

Preparing Young People for Workplace Success: Character Expectations in Manufacturing

**Ohio Partners in Character Education
Ohio Department of Education
Council for Ethics in Economics
Local Partners**

*Recommendations Summary
Submitted by
The Management Advisory Group
Manufacturing & Processing Sector*

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Ohio Partners in Character Education Management Advisory Group – Manufacturing & Processing Sector

INTRODUCTION

The Ohio Partners in Character Education (OPCE) initiative was established in 1998 to promote, support and evaluate character education in Ohio. The Ohio Department of Education is the Lead Partner in this endeavor. The statewide Community Partner is the Council for Ethics in Economics, a membership association of individuals, companies and organizations working together to strengthen ethics in economic life. Fourteen schools and organizations are Local Partners who are delivering character education programs.

In early 1999, the Council for Ethics in Economics established nine Management Advisory Groups that would bring to this educational improvement initiative the insights of experienced managers in key employment sectors. Over a series of meetings, group participants explored the character needs of their respective sectors.

This report of the Manufacturing and Processing Group (MPS) reflects the group's effort to clarify the *specific* character needs in those types of employment. Further, the manufacturers offered recommendations regarding the application of those qualities in character education curriculum in the schools. The Manufacturing Advisory Group (MAG), Manufacturing & Processing Sector (MPS), was co-chaired by Tracy A. McPherson and JoAnn Bayliss of the Corporate Compliance & Ethics Office, Honda of America Mfg., Inc. and supported by Mr. David C. Smith, President and Mr. Rowland C.W. Brown, Senior Counselor, of the Council for Ethics in Economics.

MPS Purpose:

To improve character education through collecting the insights of experienced managers about the specific needs for, and demands upon personal character in the workplace.

MPS Goal:

To convey to a network of schools and educators the character education needs of the MPS group for translation into teaching and counseling strategies for our youth.

MPS Overview:

The MPS group formed to discuss and define the specific character traits required of desirable employees. At the initial meeting, it was apparent that in order for businesses to be successful, employers must expect employees to exhibit certain values and character traits on the job:

- ◆ Accountability
- ◆ Fairness
- ◆ Ambition
- ◆ Flexibility
- ◆ Attentiveness
- ◆ Honesty
- ◆ Commitment
- ◆ Respect
- ◆ Cooperation
- ◆ Reliability

The group recognized that a variety of methods would be required for schools, educators and counselors to integrate our expectations into their daily teachings and school programs. It further became clear that we alone could not suggest how to teach these values to our youth. We quickly determined that educators should be invited to assist us in the development of our recommendations.

As the recommendation development continued, we had the opportunity to hear presentations by David Enzerra, Lubrizol, and several guest educators outlining current character education activities in the workplace and schools.

Based on our discussions, each member of the MPS group provided examples of:

- ◆ Scenarios dealing with character value application in the workplace;
- ◆ Company policies and practices outlining expected behavior in the workplace
- ◆ Incentives used to encourage character values in the workplace.¹

Subsequently, the MPS group summarized the insights garnered from our discussions. We believe the information in this summary will provide The Ohio Partnership in Character Education Task Force the essential tools needed to integrate desirable character traits into school curriculum.

We look forward to reaping the benefits of our joint efforts.

¹ Note: This material is not all encompassing, but provides examples to prompt creative thinking on the part of the end user.

Acknowledgments

With this summary, special appreciation and recognition is given to the following MPS members and their companies for their contributions to this endeavor.

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Management Advisory Group
Manufacturing & Processing Sector (MPS)

SUMMARY OF RECOMMENDATIONS

I. A. The group identified *general ways in which schools can help young people develop good qualities of character:*

- (1) Use appropriate literature to clearly define character traits and promote discussion
- (2) Exemplify the defined character traits in words and actions

I. B. The group identified several *general ways in which employers can support school-based character development programs.*

- (1) Advocating character education through active participation in the district's business advisory committee
- (2) Inviting teachers into the workplace as interns so they may experience the real expectations of workplace culture
- (3) Encouraging and enabling employees to participate on school boards and in other community events
- (4) Building partnerships with specific schools to link pupils and role-model employees
- (5) Sponsoring programs that compare the demands of manufacturing jobs with school situations
- (6) Building and conveying clear character expectations into company policies
- (7) Building and conveying the desired character qualities deeply into the expectations of the corporate culture
- (8) Assisting schools in developing communication, reward and recognition strategies that promote character development.
Examples:
 - Encourage teachers to submit requests for creative classroom projects based on ethics
 - Help schools develop performance appraisals that address character qualities
- (9) Assisting school districts in developing strategic plans that include character education objectives
- (10) Supporting a "trait of the month" program providing short messages included with paychecks or other company mailings
- (11) Providing messages aiding employees with parenting skills

II. Details of critical character traits

The group identified several qualities of character necessary for success in manufacturing employment. The matrix included in this report summarizes how these character traits are manifested in the workplace, and suggests how schools might nurture development of these qualities.

Companies might support schools with regard to fostering a specific trait—in *addition* to the general strategies noted above in section (I).

III. Reference Material

The MPS group developed resources for educators in the form of:

- (1) Scenarios for discussion or role play within the classroom that illustrate employer expectations and workplace demands
- (2) Sample company policies and accompanying explanations emphasizing employer expectations by providing:
 - a. samples of attendance policies
 - b. sample of personnel appraisal
 - c. samples of rewards/compensations
- (3) Examples of good character traits and the benefits realized when those traits are applied in the workplace

PREPARING YOUNG PEOPLE FOR WORKPLACE SUCCESS: CHARACTER EXPECTATIONS IN MANUFACTURING

This chart defines (1) character traits; (2) character traits as manifested in the workplace; (3) training students to develop the desirable traits; and, (4) suggestions for manufacturing sector support of character education in the schools.

Note: The listings in the column entitled "Workplace Application" are expected behaviors, therefore, shortcomings are subject to corrective action.

Character Traits	Workplace Application	Training/Education in the Schools	Support for Schools by Manufacturing Sector
(1) Reliability	<ul style="list-style-type: none"> ➢ Excellent attendance ➢ Punctuality ➢ Trustworthiness ➢ Follow-through ➢ Commitment ➢ Confidentiality ➢ Initiative ➢ Following instructions ➢ Adherence to schedules/deadlines 	<ul style="list-style-type: none"> ➢ Emphasize attendance, punctuality; ➢ Model attendance and punctuality; ➢ Set standards, define expectations ➢ Assign exercises requiring the accurate completion of a series of instructions ➢ Emphasize neatness in completing written assignments; ➢ Complete accurate attendance records to be used by manufacturing in employee screening; ➢ Recognize/reward reliability 	<ul style="list-style-type: none"> ➢ Use school attendance records when screening employees; ➢ Benchmark employee expectations within the schools; ➢ Share sample policies and standards of conduct; ➢ Present desirable job application practices
(2) Cooperation	<ul style="list-style-type: none"> ➢ Effective teamwork ➢ Disagreements mentored/well-managed ➢ Flexibility ➢ Understanding roles and responsibilities ➢ All contribute, all are valued ➢ Leadership ➢ Responsibility ➢ Volunteering for less desirable jobs on occasion 	<ul style="list-style-type: none"> ➢ Encourage the participation of <u>all</u> students in team activities: sports, band, choir, service projects, etc. ➢ Recognize and reward volunteer work and community service ➢ Encourage/reflect on "teamwork" and its importance ➢ Design classroom group projects to emulate teamwork/cooperation ➢ Set teamwork expectations for teachers 	<ul style="list-style-type: none"> ➢ Provide workshops for teachers and students highlighting teamwork taught by company training experts ➢ Provide students with opportunities to observe workplace teams ➢ Sponsor workshops for teachers and administrators on brainstorming, group problem solving, etc.
(3) Attentiveness; alertness;	<ul style="list-style-type: none"> ➢ Mindful of safety ➢ Mindful of quality ➢ Mindful of productivity 	<ul style="list-style-type: none"> ➢ Stress that careless or error-filled work is not "good enough" ➢ Remind parents rest/meals are important 	<ul style="list-style-type: none"> ➢ Provide teachers with case studies of successes and failures in workplace situations

Recommendations Matrix

<p>(4) Honesty</p>	<ul style="list-style-type: none"> ➤ Zero tolerance for theft or falsification of information ➤ Expectations that employees will report issues that contradict the company's policies or procedures ➤ Expectations for truthfulness in all situations 	<ul style="list-style-type: none"> ➤ Zero tolerance for theft or falsification of information ➤ Recognition of examples of honesty, candor, and integrity ➤ Expectations for truthfulness in all situations 	<ul style="list-style-type: none"> ➤ Share company policies ➤ Address honesty in job interviews (provide scenarios, examples) ➤ Provide examples of workplace honesty and integrity that "paid off" in a competitive environment
<p>(5) Respect for others</p>	<ul style="list-style-type: none"> ➤ Courtesy ➤ Attentive listening ➤ Appreciation for diversity ➤ Recognition/promotion of equality ➤ Recognition of the dignity of others ➤ Abusive or inappropriate language not permitted 	<ul style="list-style-type: none"> ➤ Insist on respect in the school environment (classroom, sports, etc.) ➤ Teachers earn respect of, and model respect to students ➤ Acceptance of all who have perceived "flaws" Recognize people do not ask to have inadequacies (i.e.: physical, mental, emotional, etc.) ➤ Set expectations and provide assignments that hone communication skills ➤ Create environment where giving and receiving feedback is the norm. ➤ Teach students to balance ambition with respect for others 	<ul style="list-style-type: none"> ➤ Share policies relating to diversity, work environment ➤ Sponsor workshops for teachers and administrators on consensus building, empathetic listening, conflict resolution, etc.
<p>(6) Ambition</p>	<ul style="list-style-type: none"> ➤ Hard work, leadership equals growth within the company ➤ Continuous improvement of skills i.e.: education ➤ Self-discipline 	<ul style="list-style-type: none"> ➤ Reward for students who work hard, (e.g., depending on GPA, attendance, etc.) receive day off, food certificates, books..... ➤ Teach students to balance ambition with respect for others 	<ul style="list-style-type: none"> ➤ Provide role models for inspiration at career days, seminars
<p>(7) Responsibility</p>	<ul style="list-style-type: none"> ➤ Facilitated by process design 	<ul style="list-style-type: none"> ➤ Teach choices lead to consequences, good or bad results ➤ Honor teachers, administrators, civic leaders, volunteers and role models; ask them to speak to students ➤ Honor and recognize students; award ceremonies 	<ul style="list-style-type: none"> ➤ Assist schools in facilitating and learning process design ➤ Honor teachers, administrators, civic leaders, volunteers and community role models; sponsor speaking to students ➤ Honor and recognize students; award ceremonies

Recommendations Matrix

<p>(8) Fairness; compassion</p>	<ul style="list-style-type: none"> ➤ Through policies ➤ Through management style ➤ Establishing and maintaining an environment of trust 	<ul style="list-style-type: none"> ➤ Involvement of students in setting classroom standards ➤ The "Golden Rule" ➤ Discuss/role play issues of fairness and compassion 	
<p>(9) Moral courage; self-esteem</p>	<ul style="list-style-type: none"> ➤ Enforce policies which prohibit discrimination ➤ Promote respect for the individual ➤ Reward employees who demonstrate moral courage in difficult circumstances through volunteer work. E.g., EMT's, military reserves, volunteer firefighters, etc. 	<ul style="list-style-type: none"> ➤ Build self-esteem by teaching speaking skills; begin in elementary and follow through to high school before fear is "built-in" ➤ Teach: choices lead to consequences, good or bad 	<ul style="list-style-type: none"> ➤ Sponsor teaching on communications/public speaking for students and teachers ➤ Sponsor role models for school assemblies/character education programs ➤ Reward employees who demonstrate moral courage in difficult circumstances through volunteer work. E.g., EMT's, military reserves, volunteer firefighters, etc.; invite students to attend
<p>(10) Flexibility</p>	<ul style="list-style-type: none"> ➤ Accepting and adapting to change, e.g., the market demands more products, you must change your production plans to accommodate, thus work hours/ home lives may be adjusted 	<ul style="list-style-type: none"> ➤ Occasionally adjust curriculum unexpectedly, teaching students to expect change and adjust as needed 	
<p>(11) Willingness to serve</p>	<ul style="list-style-type: none"> ➤ Volunteering in the community, whether on paid time from work or on personal time ➤ Making one's skills and resources available to outside organizations 	<ul style="list-style-type: none"> ➤ Work with local educational foundations to award scholarships based on community service and other character-related traits 	<ul style="list-style-type: none"> ➤ Work with schools, local chambers of commerce, Rotary, and other civic organizations to identify opportunities for students to get involved ➤ Provide these opportunities at the place of business ➤ Honor teachers, administrators, and students for volunteerism; award ceremonies

CHARACTER: A POSITIVE IMPACT ON WORKPLACE ENVIRONMENT

The following excerpts were provided by MPS group members to emphasize the positive impact of good character traits on the success of business, and, conversely, to illustrate the problems encountered in the absence of good character traits.

Reliability: What It Means to An Organization and Its Associates

In 1998, numerous associates were disciplined for absences from work based on our attendance policy. Several associates were on the brink of losing their jobs because they missed seven days in a six-month period and/or were tardy ten times in a six-month period. (Our definition of tardy is being late after the first 5 minutes.)

Attendance is vital to our organization. So much so, that every year we recognize associates with perfect attendance. This year two associates earned \$4,000 each for going 10 years with out missing a single day of work.

Attentiveness or Absentmindedness: A Safety Issue

In 1998, one associate left a tool in a die of a 400-ton press that was set up to run production. That means 400 tons of pressure comes down on the die to make a part.

When the operator hit the start buttons, the tool was hit with 400 tons of pressure causing it to be thrown across the shop at 100 miles per hour. Fortunately, the tool hit a wall. However, this unintentional, but careless error could have caused serious or terminal injury.

Associates are remembered during performance and promotion evaluations by supervisory and management staff when they exemplify positive character traits.

Cooperation: The Plus Side

- (1) Support staff (clerical, management) has offered to run production on days when absenteeism has been unusually high. This usually occurs on days when the weather is particularly bad.
- (2) We have had several associates submit written resignations agreeing to stay (as long as 2 months) to cover their job until a suitable replacement has been located.

Honesty: Always the Best Policy

- (3) While no reward is given, we have had associates report overpayments on paychecks. This is especially appreciated because when the payroll staff identifies overpayments, associates are told the overpayment will be deducted from their next paycheck (which is never well-received news).

CHARACTER: A POSITIVE IMPACT ON WORKPLACE ENVIRONMENT

Confidentiality: An Important Trust

- (4) We have had associates report personal breaches of confidentiality. In one instance, the associate realized his breach of confidentiality could cause someone else to be blamed and disciplined. Rightfully, the associate reported his own actions before this occurred.

Cooperation - Flexibility - Responsibility: A Recipe for Teamwork

- (5) Associates have cancelled vacation days to help during staffing shortages.

SCENARIOS: Teaching Points

Young people often fail to envision how current behavior, performance, and personal standards or character traits will positively or negatively impact their future. The following sample scenarios portray how significant this impact could be.

PERFORMANCE SCENARIO

"Hmmm, how much do I choose to earn this year? Do I want to "get by" or do I want to live well, build a savings, and perhaps go on a vacation? Hmmm!"

This exact thought may not come to you as you make each decision required of your job. However, it is a vital part of your job efforts and performance. In the "job world" many companies base your salary on your performance. The more you give to a quality, productive job, the more you will be compensated through your earnings.

This scenario correlates with your schoolwork. The more you strive for quality and to achieve your goals, the better the grade point you'll receive.

The expectations from your employer will be great. Thus, it is an excellent idea to start developing the necessary skills now through your education to provide for your well-being in the future.

Remember, your greater effort means a greater reward.

ATTENDANCE SCENARIO

At my company, there is an expected attendance percentage to be achieved by everyone. The minimum attendance level allowed is 98%. (Simply calculated you can miss approximately 5 unexcused days during a 365 day period.) If you drop below this minimum you are placed on an Attendance Improvement Plan (AIP) which includes disciplinary measures. If you do not achieve the goals of AIP, then you are terminated from employment.

On the contrary, most of our associates want to exceed that minimum and strive for 100%, thus receiving a monthly attendance bonus.

As a manager, the 100% associate is the one I would obviously tap for special assignments, promotions, etc. (other factors would also be considered). Attendance and dependability are also measured in the employee's annual performance appraisal.

Relating this to school attendance, students should be responsible and reliable, and make the effort to be present daily. Employers will continue that expectation.

SCENARIOS: Teaching Points

SAFETY SCENARIO #1

The Scene:

Sally has been working for the XYZ Company for fifteen years as an Accounting Manager. She is a very honest associate who is respected by all the clerks she supervises. Sally is very punctual and dependable, providing timely monthly reports to her boss.

This month's report is due by 10:00 a.m. Wednesday. It is already 9:30 a.m. and Sally is not receiving any cooperation from Melissa who is to supply her with information needed to complete her report. At 9:45 a.m. Sally pulls out of the bottom drawer of her desk looking for a file that she will need later in the morning, when at the same time Melissa calls for Sally's assistance. Melissa and Sally complete the information needed for the report. As Sally rushes back to her desk she trips over the open drawer falling to the floor.

Consequences:

Sally received a nasty bruise to her hip from the fall and a small cut on her leg from the corner of the drawer. During the time Sally was away from her work area there was a possibility that the drawer could have caused injury to someone else also. Had she sustained a broken leg, the result would have been lost income for Sally, and potential hardship for the company while she recuperated.

Proper Procedure:

Sally should always remember that safety is the first priority in the workplace. Sally should have shut the drawer of her desk before leaving her work area. We must remember at work, and at home, an open drawer or objects left on the floor can cause an accident or injury.

SAFETY SCENARIO #2

The Scene:

Ralph has worked for the Vectra Corporation for approximately three years. He is a licensed forklift operator in charge of moving skids of parts from the warehouse to the line where other workers will assemble the parts into finished product. Ralph has been trained on the proper use of a forklift and knows that he should follow the proper operating procedure for material handling. In the past three years Ralph has had two minor accidents with the forklift, both involving material only.

Ralph has skids of parts stacked two skids high on the forks of his forklift. His view in front is obstructed because of the parts. He proceeds to drive the forklift forward, entering a narrow aisle, when Jane steps from behind a wall and is struck by the skids knocking her to the ground. The accident causes a fracture to Jane's arm.

SCENARIOS: Teaching Points

SAFETY SCENARIO #2 continued

Consequences:

Jane received a broken arm and was very shaken up. The accident could have resulted in a more serious injury or even the death of the associate.

Company policy for an associate involved in an on-the-job accident or injury is to be tested for alcohol and drugs as part of the investigation into the cause of the accident or injury.

Ralph's forklift license was taken away and he was fired from the company.

As a result of being fired from his job Ralph now has problems paying his rent and there is no income for extras that his family had become accustomed to -- the movies, bowling, eating out, going to ball games at school.

Proper Procedure:

Ralph should remember that "Safety is Always #1." Driving a forklift, like any other motorized vehicle - car, motorcycle, boat, ATV, riding lawn mower, snowmobile, golf cart, etc., requires responsibility on behalf of the operator. Ralph showed a lack of respect for his co-workers and company property by violating safety rules. Ralph should have been operating his forklift in the reverse position enabling him to turn in his seat to see down the aisle. Also, a back-up warning signal would have alerted Jane. The least he should have done was sound the forklift horn to warn other associates of his approach in areas where their view was obstructed.

Note to students: The safety scenarios demonstrate the importance of being alert to your surroundings. While in school, follow established safety policies, and be concerned for your safety and the safety of fellow students and teachers.

SCENARIOS: Teaching Points

PERSONAL RESPONSIBILITY - SCENARIO #1

The Scene:

An associate walked into the Administration Office and quit that very day. This caused a great deal of hardship for co-workers because the company was not prepared to cover the loss on such short notice.

Proper Procedure:

The associate should have notified the Administration Office well in advance of resignation, customarily two weeks' notice. This would have allowed the company to prepare for the loss of manpower and ease the transition for co-workers until the position was filled.

PERSONAL RESPONSIBILITY - SCENARIO #2

The Scene:

A shipping dock door was severely damaged on the previous shift, but no one had reported the incident. The next day, all associates on that shift were informed of the incident and the guilty part was asked to come forward. The associate responsible for the accident was suspended for one day because of the failure to report an accident or incident.

Proper Procedure:

Upon investigation of the incident, it was discovered that the associate had not been properly trained, and, had he reported the incident on a timely basis, he most likely would not have been suspended.

SCENARIOS: Teaching Points

SCENARIO - RESPECTFUL COMMUNICATION

The Scene:

A supervisor told an associate that quality problems were occurring in his area. The associate was asked to give his input on what he felt was the reason for the quality problem. During the course of the conversation, the supervisor informed the associate that the maintenance, engineering and second shift staff had differing opinions. At that point, the associate became irate and accused everyone else of being "stupid" and used expletives to describe the others.

The Consequences:

The associate received a written counseling, which prevents him from transferring to a different department or applying for a promotional opportunity for one year. It also means that one more violation of a company policy within the next year will result in suspension or termination.

Proper Procedure:

The associate should have communicated respectfully with his co-workers. The supervisor's statements concerning the quality problems were not accusations aimed at the associate, but notice that the quality problems needed to be identified and eliminated. The associate should have been a willing team player in identifying the root cause and determining a countermeasure for the quality problems in his area.

SCENARIOS: Teaching Points

WHAT WOULD YOU DO? - SCENARIO #1

Best friends, Tom and Juan, were sitting next to each other on the school bus. While they were talking Tom reached down and found a gold chain necklace. Juan told Tom that he knew whose necklace it was. Tom said, "finders keepers," and put the necklace on. Juan is not sure whether the bus driver overheard them.

What should Juan do?

- a. Encourage Tom to return the necklace.
- b. Report the incident to the bus driver.
- c. Offer to return the necklace for Tom.
- d. All of the above.

WHAT WOULD YOU DO? - SCENARIO #2

You have noticed other students with the answer sheet to a test. This is the same group of students you have wanted acceptance from over the past school year. They give you a copy of the answers with a warning not to tell anyone; then you will be accepted into their group.

What would you do?

- a. Heed their warning this one time only, then you'll have the long desired acceptance.
- b. Tell them, "Okay, sure." Then lay the answer sheet on the teacher's desk anonymously. They won't know it was you, and you'll still get accepted.
- c. Tell the teacher what happened and explain your involvement and personal desire.

Company Policies

MPS members submitted sample company policies to illustrate the requirements students may encounter in the workplace.

Absence/Tardiness Policy - Sample #1

Purpose:

The majority of our associates have no problem with absences, tardiness, or early departures. Occasionally, however, some individuals develop a record of chronic time away from work or tardiness. It is this type of problem behavior we hope to correct. Under traditional attendance guidelines, someone usually has had to make a judgment about whether an absence, late arrival, or early departure is excused or unexcused. Under the attendance guidelines, this is eliminated.

The following section outlines the terms and conditions for dealing with absences:

- 1.) Each associate must furnish medical documentation whenever they are absent three (3) or more consecutive days.
- 2.) If an associate accrues a total of ten (10) incidents of tardiness, or five (5) occurrences of a missed day, within any six (6) month period, they will be subjected to the disciplinary procedures as outlined in the associate handbook. Thereafter, each additional incidence of tardiness or occurrence of absence will result in further disciplinary action.

This policy does not alter the required call-off procedure, nor does it alter the handling of two (2) consecutive "no-shows" for a shift.

Company Policies

Attendance Policy - Sample #2

At our company, we have an Attendance Policy also called the "2 % attendance program". The following excerpt is from our Associate Handbook.

ATTENDANCE

Each Associate is responsible for reporting for his or her scheduled shift time on a daily basis. Administration is responsible for maintaining accurate attendance records for each Associate.

DEFINITIONS:

- **Occurrence**: An incident of absence which occurs when an Associate does not report to his or her job assignment, leaves early, or arrives late without prior approval from his or her Coordinator or Manager.
- **Excessive Absence**: Being absent two percent (2%) or more of the available work hours (includes overtime) during a rolling twelve (12) month period.

Note: Under the Family Medical Leave Act, will not count FMLA-qualifying absences toward the two percent (2%) absentee rate.

- **Pattern of Absence**: Any pattern of absence or tardiness that occurs over a period of time.
- **Rolling 12 month calendar**: Twelve (12) month period beginning with the first occurrence.

Note: Rolling 12 month calendar is the continuous review daily of the past 12 months.

Company Policies

Attendance Policy - Sample #3

Good attendance and punctuality are vital to the safe and efficient operations of our company. Excessive or pattern absenteeism and/or tardiness are not acceptable.

Punctuality

An Associate is considered tardy if he or she is not at his assigned work area at the scheduled starting time. Associates who are excessively tardy will be subject to corrective action up to and including separation from employment.

Excessive Absence

When an Associate accumulates occurrences which result in the Associate's being absent two percent (2%) or more of their available work hours during a rolling twelve month period, the Associate is considered to be excessively absent and will be subject to corrective action up to and including separation from employment.

Pattern of Absence

Associates who demonstrate a pattern of absence or tardiness even less than (2%) will also be subject to corrective action.

Leaving Early

In the event an emergency situation arises which requires an Associate to leave his or her shift early, he or she must contact his or her Supervisor to report the emergency and make the necessary arrangements. Leaving the plant without notification to the Associate's Supervisor may result in corrective action.

Unreported Absences

Any unreported absence for three or more consecutive days may result in separation from employment.

Any unreported absence three times in a rolling (12) month period will result in corrective action as outline in this policy.

MPS members submitted the following as samples of leadership principles that could be adapted for student training at company sponsored career days or seminars.

Effective Leadership Principles

COMMUNICATION

1. To become a good leader, you should realize that discussion is two-way communication. Being a good speaker means being a good listener as well.
2. If you want to motivate people around, listen well. The difference between a mediocre employee [student] and a successful one is practicing and using good communication skills.

EDUCATION

1. Learn the basics of project management.
2. Learn how to be a team player.
3. Learn to be goal oriented and meet your goals.
4. Look for pressure points. Develop methods for determining problem areas within your workplace [school]. Become proactive, not reactive, and correct problems.
5. Seek advice from others with more experience.
6. Understand responsibilities and who is held accountable and what is included in the measure of accountability.

MOTIVATION

1. Motivate others; if we do not motivate others, what is our worth to our company [school]?
2. Do not be selfish; make choices that benefit others also.
4. Encourage your co-workers [fellow students] to make contributions to the common good.
5. Investigate efficient and productive methods to complete assignments or projects.
6. Help people reach their full potential. Catch them doing something right - and compliment them!
7. Team spirit is what gives you the edge over your competitors.
8. Good leadership [by supervisors, teachers] is the art of getting average employees [students] to do superior work.

Effective Leadership Principles

ORGANIZATION

1. Productivity and efficiency are enhanced by good organization.
2. Productivity is more than quantity - it is quality.
3. Set priorities to stay effectively organized. [Academics before extra-curricular activities.]
4. Use the 80-20 rule of goal setting: 80% of important results will come from 20% of key areas of responsibility. [I.e., school work.]

DETERMINATION

1. Nothing in the world can take the place of positive persistence. Positive persistence and determination are a must for success.
2. The best preparation for tomorrow is to do today's job superbly!

Attributes of Effective Leadership

There are a number of traits, skills, and principles that are expected of all managers, supervisors and employees in leadership positions:

- **Human Interaction:**

Respectful; maintains self-esteem of others; listens and responds with empathy; helps others without being asked; is a positive role model; builds positive relationships with co-workers; recognizes and rewards employee performance.

- **Trustworthiness:**

Keeps commitments; dependable; possesses integrity and honesty; ethical; does more than expected; admits his/her mistakes and learns from them; respected by peers and employees.

- **Results Oriented:**

Takes personal ownership of, and accountability for, work product; sets high standards for performance; achieves results in a timely manner; actively seeks feedback on personal performance; coaches others for positive performance towards key objectives.

- **Team Player:**

Encourages and values participation of others to solve problems; ensures key stakeholders are involved; puts needs of whole ahead of self; shares knowledge and responsibility; fosters collaboration and consensus.

- **Change Agent:**

Supportive of the organization and employees during change; keeps focus on the big picture; effectively promotes need for improvement at all levels.

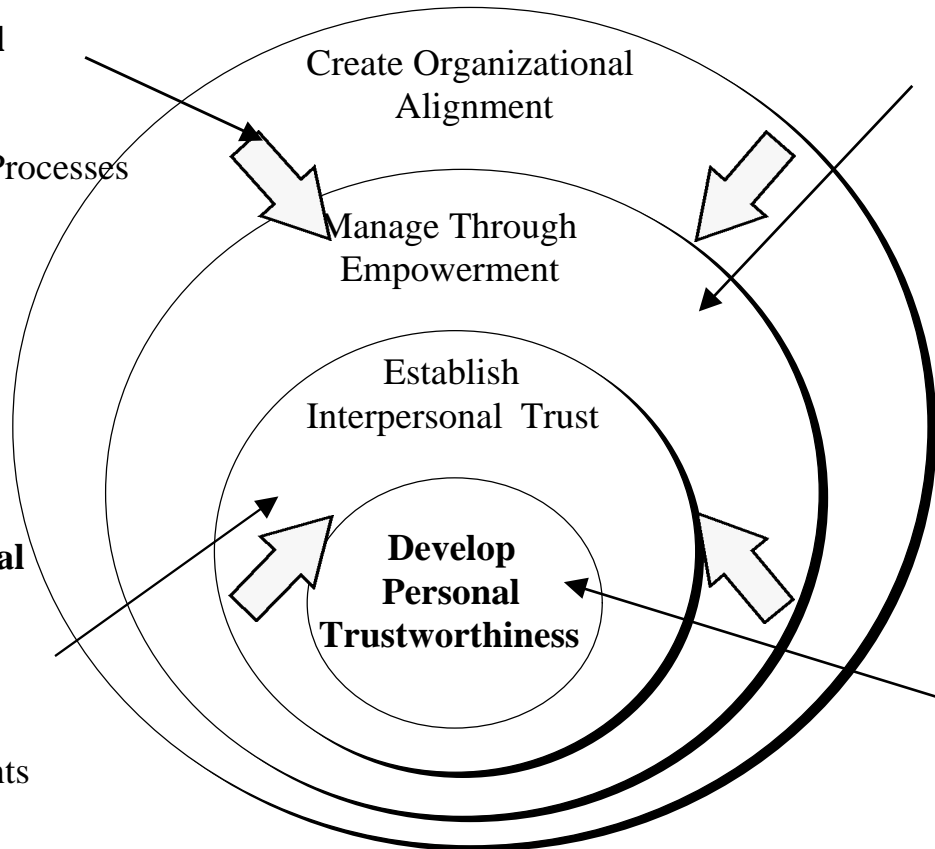
Examples of Common Leadership

Create Organizational Alignment

- * Think Strategically
- * Develop Systems & Processes
- * Lead Courageously
- * Commit to Quality
- * Promote Corporate Citizenship
- * Know the Business

Establish Interpersonal Trust

- * Influence Others
- * Foster Teamwork
- * Build Relationships
- * Manage Disagreements
- * Listen to Others
- * Write Effectively
- * Deliver Effective Presentations



Manage Through Empowerment

- * Manage Execution
- * Coach and Develop Others
- * Develop Structure and Staff
- * Manage Diversity
- * Manage Information
- * Manage Profitability

Develop Personal Trustworthiness

- * Analyze Issues
- * Use Sound Judgment
- * Work Efficiently
- * Show Work Commitment
- * ***Act with Integrity***
- * Demonstrate Adaptability

DO IT ANYWAY

People are unreasonable, illogical, and self-centered.

Love them anyway.

If you do good, people will accuse you of selfish, ulterior motives.

Do good anyway.

The good you do today will be forgotten tomorrow.

Do good anyway.

If you are successful, you will win false friends and true enemies.

Succeed anyway.

Honesty and frankness make you vulnerable.

Be honest and frank anyway.

The biggest people with the biggest ideas can be shot down by the smallest people with the smallest minds.

Think big anyway.

People favor underdogs but follow only top dogs.

Fight for the underdog anyway.

What you spend years building may be destroyed overnight.

Build anyway.

Give the world the best you've got and you'll get kicked in the teeth.

Give the world the best you've got anyway.

-----Author and source unknown

WHY ZERO DEFECTS?

Here are some examples of what life would be like if 99.9% was "good enough":

- 1 hour of unsafe drinking water every month
- 2 unsafe plane landings per day at O'Hara International Airport in Chicago
- 20,000 incorrect drug prescriptions per year
- 500 incorrect surgical operations each week
- 50 new born babies dropped at birth by doctors everyday
- 22,000 checks deducted from the wrong bank account each hour
- 32,000 missed heartbeats per person, per year
- 12 newborns given to the wrong parents daily
- 114,500 mismatched pairs of shoes shipped each year
- 18,322 mishandled pieces of mail each hour
- 200,000 documents lost by the IRS this year
- 2.5 million books shipped with the wrong covers
- 315 misspelled entries in *Webster's Dictionary*
- 880,000 credit cards in circulation with incorrect cardholder information on their magnetic strips
- 103,620 income tax returns processed incorrectly this year
- 5.5 million cases of "flat" soft drinks produced
- 291 pacemaker operations performed incorrectly
- 3,056 copies of tomorrow's *Wall Street Journal* missing 3 sections

Source: Joel Barker's book *Future Edge* and video: Syncrude Canada Ltd's *InSight*

CONCLUSION

The Manufacturing & Processing Sector members were pleased to have the opportunity to present recommendations to the Ohio Partners in Character Education. Principles of character have been woven into American Society since the Founding Fathers authored the Declaration of Independence. Honesty, integrity, respect, responsibility and citizenship cannot be denied if we wish to hold onto the freedoms, prosperity, and prominence we have enjoyed.

Likewise, character has always been a part of education in our schools -- some periods in history more evident than others. We applaud the current effort by Ohio Partners in Character Education, not only to define character and desirable character traits, but also to *implement* character education in Ohio classrooms.

We praise the successful character education initiatives of the teacher-educators and administrators who joined our MPS group discussion. Through their presentations we learned of character education missions already in place in their respective schools, and the benefits which have been measured since the introduction of character education curriculum. Their tireless efforts are re-establishing the principles of character *in* education and represent Ohio's benchmark in character education today.

Therefore, in outlining our recommendations we want to emphasize and encourage the key role the Manufacturing & Processing Sector can play in supporting teacher-educators in their efforts to bring character education to the classroom.

Due to various company policies and restrictions, the examples contained in the sections titled *Scenarios: Teaching Points* and *Company Policies* are not all inclusive.

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INTRODUCTION

"We must get back to the basic values of our American heritage in our homes, schools, businesses, government, and daily lives."

*--Sanford McDonnell, Chairman and CEO
McDonnell Douglas Corporation, Retired*

RECOMMENDATIONS

"Fame is a vapor, popularity an accident, riches take wing, and only character endures."

--Horace Greeley, 19th century American educator

**MATRIX:
PREPARING YOUNG PEOPLE FOR WORKPLACE SUCCESS**

"The proper time to influence the character of a child is about a hundred years before he's born."

--William R. Inge

SCENARIOS: TEACHING POINTS

"Conviction is worthless unless it is converted into conduct."

*--Thomas Carlyle
19th Century historian, author*

COMPANY POLICIES

"What a man's mind can create, man's character can control."

*--Thomas Edison
American inventor*

PRINCIPLES FOR SUCCESS

"Not in time, place or circumstance but in the man lies success."

*--James Joyce
20th century novelist*

CONCLUSION

"Intelligence plus character --that is the goal of true education."

*--Martin Luther King
20th century American civil rights leader
and Nobel Prize winner*