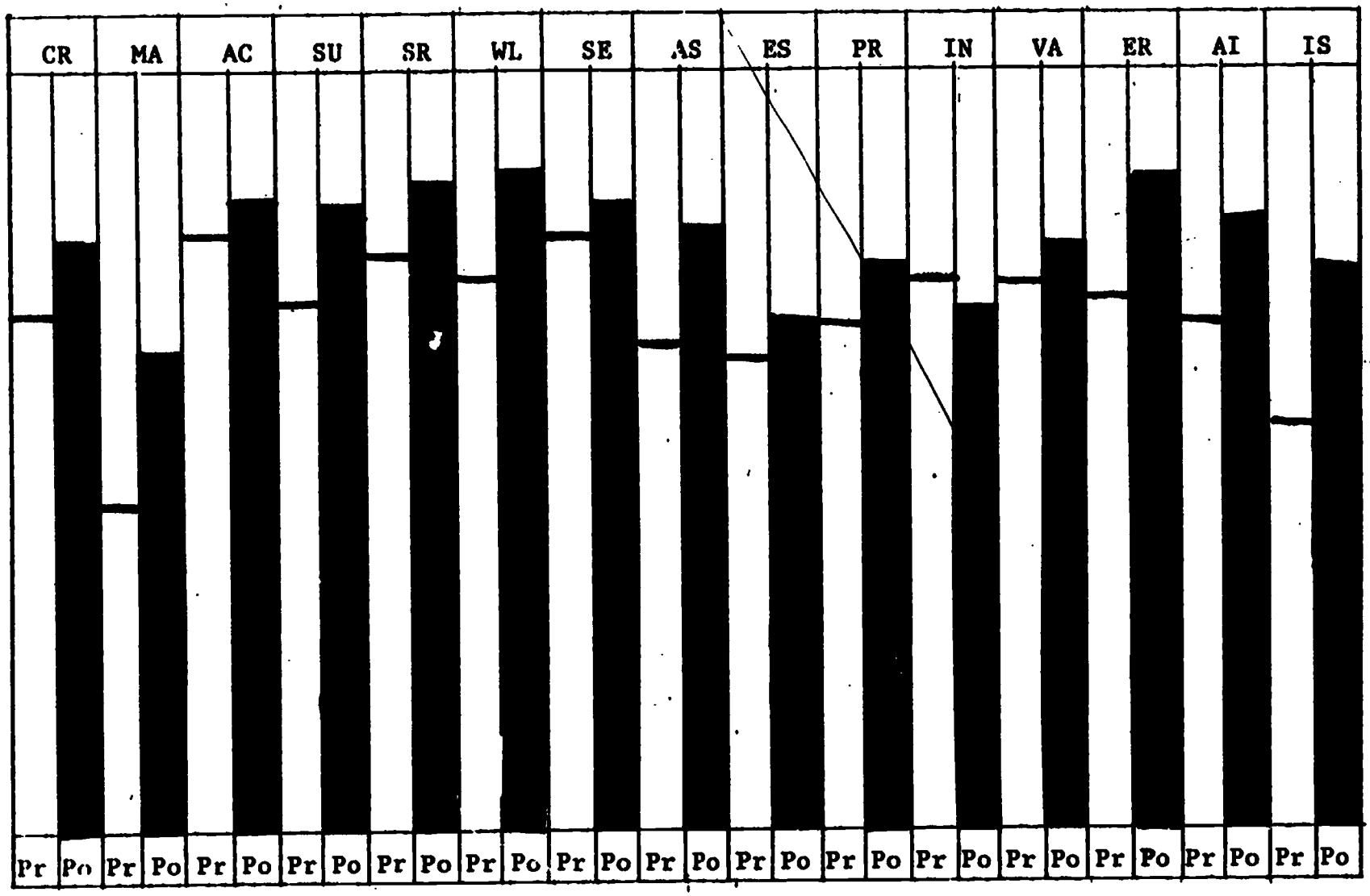
INDUSTRIAL WORKER - FEMALE



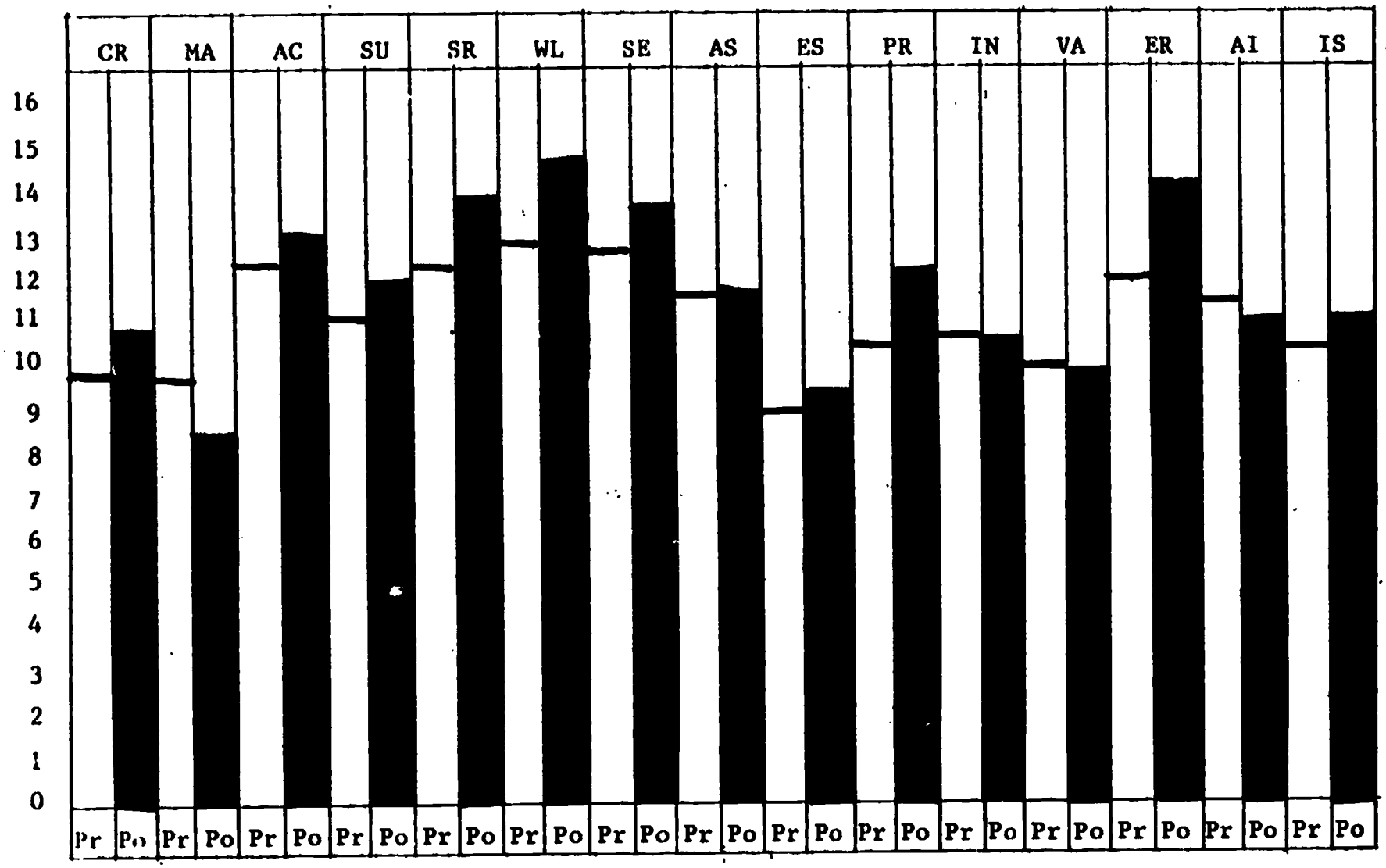
INDUSTRIAL TRAINER - FEMALE



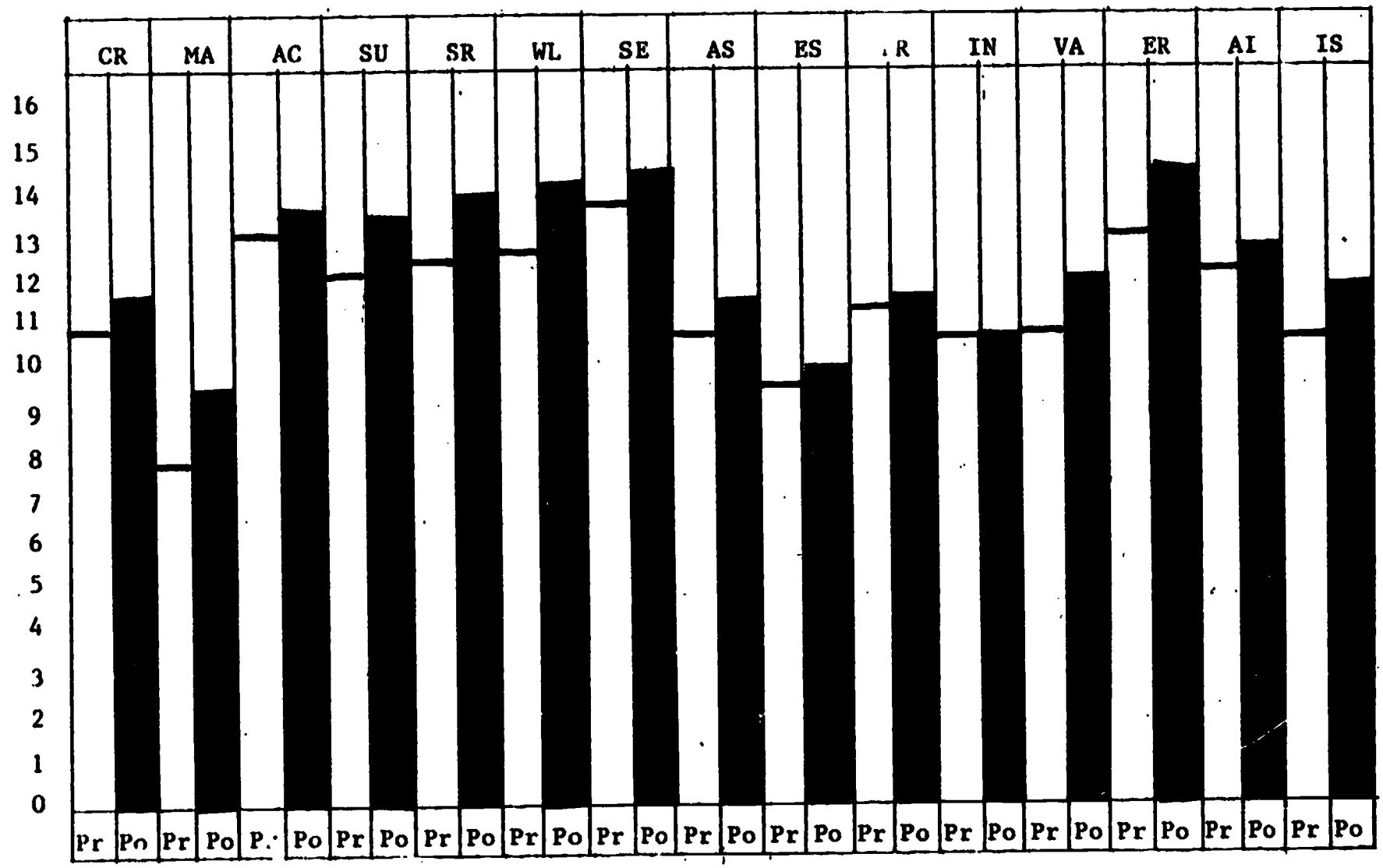
HIGH SCHOOL SENIORS - FEMALE



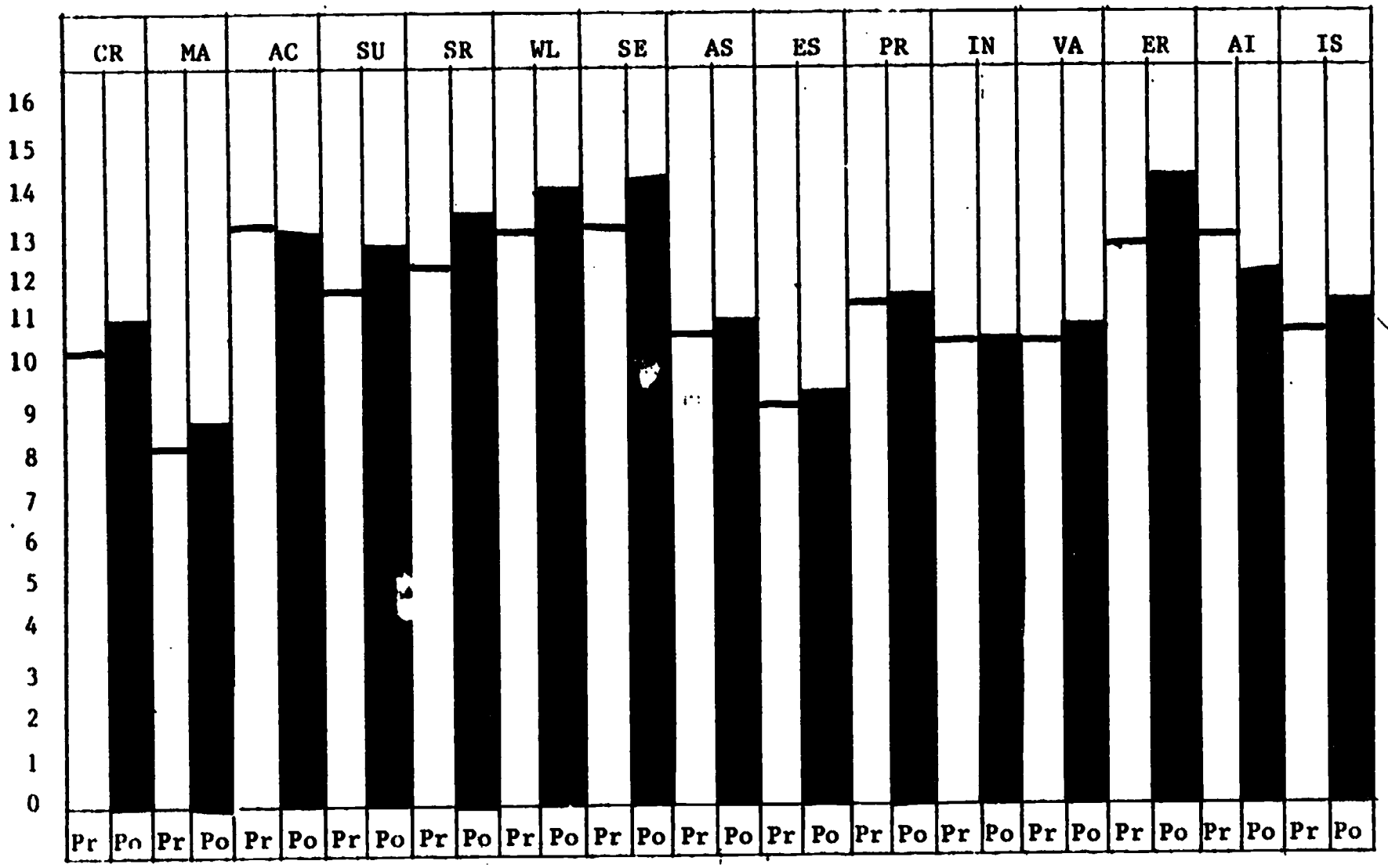
TOTAL MALES


CR MA AC SU SR WL SE AS ES PR IN VA ER AI IS
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po

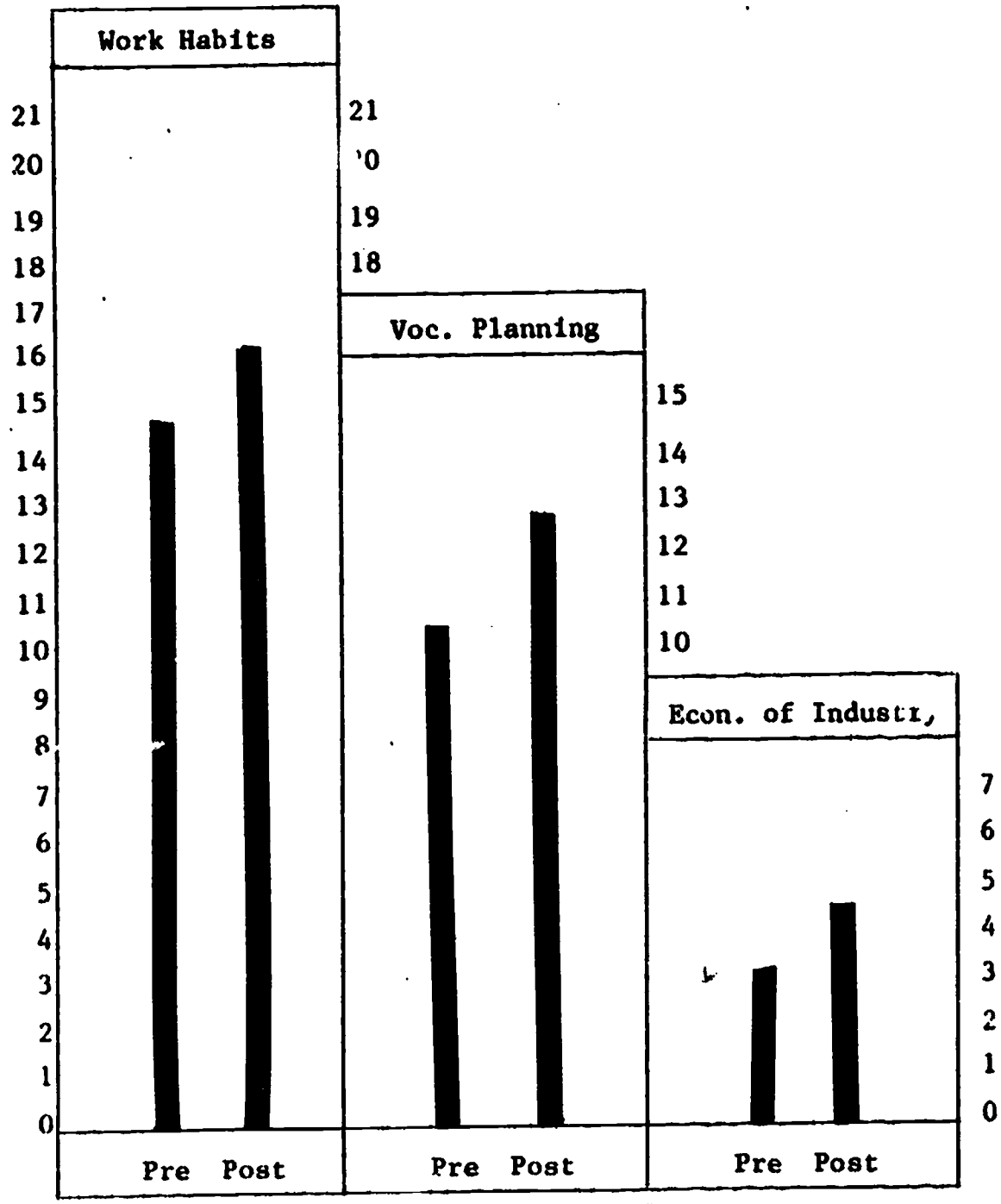
TOTAL FEMALES



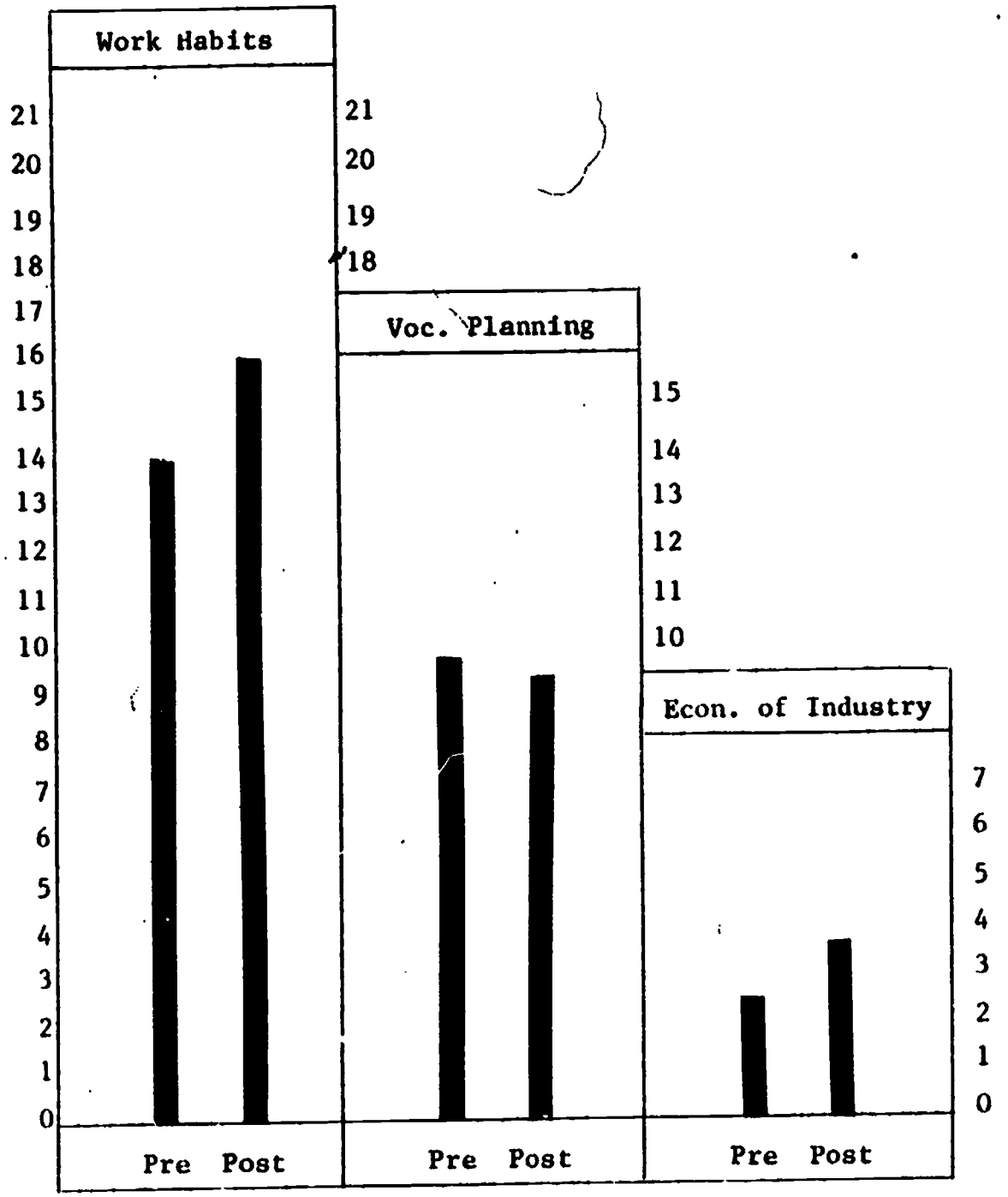
TOTAL GROUP


CR MA AC SU SR WL SE AS ES PR IN VA ER AI IS
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po Pr Po

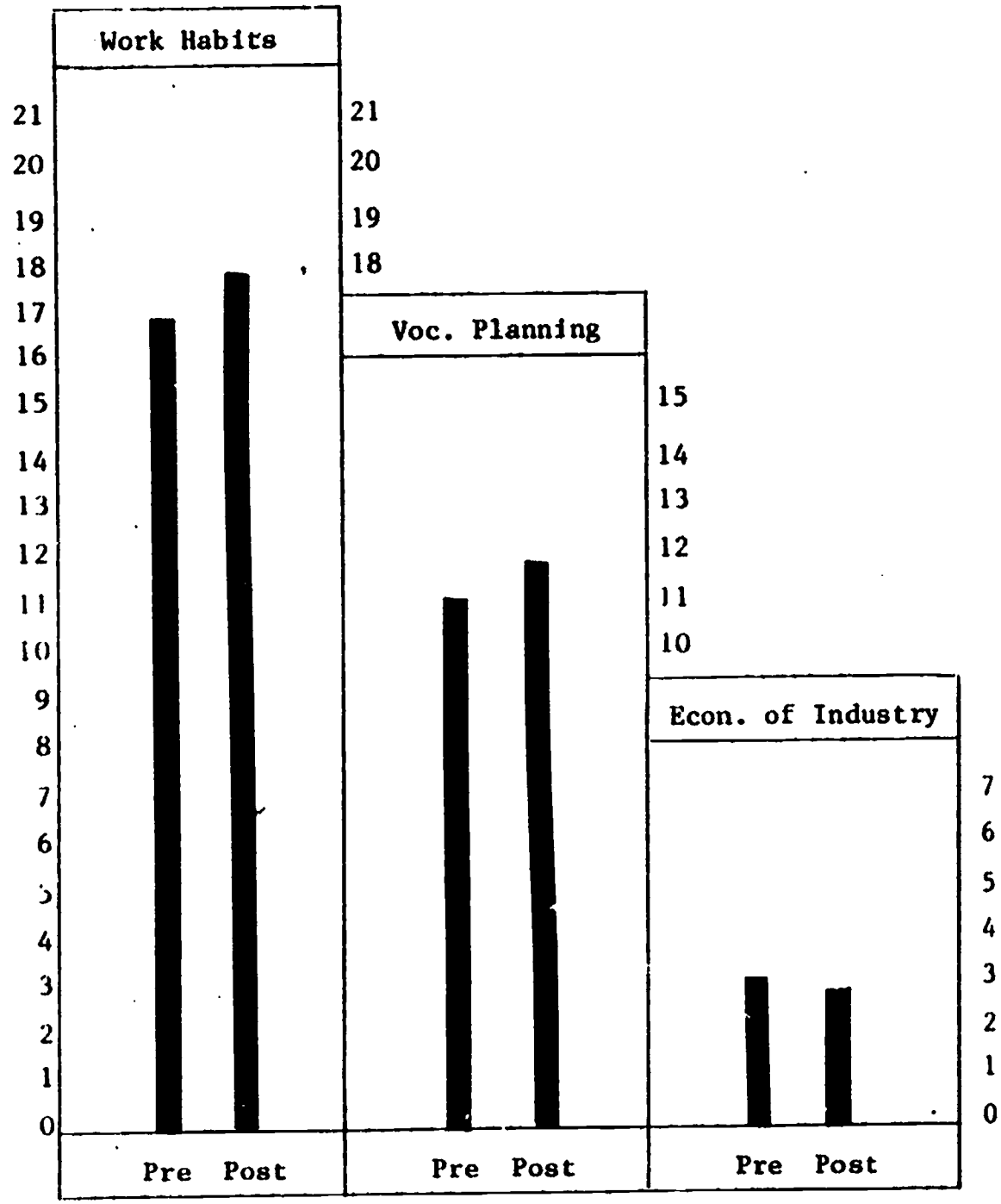
INDUSTRIAL WORKER



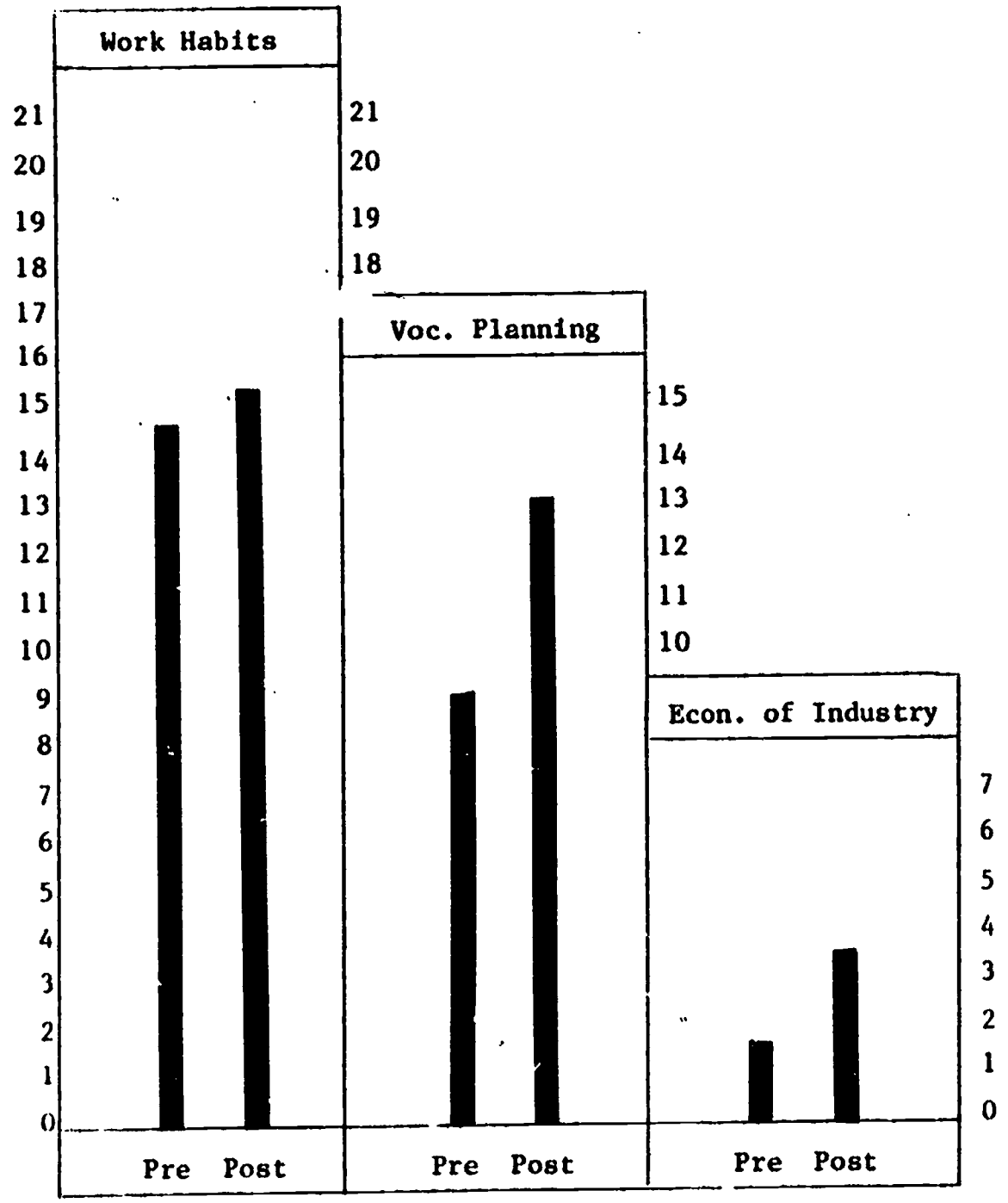
INDUSTRIAL TRAINER



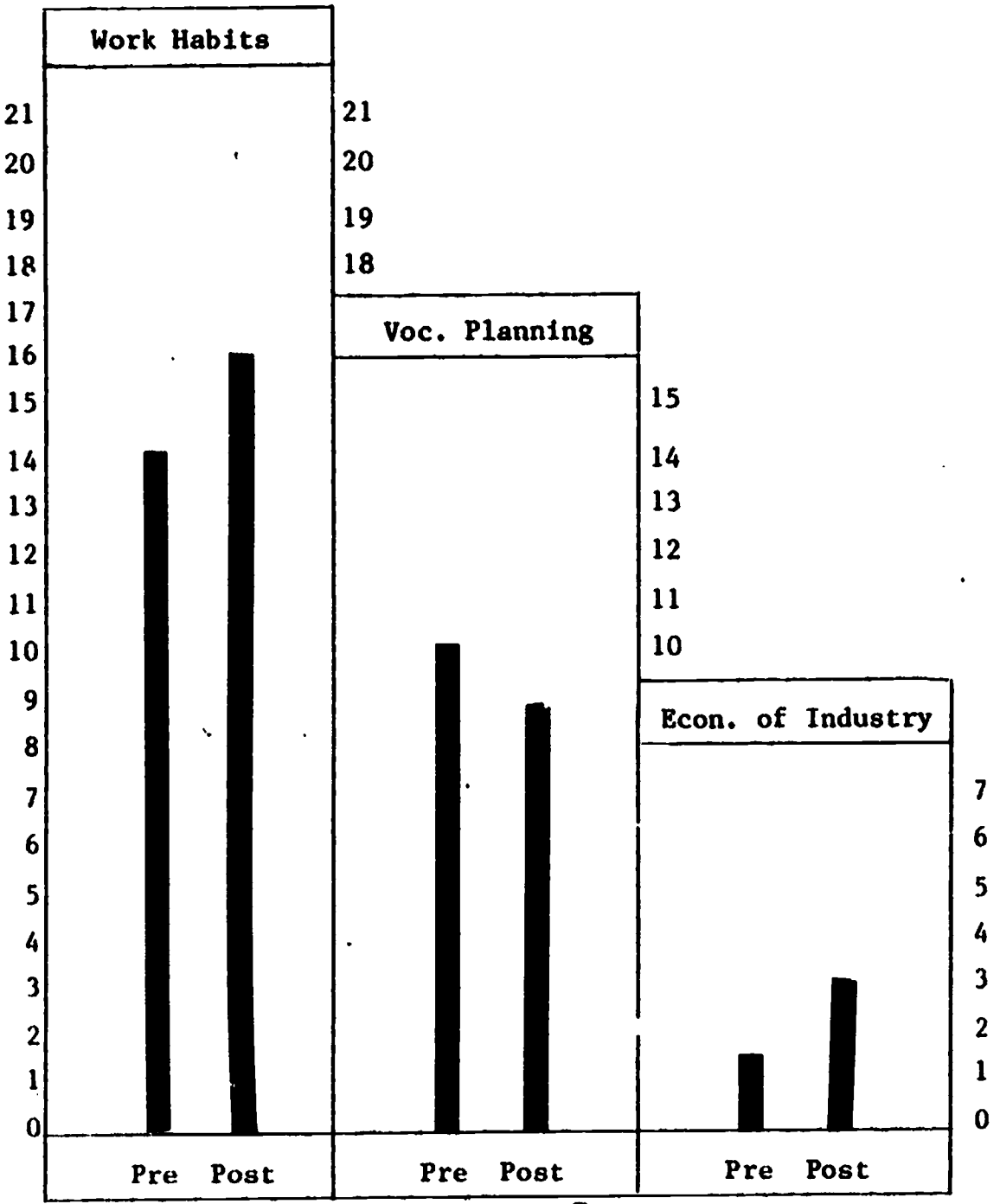
HIGH SCHOOL SENIORS



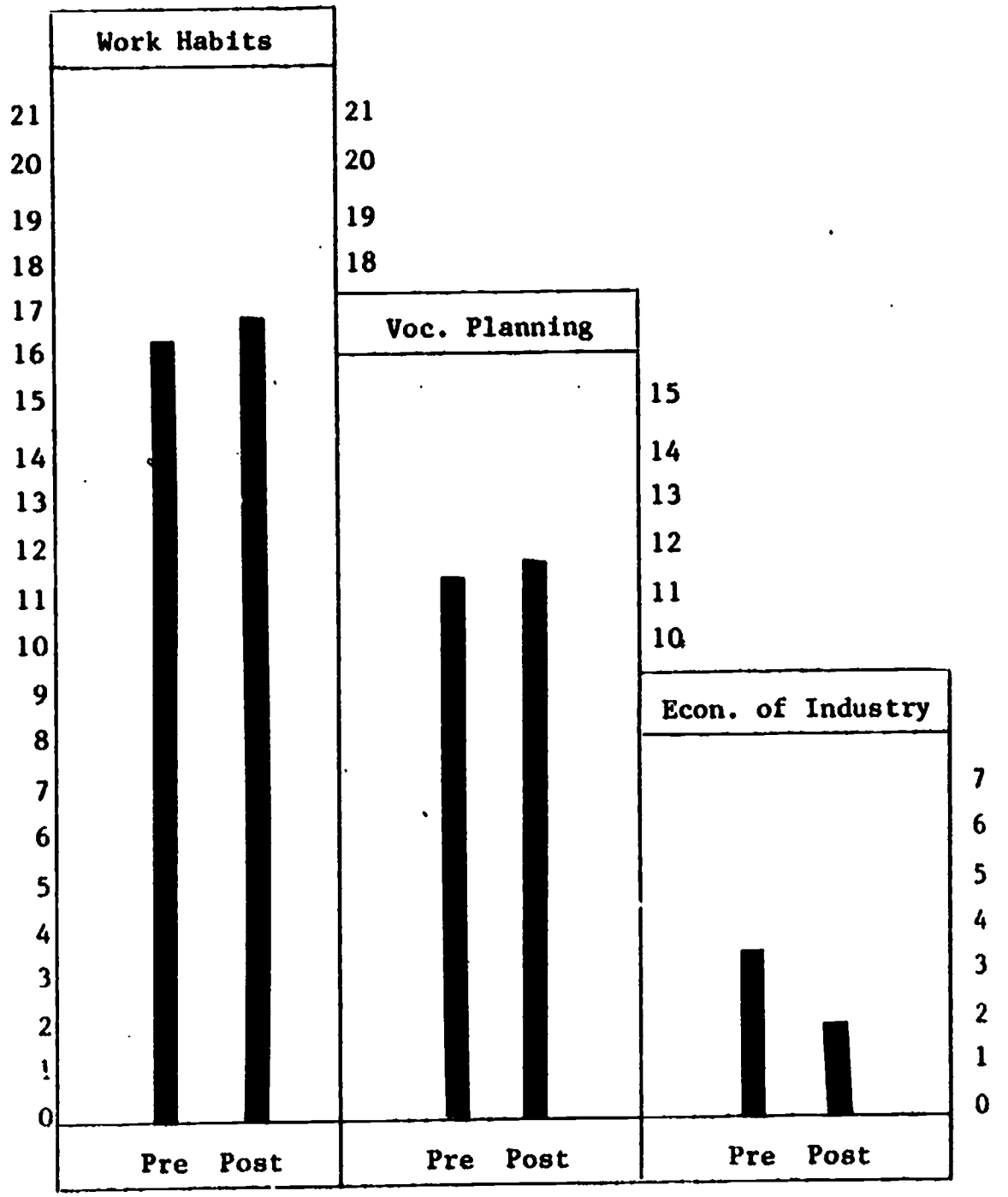
INDUSTRIAL WORKER - MALES



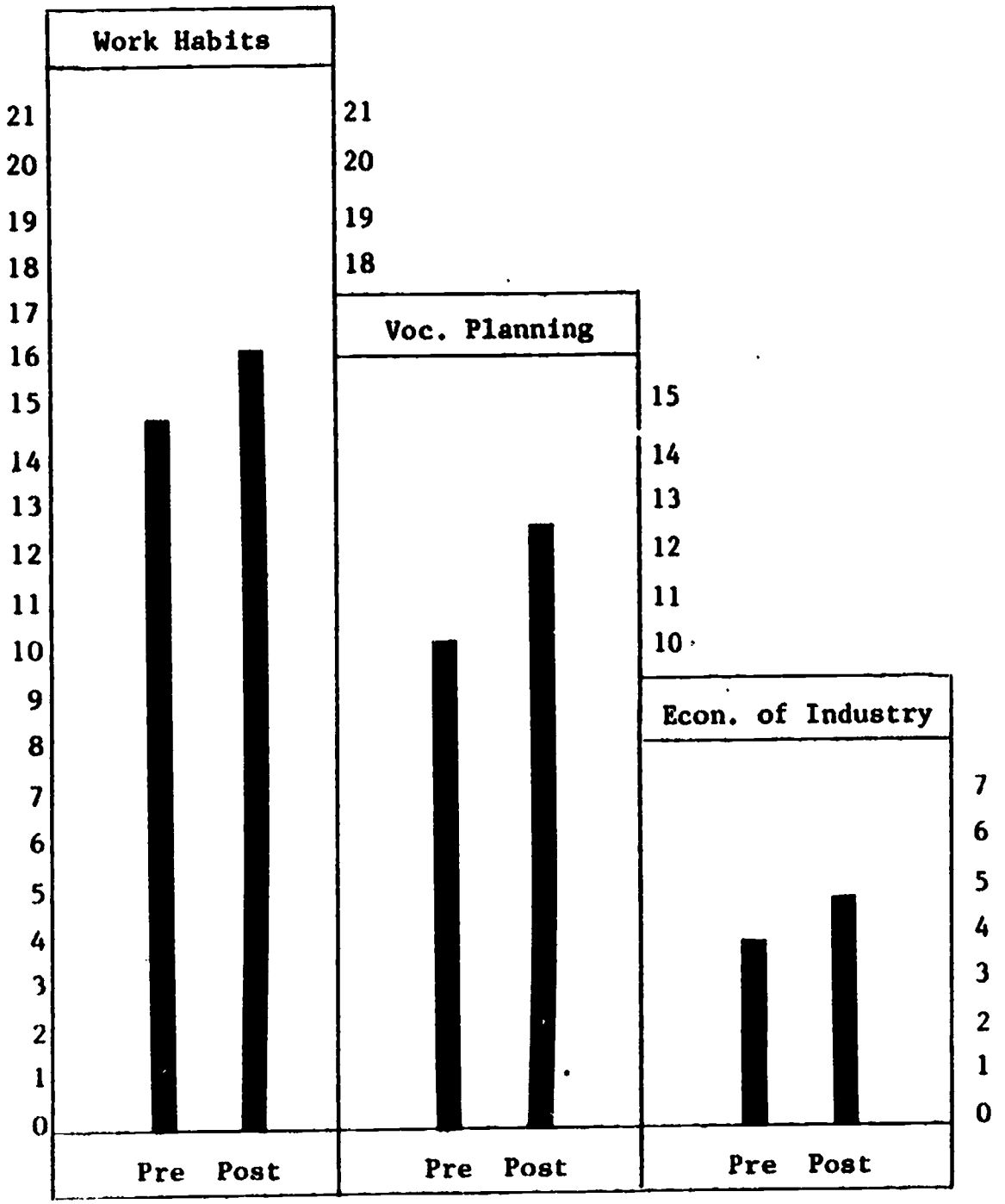
INDUSTRIAL TRAINER - MALE



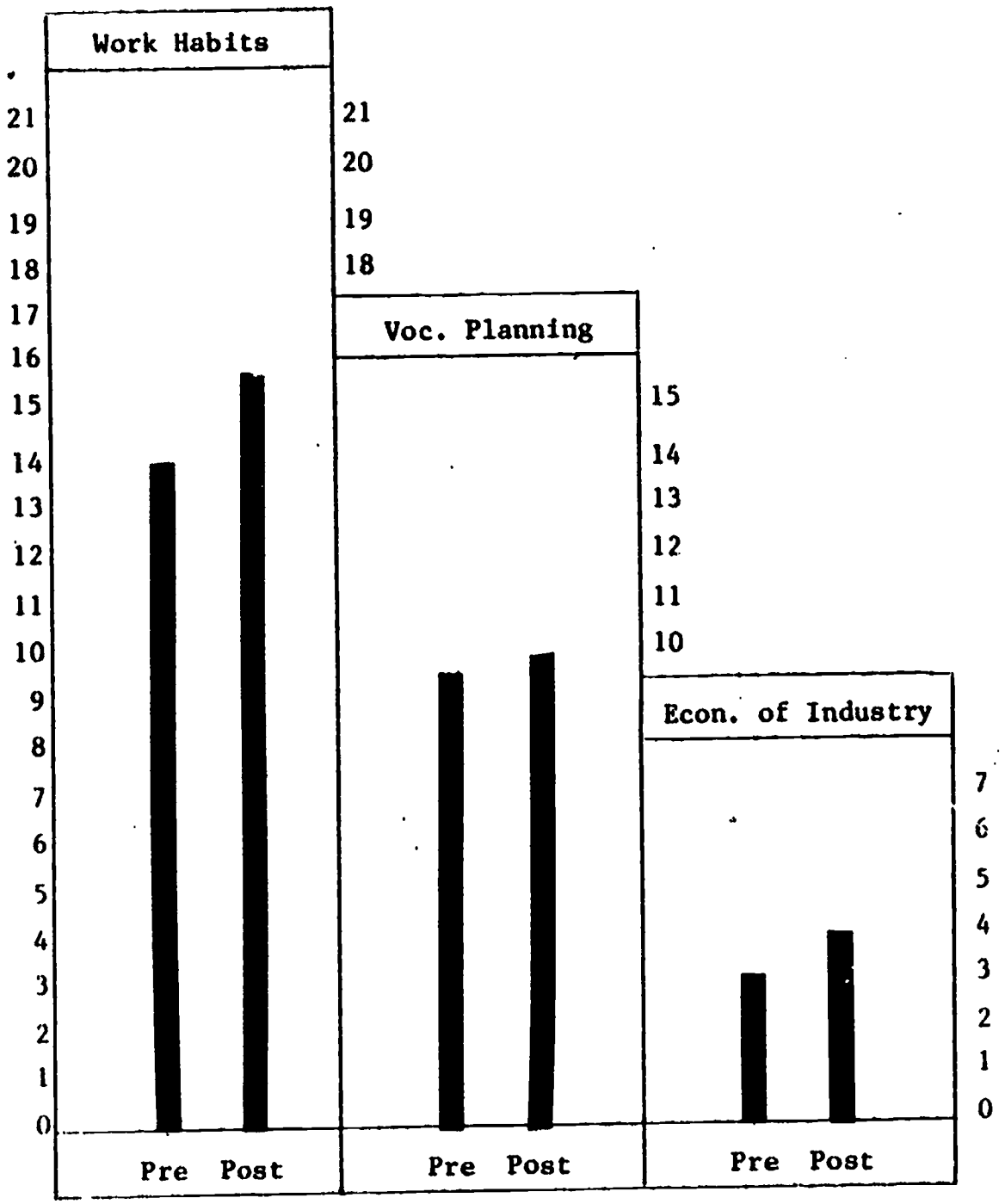
HIGH SCHOOL SENIOR - MALES



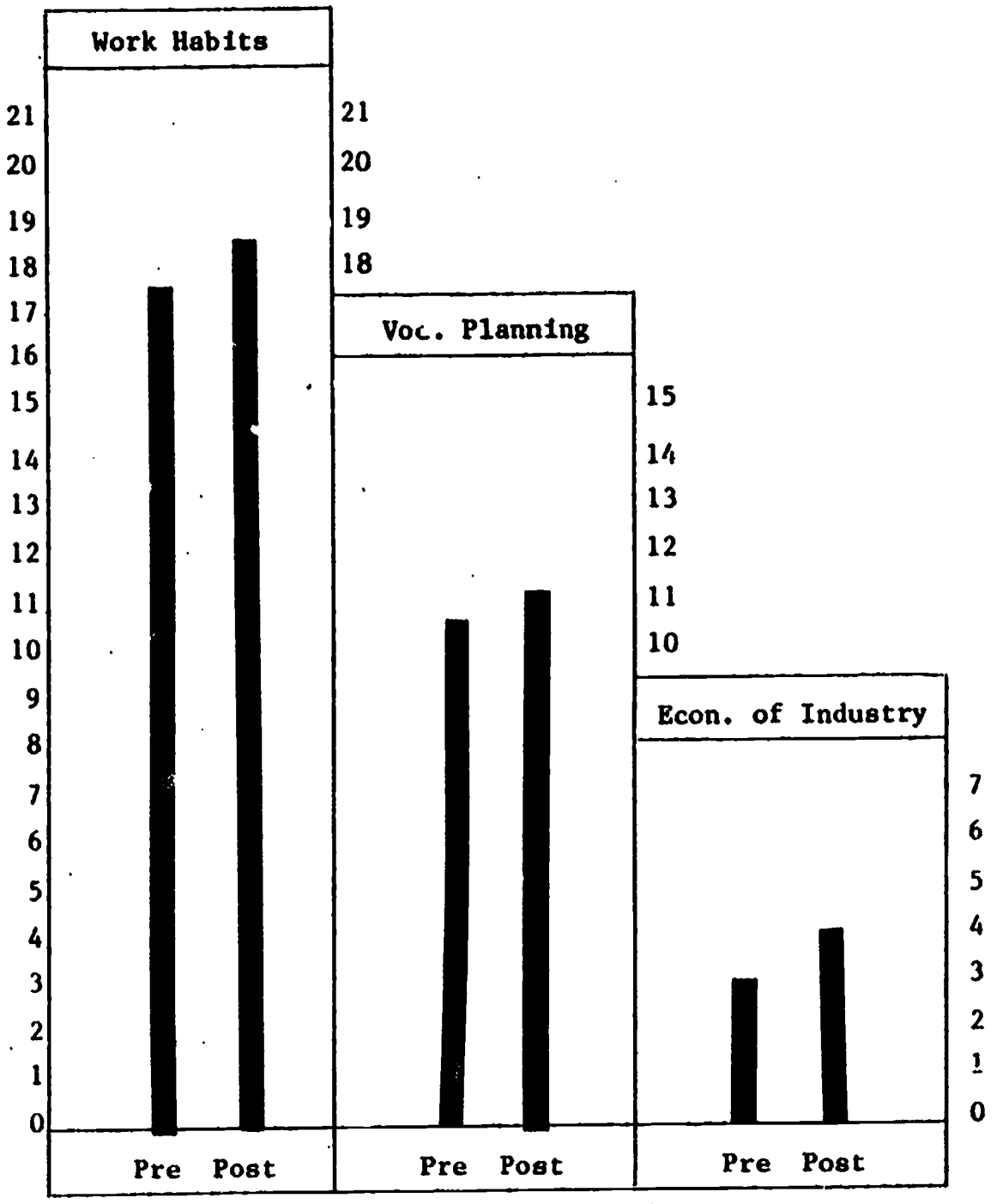
INDUSTRIAL WORKER - FEMALE



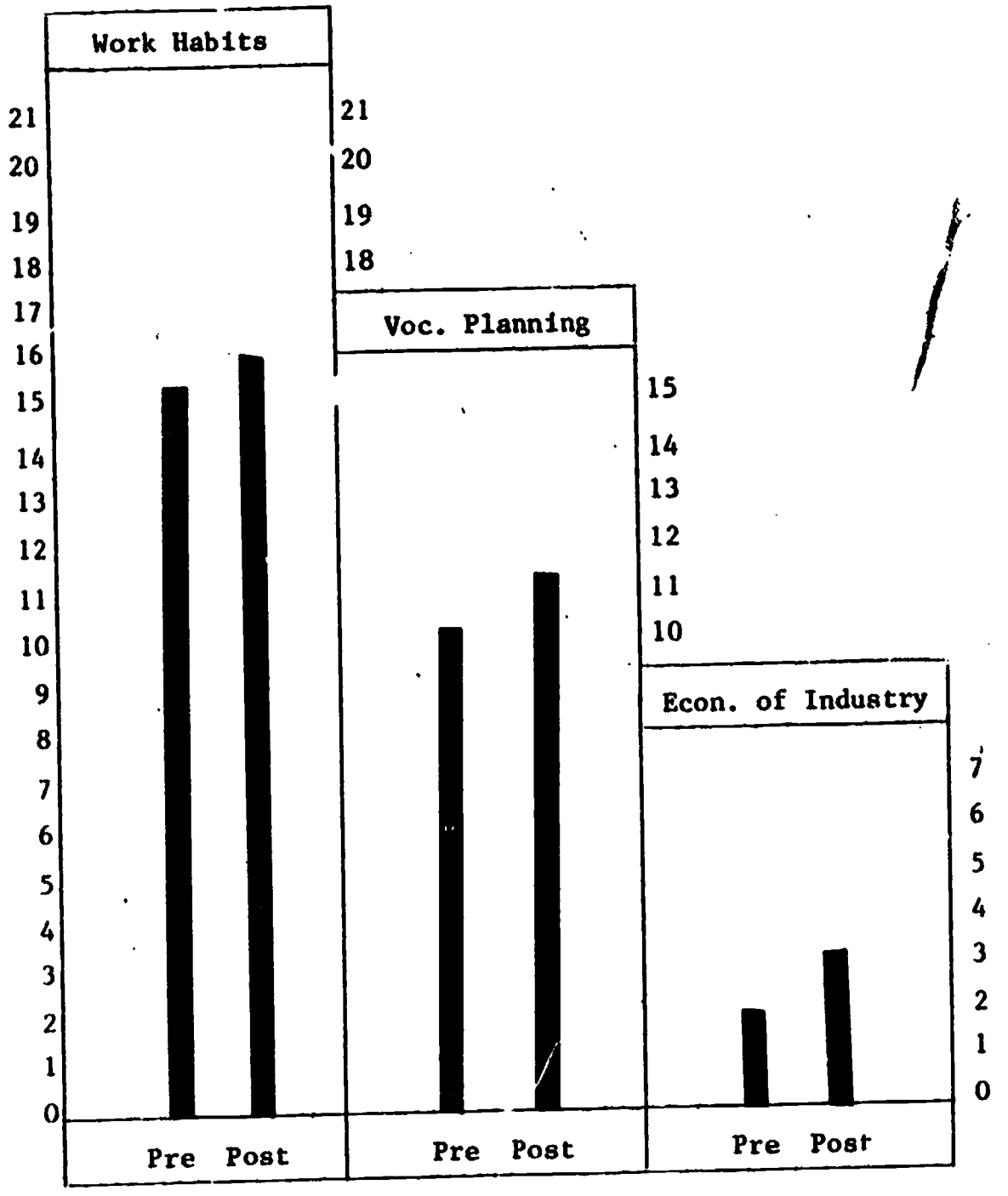
INDUSTRIAL TRAINER - FEMALE



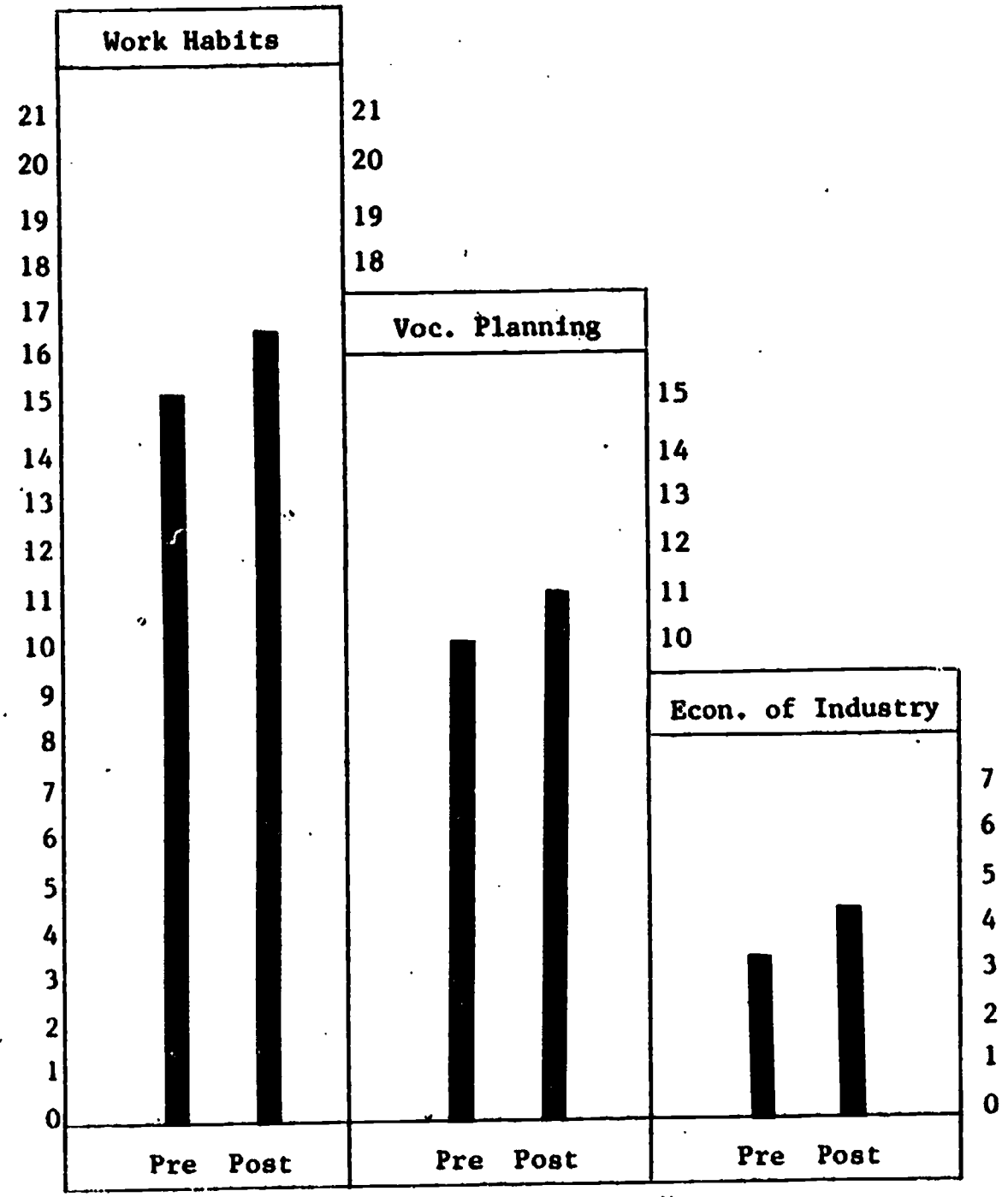
HIGH SCHOOL SENIOR - FEMALE



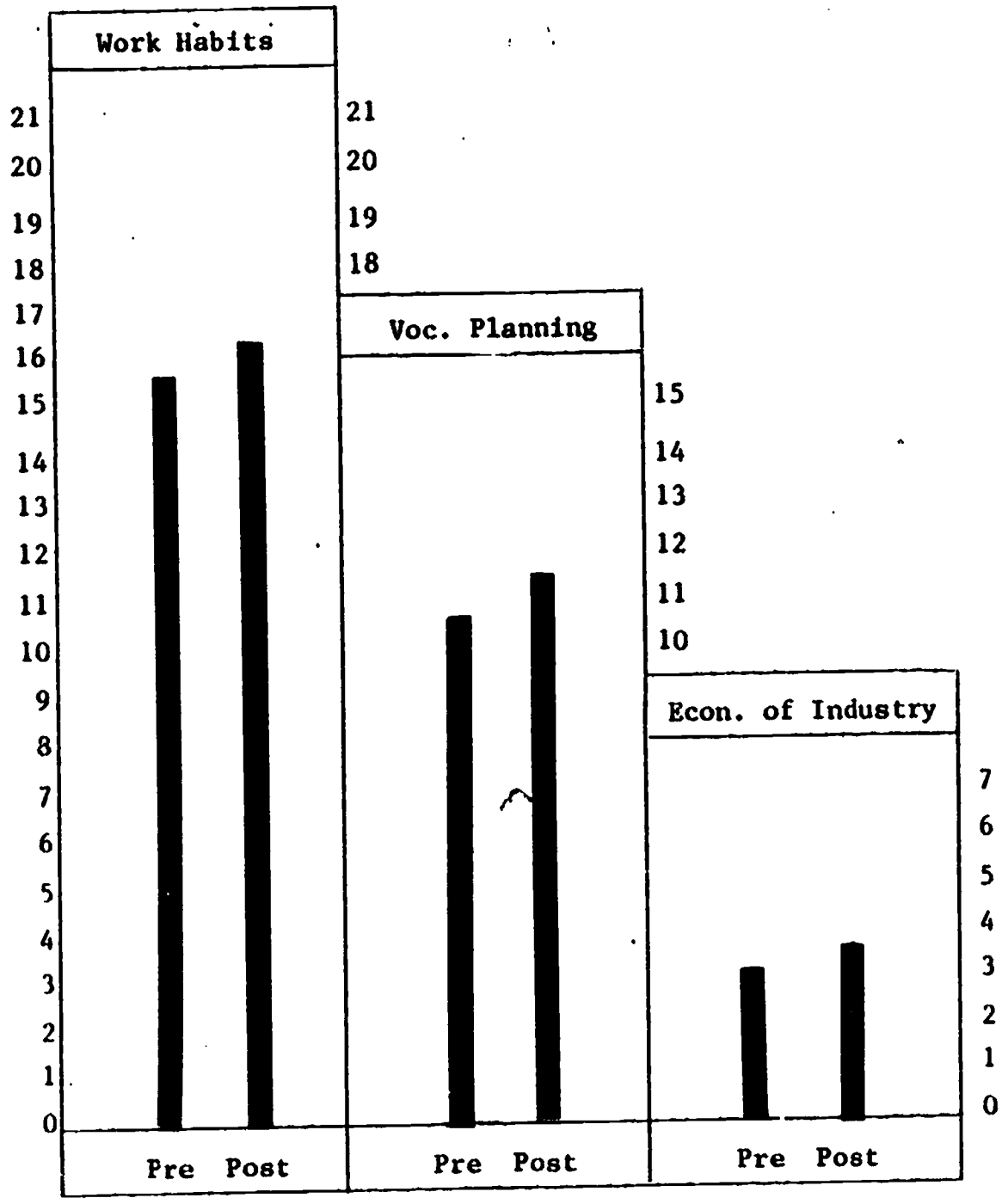
TOTAL MALES


Work Habits
Voc. Planning
Econ. of Industry
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Pre Post
Pre Post
Pre Post

TOTAL FEMALES



TOTAL GROUP


Work Habits
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Pre Post
Voc. Planning
21
20
19
18
15
14
13
12
11
10
Pre Post
Econ. of Industry
7
6
5
4
3
2
1
0
Pre Post

Bibliography

The World of Manufacturing: Donald G. Lux and Willis E. Ray, Co-Editors, Ohio State University Research Foundation. McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970.

Adkins Life Skills Program: Wintrop R. Adkins, Ph. D., The Psychological Corporation, New Your, Columbia University, Units Seven and Ten, 1976.

Work Values Inventory, Donald E. Super, Columbia University. Houghton Mifflin Company, Boston, 1970.

James Leonard, Ph. D., Appalachian Development Center, Morehead State University, Morehead, Kentucky.