



# Instructor's Guide

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## **Description of Website Contents**

The home page of *The Work Ethic Site* consists of a brief statement of purpose and a listing of the contents for the site. Below is a brief description of the items listed in the contents.

### **Examining the History of Work**

Background material to better understand the context for discussion and instruction about work ethic is provided by the link for this item. The material was extracted from a 1992 Ph.D. dissertation entitled "The Work Ethic as Determined by Occupation, Education, Age, Gender, Work Experience, and Empowerment," by Roger Hill. The entire work is on file at the University of Tennessee, Knoxville or is available from *Dissertation Abstracts International*, 53, 2343.

### **Occupational Work Ethic Inventory (OWEI)**

The OWEI has been widely used as an instrument for work ethic research. It consists of 50 work ethic descriptors, some of which are reversed. A Likert type response system ranging from 1 (never) to 7 (always) is used and the scoring of the instrument uses subscales derived from a factor analysis of a large pool of data collected with the paper version of the instrument. The web software will tabulate and report subscale scores after the instrument is used, and the score sheet should either be printed or scores recorded when the instrument is used for instructional purposes.

Reliability and validity of the OWEI are well established. A number of published studies have been based on data collected with this instrument and mean scores for a variety of samples, based on typical demographic groupings, are available. The primary use for the OWEI as provided on the website is for discussion purposes, but comparison to mean scores from the research data sets can also be informative. Typical scores for the OWEI are provided in a later section of this guide.

The copyright for the OWEI resides with Gregory C. Petty, Ph.D. and the computer version of the instrument was developed during the construction of the website. Dr. Roger Hill assisted in development of the OWEI and the instrument was incorporated into the website with the permission of Dr. Petty.

### **Employability Skills Assessment (ESA)**

The Employability Skills Assessment (ESA) is an instrument designed to measure the three work ethic constructs of interpersonal skills, initiative, and being dependable. The instrument has a total of 23 brief statements and uses a Likert type response system ranging from 1 (never) to 7 (always). After responses are submitted, scores for each of the work ethic subscales are calculated by the website and displayed. When the instrument is used for instructional purposes, this score sheet should be printed or the scores recorded for later use.

Development of the ESA was systematically done based on results of a factor analysis of the Occupational Work Ethic Inventory (OWEI). It has also been shown to be valid and reliable, but has not yet been used as much as the OWEI. The instrument is provided on the website for use as a stimulus for discussion. The copyright for this instrument resides with Roger B. Hill, Ph.D. and the computer version of the instrument was developed with the construction of the website.

## **Work Ethic Curriculum Materials**

The link in this item in the contents section provides a description of some printed curriculum materials for use in work ethic instruction. The guide consists of lesson plans, case studies, small group activities, assignments, transparency masters, and background materials for use in a 10 class-period unit of instruction on work ethic. The topics covered are the same as those included in materials on the website--interpersonal skills, initiative, and being dependable. The lessons are similar to those included on the website, but use different activities and assignments and the unit is available for use of educators or trainers at no cost. Contact the author at [rbhill@uga.edu](mailto:rbhill@uga.edu) for access to these materials.

## **Work Ethic Research Studies**

The link on this item in the contents section presently provides access to some of the early manuscripts reporting research that used the OWEI. One of the items is a copy of a research manuscript published in the Volume 20, Number 4, 1995 issue of the *Journal of Vocational Education Research* (JVER). The article entitled "A New Look at Selected Employability Skills: A Factor Analysis," is the basis for the ESA and OWEI subscales. The article explains how interpersonal skills, initiative, and being dependable were identified as key work ethic constructs.

This page also provides some information about newer research being conducted internationally. A link is provided to one of the first in-depth studies conducted in South Korea and the factors that were identified during that work.

Periodically this page is also used to provide links to private versions of the OWEI or the ESA when it is being used for collecting data for new studies with specific population groups. Researchers who are interested in this service should contact the author for further information.

## **On-Line Instructional Resources**

This item on the contents page provides a link to a selection of six on-line lessons for use by schools or training programs where people are being encouraged to appreciate the importance of work ethic, further develop their own work habits and attitudes, and improve employability skills. The first two lessons introduce the topic of work ethic and explain its importance in the contemporary workplace. Lessons three through five cover the topics of interpersonal skills, initiative, and being dependable. Lesson six summarizes the three work ethic constructs covered in earlier lessons and includes a variety of other employability skills including resume preparation, interviewing, and social interaction skills.

## Instructor Notes for On-Line Lessons

The six on-line lessons for work ethic instruction are intended for use over six or seven typical class periods or training sessions. A variety of materials are provided including some links to other websites.

Instructor notes provided in this guide are designed for use in a traditional class format where students complete website activities within the context of guided classroom instruction. The nature of the on-line materials allows for their use in numerous ways, however. As a result, in many instances, portions of the lessons described in this guide will be applicable and other portions not. Adapting the ideas to each individual situation will be necessary, but the overall themes of the lessons should be retained.

In addition to the instructor notes, PowerPoint materials are provided for use in instruction. These materials can be downloaded for projection with PowerPoint or can be used in PDF form. Use of the visuals will be dependent on the choice of instructional style. In some instances students will work through the web materials on a relatively independent manner. In other circumstances students will be guided through the web materials with instructor guidance. The latter scenario is most likely to benefit from the PowerPoint materials provided. Please note that these materials are also copyrighted but are made available for educational use. If materials are modified, please give credit to acknowledge the intellectual property of Dr. Hill.

Prior to student use of the materials, instructors should carefully review the on-line resources. In particular, links to other web resources should be checked to assure that they are still functional. While every effort is being made to maintain the reliability of *The Work Ethic Site*, the continued operation of other sites can sometimes be unpredictable. Please notify the author, using one of the "Contact Us" links provided on the website or other preferred email system, if links or other features are found that are not functioning properly.

Graphics have not been included in the lesson plans to conserve space. Also it should be noted that the underlined text represents links that are included in the lessons on the website. Materials from the linked pages or sites are not included, but should be reviewed prior to use of a particular lesson.

## Lesson 1 – Why Work Ethic?

**Learning Goal:** *To understand why work ethic is so important in the information age workplace and why it will continue to be important in the future.*

Note: It is suggested that this page be added to your bookmarks prior to using the various links provided. As an alternative, the history list under the *Go* command on the menu bar can be used to return to this page.

### Introduction

It is a new day in the workplace, but the old saying that "what goes around, comes around" has been proven true again. Now as much as ever before it is important for workers to have a good work ethic. Without it, businesses and industries struggle as productivity falls short of what is needed. Employers especially dislike hiring people who would choose to prop up their feet rather than find something to do.

Hasn't a good work ethic always been important, though? The answer is yes, but during a period of history we refer to as the *industrial age*, many jobs required a work ethic that was limited and somewhat different from the characteristics necessary in today's *information age* workplace. People who work with *information* often must set their own schedule, usually work with less direct supervision, and frequently experience change and innovation in their work.

### What is an *information age* job?

Consider the following occupations. Click on items in the list that are *information* jobs?

teacher (yes)  
computer salesperson (yes)  
construction worker (no)  
machine operator (no)  
engineer (yes)  
movie actor (yes)  
doctor (yes)  
truck driver (no)  
politician (yes)  
apartment manager (yes)  
accountant (yes)  
custodian (no)

Prior to the session, it is recommended that the instructor read the entire "History of Work Ethic" section linked from the homepage contents.

During the session, discuss the changing nature of jobs. A video, if available, that shows factory jobs or a guest speaker who can talk about working in a factory could be planned to enhance this discussion. Use the transparencies provided to discuss different eras of work.

Help students to understand that work ethic has always been important in the workplace, but it is more important in the information age.

Ask students if they agree or disagree with the jobs listed on the website being information jobs. Focus on the products that people produce in their work.

Even the jobs which are not now classified as *information* jobs are continuing to change in that direction. As technology advances and manual operations are replaced by machines, people increasingly must deal with the information necessary to provide instructions to a machine which in turn actually performs a task.

Spend a few minutes and read over an [excerpt from the history section](#) of this website and [another one linked on this lesson](#). These materials will help you to understand why work ethic is so important in the workplace today.

### **Job Skills in the Information Age**

Information age jobs usually require technical skills and knowledge, but work ethic and work attitudes are also essential for success. Employers frequently mention work ethic and related characteristics when they describe the type of employees they seek to hire. They also report that people with these characteristics are difficult to find.

#### **Assignment 1:**

Examine the ["want ads"](#) and see if you can find any jobs advertised that are **not** *information age* jobs. Make a list of any you find. Also make a list of the worker characteristics (responsible, motivated, good public speaking skills, etc.) which are being sought.

#### **Assignment 2:**

Not only is it important to consider what employers are looking for and what characteristics are important to be a successful worker, but we need to consider what is important to us in a job. Unless we understand our own interests, it will be difficult for us to select a career that will be fulfilling and allow us to be happy.

One of the better-known scholars who has researched the area of matching individual interests with job types is John L. Holland, Ph.D. He has identified six personality types to describe different kinds of people. These are labeled Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). More detailed information about these personality types is available [here](#).

It is helpful for us to be aware of our own personality characteristics as we consider work-related decisions. [Complete this self-assessment](#) to better understand your own personal traits. Discuss the results in a small group in your class.

Since about 1957, more people have been employed in jobs where they create, process, or distribute information than in jobs manufacturing products or producing food.

A good reference for this topic would be one of the Megatrends books by John Naisbitt.

Discuss the results of assignment 1. Have students tell about the types of jobs found.

Compile a list of personality types after students complete this assignment. Use small group discussion to allow students to talk about what their type is, what that means about how their view the world, and how that affects interactions with other people.

## Lesson 2 – What is Work Ethic

**Learning Goal:** To understand what work ethic is and to recognize related worker characteristics that employers are seeking.

### Definition

The work ethic is a cultural norm that advocates being personally accountable and responsible for the work that one does and is based on a belief that work has intrinsic value. The term is often applied to characteristics of people, both at work and at play. In sports, for example, work ethic is frequently mentioned as a characteristic of good players. Regardless of the context, work ethic is usually associated with people who work hard and do a good job.

Research has shown that the many characteristics of work ethic can be summarized using three terms -- *interpersonal skills*, *initiative*, and *being dependable*. These terms serve to organize the instructional materials presented by this website. They also can provide a concise way to remember what work ethic is all about.

### How is your work ethic?

An instrument that has been developed to measure work ethic is the Occupational Work Ethic Inventory (OWEI). This instrument has been used extensively in research and the electronic version is available to provide a basis for comparing your work ethic to that of others. The inventory provides scores for *interpersonal skills*, *initiative*, and *being dependable* will allow you to determine how you rate on these important areas.

### Assignment 1:

Complete and click the submit button to electronically take the [OWEI](#). Copy or print out your scores for use in class discussion. Try to be honest as you answer and consider carefully how you are now at work or how you expect to be if you do not have a job at this time.

Discuss the different ways the term work ethic is used. Distinguish between work ethic and work ethics (ethical behavior). Note that work ethic could be considered to be a subset of work ethics.

Occupational work ethic focuses on work ethic at work. Work ethic is often used when talking about athletics or people in settings other than at work.

Results of the on-line OWEI can be used in two ways. First have students discuss their scores with one another in small groups and talk about whether they accurately reflect the level of interpersonal skills, initiative, and being dependable for each person.

Comparison can also be made to mean scores gathered for a large sample of working adults. This included 1,133 respondents from 158 different workplaces (see Demographic Differences in Selected Work Ethic Attributes by R. Hill; *Journal of Career Development*, Vol. 24(1), Fall 1997)

Mean Scores:

Interpersonal Skills

female – 6.00; male – 5.75

Initiative

female – 5.67; male – 5.52

Being Dependable

female – 6.34; male – 6.07

## Lesson 3 – Interpersonal Skills

**Learning Goal:** *To examine the role of interpersonal skills as an aspect of work ethic, to better appreciate its importance in the workplace, and to develop strategies for improving interpersonal skills.*

### Introduction

Interpersonal skills include the habits, attitudes, manners, appearance, and behaviors we use around other people that affect how we get along with other people. We sometimes do not understand how important interpersonal skills really are. It's easy to laugh and make jokes about people who obviously lack interpersonal skills, but sometimes we need to examine our own impressions on others to better prepare for success in life as well as for a productive career.

The development of interpersonal skills begins early in life and is influenced by family, friends, and our observations of the world around us. Television and movies also influence this area, but our parents or guardians pass along most of these characteristics to us. Some aspects of interpersonal skills are even inherited. Our genes largely influence appearance and some personality traits.

For us to improve our interpersonal skills, we must first be aware of what we are like from the perspective of other people who interact with us. Habits we are unaware of, actions we think go unnoticed, and other things about us that might affect other people are impossible for us to change if we are not aware of them. One of the things that teachers try to do, starting in the early grades, is to help students correct bad habits and to develop good interpersonal skills.

As we become adults, it increasingly becomes our own responsibility to initiate any changes in interpersonal skills that might be needed. They are more important than ever and they greatly influence both opportunities and success. It's just that rather than trying to change interpersonal skills, as is the case when we are children, adults tend to make judgments about one another based on interpersonal skills without explicitly saying that is the case.

Discuss the habits and interpersonal characteristics that are annoying to people in the class. If some students are married, characteristics of a spouse might provide examples for discussion.

Videotape of a typical workplace setting would be useful here. Good and bad interpersonal skills could be shown in settings such as a grocery store checkout line, by a receptionist, or between a salesperson and client.



### Assignment 1:

Examine the pictures below and answer the questions for each of them. Write down your responses so that they can be used during a class discussion.

(picture of an automobile mechanic)

1. How important are interpersonal skills for this line of work?
2. What will happen if this person has poor interpersonal skills?
3. Would the education and training this person had in preparing for their career help them improve interpersonal skills?

(picture of an attorney and a judge)

1. Are interpersonal skills important in the careers that these people are practicing?
2. What happens if interpersonal skills are lacking?
3. If you were going to employ the person on the left, what kind of interpersonal skills would you want him to have?

(picture of a salesman)

1. Do you think this person has good interpersonal skills?
2. What kinds of interpersonal skills would be important in his work?
3. What happens if interpersonal skills are lacking?

(picture of a nurse and a doctor)

1. List some of the kinds of interpersonal skills that are needed in this work.
2. Have you ever visited someone in this occupation who did not have good interpersonal skills? If so, what was it like?
3. Are interpersonal skills in this work optional or do they play a role in the actual success of the job being performed?

(picture of a policeman)

1. Is this person likely to have good interpersonal skills?
2. What opportunities have you had to observe the interpersonal skills of someone in this line of work?
3. Based on what is shown on television, how are good interpersonal skills helpful in this job? Does television provide an accurate portrayal of this job?

All of the jobs in the website materials are better performed by people with good interpersonal skills. Discuss the ways in which judgments are made based on appearance in this assignment. Also consider stereotypes and how generalizations are often made about interpersonal skills and other personal characteristics.

**Assignment 2:**

What about your own interpersonal skills? Being able to manage relationships with other people is a large part of being successful in the workplace. Often this requires sensitivity and understanding of other people. Sometimes the decisions you make will impact the success of other people who work with you also.

Take the [Communication Style Test](#) and record your results. This inventory will indicate what your preferred communication style is like. When people with differing communication styles work with each other, the potential for misunderstanding and miscommunication increases. Bringing the results of your style test with you, spend some time in a small group comparing your scores and discuss how these differences might play a roll in workplace interpersonal skills problems. (These materials can be printed if preferred. There are also some additional discussion items included.)

**Assignment 3:**

Courtesy and manners also play a role in interpersonal skills. These societal norms are intended to make it more pleasant for other people to be around us. How are your manners? Respond to the items on this [Interpersonal Skills Questionnaire](#) and write your answers on a piece of paper to be used in a class discussion.

Provide opportunity for students to discuss the activities completed using the Communication Style Test.

Mean scores are not presently available for how people score on this instrument. A perfect score by a perfect person would be a 132. Note that items 3 and 10 are reversed. The most favorable score for those items is a 1.

Have students discuss their responses. Consider whether cultural or ethnic differences play a role in interpersonal skills. Are these items relative or absolute? On which of the items might behavior be different depending on the setting?

## Lesson 4 – Initiative

**Learning Goal:** *To understand initiative as a part of work ethic, to evaluate one's own initiative, and to learn to use initiative in appropriate and productive ways.*

### Introduction

Initiative is a very important characteristic for information age workers. Direct supervision is often not a feature of the modern workplace so procrastination and missed opportunities can become a real problem. Sometimes poor performance results and leads to lose of a job, without any second chances.

Consider the salesperson who works out of a home office or the small business owner who works out of the house. If these people do not exercise initiative, there will probably not be anyone to say anything about it. As performance declines, however, poor results will reflect the lack of initiative.

### Assignment 1:

Contemporary occupations can be divided into several categories for research purposes. These categories likely include the type of occupation you either have right now or are considering for the future. For each type of job, initiative plays an important role. Select the category which best represents your choice for a job and consider the situation described. Write responses to the questions provided and be prepared to talk about them in a small group.

- [Medical Professionals](#) (doctor, surgeon, dentist)
- [Professional](#) (teacher, lawyer, accountant)
- [Service](#) (waitress, construction worker, cashier)
- [Sales](#) (insurance, sales in a department store)
- [Full-time Homemaker](#)
- [Unemployed](#)

Drive and effort are both components of initiative. Quite often we hear commentary about how naturally gifted someone is in sports, the arts, or in educational endeavors. Yet, no matter how gifted someone is, unless they work harder, longer, and smarter than their colleagues, they will not be the best. Being successful in the activities you participate in such as education, sports, extracurricular clubs, and work is highly dependent on your skills and your attitudes. However, the amount of drive and effort you put forth in each of these activities could make the difference between average performance and high performance.

Initiative is a key element of work ethic that is sometimes not included in a more general study of employability skills or character education.

This learning activity would be enhanced by a guest speaker who could address the topic of extra effort, drive, and initiative. An alternative would be use portions of a video such as "Rudy," where characters overcome great odds that they will not succeed because they stick to their goals.

Divide the class into small groups and have them discuss their responses to the situations on the website.

## Lesson 5 – Being Dependable

**Learning Goal:** *To understand the importance of being dependable, to identify areas for improving personal dependability, and to further develop the characteristic of being dependable.*

### Introduction

Being dependable is one of the most highly sought after traits for workers in the modern workplace. This work ethic construct includes honesty, reliability, and being on time. People who are not dependable often are very expensive to keep around because of the wasted time and resources their behavior causes. In some cases, even peoples' lives can be lost if another person is not dependable.

### Assignment 1:

Think of the various roles you engage in on any given day. For example, you may have responsibilities as a student, a worker, an athlete, a club member, a church member, or as a member of some type of team. Answer the following questions with these roles in mind. Once you have completed the questions, take a few minutes to discuss them in a small group.

- What personal traits can you list that make you dependable in these roles?
- What traits would you like to develop to make you more dependable?
- What are the most important characteristics of being dependable that will help you in your future studies and/or careers?

### Assignment 2:

Select from the following roles a description that might apply to yourself. Click on the link and read the scenario provided. How would dependability be important to the outcome? Write a paragraph or two about the potential problems that might arise and be prepared to talk about your thoughts with others in a small group discussion.

- [Baby Sitter](#)
- [Soccer Team Member](#)
- [Rock Climber](#)
- [Part-time Construction Worker](#)
- [Store Clerk](#)

In discussions with employers, being dependable is one of the most common areas of concern they have about employees. Being on time, not being absent, doing what one is supposed to do, and not letting other team members down is often very important. Without employees who are dependable, organizations cannot effectively operate.

Provide opportunity for students to participate in small group discussions of the two learning activities provided on the web. Encourage students to consider areas of needed improvement and how they might work on becoming more dependable.

## Lesson 6 – Other Employability Skills

**Learning Goal:** *To examine employability skills related to work ethic and to identify key characteristics that are important for success in the information age workplace.*

### Introduction

Three primary components of work ethic have been identified as interpersonal skills, initiative, and dependability. This lesson will focus on specific employability skills and personal characteristics that are drawn from all three work ethic components. Some of these are very practical like learning to prepare a resume. Others are more difficult to describe or develop like not being overly shy, looking people in the eye when talking with them, and proper ways to greet someone you meet. Learning about these types of skills and practicing them are certain to enhance your ability to seek, secure, and be successful on the job!

Think for a moment about the steps necessary when you start a new job; filling out an application, going for your first interview, and spending your first day on the job. This will have already happened for some people, but for others it is on the horizon. Think about your answers to the following questions: How do you decide where you would like to work? When, where, and how should you pick up the application? Do you fill it out there or should you take it with you? How do you schedule your first interview? What was expected of you at the interview? What types of skills are employers looking for? How should you present yourself? What is the first day of work like? What should you do if the job is not what you expected? How do interpersonal skills, initiative, and dependability skills influence success in the work you do now or the work you will do in the future?

Many employers have been asked over the years to list the most important skills and characteristics they look for when hiring new employees. Among the more common answers are good communication skills, positive attitude, and the ability to be dependable, punctual, and responsible. Personal characteristics which are important include dressing properly, being polite, and displaying self-confidence.

Along with work ethic, numerous other employability skills, from interviewing skills to effective use of the telephone, are important to job success in the information age. The web activities and instruction provided with this lesson can either incorporate these other topics or provide a conclusion to a unit that relates work ethic to the larger topic of employability skills.

### **Assignment 1:**

Certain skills are important for filling out applications, interviewing for jobs, and handling yourself on the job. Read the bulleted points and think of how each of these relate to your own practices.

- Dress appropriately when applying, interviewing, and arriving for work.
- Apply for jobs alone.
- Write down pertinent information regarding your personal and work-related references, the types of job skills you possess, and your personal information (i.e. SS#) to have ready when applying for a job.
- Seek out someone to help you practice interviewing skills such as handshakes, eye contact, manners, and verbally expressing yourself.
- BE ON TIME!

Consider the following scenarios. What actions are helpful and which ones could have been done better? Click on the links to compare your responses with those that are provided.

#### *Scenario 1*

John was driving two friends home from school when he remembered that he wanted to fill out an application at the Builda Bigger Burger restaurant. He had seen a want ad posted in the front window. Since the restaurant looked busy, John's friends came inside with him to get a sandwich while he asked for an application. A couple of their friends showed up and they all got to laughing and goofing around. Finally, the counter was clear, so John asked for an application and he left with his friends.

- [The Good](#)
- [The Bad](#)
- [The Ugly](#)

The scenarios and learning activities provided on the web can be used to stimulate class discussion or to supplement additional activities ranging from role-playing to creative writing assignments.

### *Scenario 2*

Kim has arrived for her first job interview wondering why she scheduled her appointment so close to the time for her dental appointment. The work she had done at the dentist took longer than expected and her mouth is so numb from the anesthesia that her speech is slurred and she keeps accidentally biting her tongue. Now she is nervous, thinking about what will happen during the interview. She is already five minutes late and is considering either calling to reschedule the appointment or just not showing up at all. Perhaps she can call tomorrow and say she had the appointment written down incorrectly on her calendar. She decides to go ahead to the interview anyway and arrives ten minutes late.

- [The Good](#)
- [The Bad](#)
- [The Ugly](#)

### *Scenario 3*

Tyler is meeting the Vice-President for Operations of the company for the first time. He is somewhat nervous about meeting her because he knows she is a very influential person in the company. The franchise has several restaurants in it and Tyler hopes to someday become the manager of one of them. In particular, he has his eye on one that is planned for the community near his home. He now has to travel about thirty minutes each way to reach the restaurant where he works right now.

As the V.P. arrives and enters the building, Tyler has just come from the kitchen. His hands are damp because the paper towel dispenser was empty and is on his way to get another roll from the storage room. His manager stops him and introduces the V.P. She reaches her hand out to greet him with a handshake.

- [The Good](#)
- [The Bad](#)
- [The Ugly](#)

### **Assignment 2:**

One of the key elements in successfully seeking employment is preparation of an effective resume. This document can take a variety of forms, but one of the most common types is the one page resume which summarizes personal information, education, work experience, and other relevant facts.

If you do not have a single page resume, begin preparing one now. If you already have one, bring it in and review it for potential improvements. Some suggestions for preparing this document can be found at the [Job Search Section of the Online Writing Lab](#). This website has numerous other resources to assist you in preparing letters and other documents that might assist you in finding a job.

### **Assignment 3:**

Michael was hired to answer phones and take messages in a small business for the summer. How could you improve the following conversation?

Michael

"Aldrich and Sons."

Caller

"Is Mr. Aldrich in?"

Michael

"No, but you can leave a message."

Caller

"Fine, please tell him to call Mr. Rowden."

Michael

"Who?"

Caller

"Mr. Rowden, R-O-W-D-E-N."

Michael

"Okay."

Write out an alternative to this conversation that improves the responses Michael makes to the caller. Then compare your version to the conversation described [here](#).