



WORK IN PROGRESS

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Welcome!

Johns Hopkins Health System (JHHS) is committed to the success of your professional and educational advancement. We envision every member of the Johns Hopkins family developing professionally in order to attain the best career possible.

The Project REACH program was designed to help employees advance their careers, as well as, enrich the workforce of Johns Hopkins Health System. We have done so by developing and coordinating training and educational opportunities in hard-to-fill areas such as Nursing, Pathology, Pharmacy, Radiology and Surgery. Many are now enjoying the benefits of these new found opportunities.

The law of reciprocity notes what you sow, you will reap. If you desire progress and take steps toward progress, it will happen. You must keep yourself on a path which will manifest this as your outcome. Remaining focused, staying connected to those who are motivational and inspirational guides, attending training regularly, and mastering continued education will support your dream.

Project R.E.A.C.H hopes to plant this seed in your heart and water it with timeless effort of patience and consistency.

Best wishes,

Yariela Kerr-Donovan
Grant Manager

Preface

The coachee's handbook is a reference guide for maintaining optimal job retention practices and good working relationships in a healthcare environment.

The handbook will provide information and resource materials that will influence productivity and harmony in the workplace, promote employee longevity, and encourage career growth and development.

The handbook will include excerpts of available workshops designed to afford employees the opportunity to sharpen workplace skills that will assure self-actualization in their chosen career fields.

The handbook will act as handy reference to aid employees in their quests to transition to those jobs that require increased knowledge and greater responsibility. Thus, higher wages and job satisfaction will result.



OUR MISSION

The mission of The Johns Hopkins Hospital (JHH) has remained constant for more than a century.

It is our mission:

- ▶ To be the world's preeminent health care institution;
- ▶ To provide the highest quality care and service for all people in prevention, diagnosis and treatment of human illnesses;
- ▶ To be the leading health care institution in the application of discovery;
- ▶ To attract and support physicians and other health care professionals of the highest character and greatest skill; and,
- ▶ To provide facilities and amenities that promote the highest quality care, afford solace and enhance the surrounding community.

OUR ORGANIZATIONAL VALUES

Our values are more than just words. They tell what we strive for in order to fulfill our mission. The values of JHH are:

- ▶ *Leadership*—within the community and within health care
- ▶ *Partnership*—working together to fulfill the mission
- ▶ *Innovation*—commitment to discovery
- ▶ *Charity*—tradition of service to all
- ▶ *Collegiality*—spirit of cooperation, trust, respect
- ▶ *Stewardship*—managing resources effectively/efficiently
- ▶ *Dignity*—recognition of unique contributions of all
- ▶ *Diversity*—respect for individuality
- ▶ *Humanity*—needs to treat the whole person
- ▶ *Quality*—highest in all aspects
- ▶ *Service*—in responsive, compassionate manner

Departmental Information

Department Name:

Department Telephone#:

Manager Name _____

Supervisor Name _____

Supervisor Telephone _____

Supervisor Pager _____

Notes: _____

PLEASE COMPLETE AND KEEP FOR YOUR RECORDS

FREQUENTLY ASKED QUESTIONS

▪ **What do I do after completing training?**

- A. Create and/or update your resume; your career coach can review your resume and help you to prepare for the interview for your next position.
- B. You should talk with your career coach about bidding on jobs for which you have trained.
- C. You should bid on a position that best meets your needs and fits your situation.
- D. If you have not secured a position after training is completed, you must return to your current job and continue bidding.

▪ **How do I apply for a different job?**

- A. There are two way to apply for a new position: 1.) You can fill out the bids on the internet at www.hopkinsmedicine.org/jhhr/jobs, or 2.) You can complete a paper bid and submit it to the Career Services Office or the JR service Center located on the fourth floor of the Phipps building.

▪ **Where can I find assistance regarding interviewing/resume development?**

- A. You can attend resume/ writing and interviewing skills workshops facilitated by career coaches or Career Services.
- B. You can visit on-line web-sites to get tips for resume writing and interviewing techniques and skills.

▪ **How will my Career Coach assist me in my educational/career pursuits?**

- A. Your career coach will inform you of healthcare-related programs in the Maryland area.
- B. Your career coach will help you to set realistic and obtainable goals.
- C. Your career coach will inform you of the eligibility requirements for accessing JHH's tuition assistance benefits.

▪ **Where do I go to learn about my benefits?**

- A. You can go to the HR Service Center, located on the fourth floor of the Phipps Building, to acquire information regarding employee benefits. You may also visit the website at www.hopkinsmedicine.org/jhhr/BenefitsWellnet/.

- **What do I need to know about tuition assistance?**

- A. If you are a full-time employee who is regularly scheduled to work 40 hour per week or a part-time employee regularly scheduled to work 20-39 hours per week, you may be granted educational assistance after 60 days of employment.

To receive tuition advancement/reimbursement, you must attend an accredited college, technical school or vocational school. The courses must lead to licensure, degree and/or meet the criteria of business necessity (job required) or operational necessity. Internet courses are also covered under the program as long as they meet the same criteria of non-Internet courses. In this educational partnership, you agree to work for JHH for a predetermined period after satisfactory completion of the course(s).

You can receive assistance for a maximum of 18 credits per academic year (September 1 to August 31) for undergraduate courses and up to a maximum of 24 credits in an academic year for MBA programs. For satisfactory completion of approved course(s), you must receive a "C" or better for undergraduate courses or maintain a "B" average or better for graduate-level courses. For tuition advancement, unsuccessful completion of your course(s) requires you to reimburse JHH before other tuition assistance is approved.

- **The benefit for your child(ren).**

- A. Dependent children of full-time (40 hours/week) employees, who have a minimum of two years continuous service, are eligible for payments of their full-time (a minimum of 12 credit hours per semester), undergraduate tuition and mandatory academic fees. A dependent child is a blood descendent of the first degree, one who is legally adopted, or one who is a stepchild primarily dependent on the eligible parent for financial support, and under the age of 26. Please note JHH reserves the right to request evidence of the dependent status of persons listed on the Dependent Tuition Program Application. Covered employees become eligible for this benefit after completing two consecutive years of full-time employment at JHH. The two-year eligibility cutoff dates are: October 1 for fall semester and February 1 for spring semester. This benefit is available only during periods in which a covered staff member is employed full-time. Each parent is eligible if they are each a full-time employee meeting the requirements listed above.

- **Where do I find my work schedule?**

- A. You can ask your supervisor or manager for your work schedule.

- **What should I expect on my first day of work?**

- A. You may feel nervous, anxious, or confused; those feelings will not linger. You will receive work instructions, supplies, equipment, and training on the telephone systems - if needed. Your supervisor should inform you of your break times and to whom you should report. Your introduction to the new department may not be what you expected; therefore, keep an open mind.
- B. The first day of a new position is awkward and uncomfortable for everyone. However, with time and experience in your new position, you will become comfortable and acclimated to it. Try to look at this as a wonderful new experience and exciting career opportunity. Don't expect to know everything the first day.
- C. Listen and ask questions if needed.
- D. Be courteous, friendly, helpful, and attentive
- E. Maintain a positive attitude via your words and your body language.
- F. Don't complain or gripe to anyone.
- G. Be patient with yourself (don't expect to know it all the first day) and with others.
- I. Maintain realistic expectations (This is a new experience. Like any new experience, it will take time to learn and grow).
- J. Your career coach can provide resources and guidance to help you succeed in your new role.

- **What are my Supervisor/Manager's expectations?**

- A. The manager/supervisor will make their expectations known. If not, make sure you ask!

- **How do I deal with conflicts in my new position?**

- A. The very first thing to do is to think about your job. Stop talking to the person with whom you are in conflict. Go to your manager or shift supervisor immediately to let them handle it.
- B. Wait patiently and gingerly

- C. **DON'T REACT OR DO SOMETHING YOU MAY REGRET. Remember, you may be too upset to see the situation clearly.**
- D. Reflect and allow yourself time to review it later after you have calmed down and can objectively view it.
- E. Talk to your career coach about it to get advice. Career coaches are versed in dealing with conflict and can advise you.

- **Where do I go if I am stressed?**

- A. Talk to your manager or supervisor first. Your manager can refer you to numerous services the hospital has to help employees deal with stress. If you feel your issues are too personal to share with your manager you can contact (FASAP) Faculty and Staff Assistance Program directly. They help with a variety of things. These may include family or relationship issues, work-related problems, the death of someone close, concerns about drugs or alcohol, stress, depression, or other personal challenges. They are located at the East Baltimore Campus at 550 North Broadway Suite 507 Baltimore, MD 21205 Phone: 443-287-7000 Fax: 410-955-4623.

- **What do I do if I am injured on the job?**

- A. If you are injured at work, please notify your supervisor immediately and contact the Department of Occupational Health Services at 410-955-6211.
- B. If an injury should occur on a night shift or weekend, please seek the appropriate medical treatment and follow-up with the Department of Occupational Health Services the next business day.

- **Where can I find information about additional training opportunities?**

- A. You should contact the Project REACH Office at 410-502-2200. The Career coaches can give you information on any new program the Project R.E.A.C.H is offering and make recommendations to other programs, depending on your interest.
- B. Through JHH web site – <http://workingathopkins.com/>
- C. Through departmental job and bid boards

▪ **Would there be a probationary period in my new job?**

- A. Yes there will be a probationary period. The purpose of the probationary period is not only to see if the department wants to keep you but for you to see if you want to stay.

▪ **Where can I get assistance with child care needs?**

- A. Appendix A of the handbook.

▪ **How many credits must I maintain each semester to remain a full time student?**

- A. You need to maintain 12 credits to be a full time student and a grade of "C" to be reimbursed.

▪ **What should I do if my supervisor has assigned me to work in a particular area and the nurse manager request that I work somewhere else?**

- A. You should immediately follow the order of the nurse manager and then contact your supervisor for further instructions.

▪ **After I have completed my training, how soon will I have to begin to honor my pay back service agreement?**

- A. As soon as you begin to work in the department.

The following pages are excerpts of workshops that will be helpful to you as you may encounter various workplace issues.

Workshops

Conflict Resolution
On Boarding (moving into a new job)
Stress Management
Successful Interviewing
Adjust Your Attitude
Academic Success/ College Readiness

Excerpts from Conflict Resolution in the Workplace Workshop

Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. How you deal with conflict is what is important. Most of the time, negative connotations are associated with conflicts. When people think of conflicts, they think of negative things like a physical confrontation. However, conflict is nature's way of letting people work out their problems. If we did not have conflict, people would be frustrated with backed-up emotions. We will discuss the three types of conflicts: intrapersonal; interpersonal; and intra-group conflict.

The following excerpts are examples of interactive workshops:

Conflict Resolution in the Workplace

I. Definition of Conflict

1. War
2. A continued struggle or battle, especially open warfare between opposing forces.

II. Types of Conflict

1. Intrapersonal conflict: is conflict you have with yourself.
2. Interpersonal conflict: Is experienced between two or more individuals
3. Intra-group conflict: Occurs between two groups in the same organization.

III. Where Conflicts Originate

1. The root cause of conflicts is often difficult to identify because our emotions sometimes cloud the real cause and distract us from the facts.
2. Conflicts often have multiple factors which makes it difficult to isolate individual causes.
3. When conflict often develops when people exhibit different values, beliefs, and perceptions; diverse goals or objectives; and/or personality clashes.

IV. The Pros and Cons of Conflict

1. Often negativity develops between the individuals in the conflict.
2. Conflict will produce a winner and a loser.
3. Conflict, viewed as a natural process, can be a good thing that leads to positive solutions for all.
4. Conflict is the opportunity to explore and resolve differences.
5. Conflict can produce an opportunity for growth.

V. Unhealthy Ways to Deal With Conflicts

1. Denial – when you deny or avoid a conflict, it does not solve the problem. Refusal to acknowledge the real problem causes unspoken tension to escalate into larger problems
2. Repression- Repression is the psychological act of excluding desires, impulses, fantasies or feelings from one's consciousness and attempting to hold or subdue them in the subconscious. Repression can often be detrimental because repression is unconscious; it manifests itself through a symptom or series of symptoms, sometimes called the "Return of the repressed." A repressed desire, for example, may re-surface in the form of a nervous cough or a slip of the tongue.

VI. Healthy Ways to Deal With Conflicts

1. Third party intermediaries- Third party intermediaries serve as consultants and liaisons to help both sides analyze the conflict and agree on an effective solution or compromise.
2. Compromise- Bring together a meeting to discuss and share feelings. Reach an agreement that will yield a solution that is a win-in for all.

Excerpts from the On Boarding Workshop

You have been hired on board. You have your badge, your phone, and parking permit. Now, how quickly can you become a productive member of your organization? This is a question that is asked about you every time you move into a new job. We have a variety of topics to discuss from tips to adjusting to the new job to why people get fired so let's begin.

The following excerpts are examples of an interactive workshop followed by group discussion:

Workshop On Boarding

I. Definition of On Boarding

1. On Boarding represents the adjustment to your new job.
2. On Boarding represents the rapidity by which one becomes a productive member of an organization.
3. Having a good attitude is paramount to the on boarding experience.

II. Tips for Adjusting to the New Job

1. Be positive
2. Maintain the proper attitude
3. Don't be a know it all.
4. Ask your manager when in doubt.

III. Job Descriptions and Evaluations

1. Make sure you read your new job description.
2. Your job description will outline your job responsibilities.
3. Never say "it's not my job"—be willing to help out when your task are completed.
4. Evaluations are a mechanism to assess you ability to perform your job.

IV. What to Expect the First Day of Work

1. Always be on time, early if possible.
2. Find out ahead of time to whom you are to report.
3. Find out where you are to report.
4. You may feel anxious, nervous, and confused—these are normal reactions.

5. During your introduction keep your ears open, and asks questions if you are not clear about things.

V. Why People Get Fired

1. Dishonesty
2. Not following directions
3. Being unreliable
4. Poor grooming habits
5. Abuse of alcohol or drugs
6. Tardiness or absenteeism

VI. You Can Do It

1. If you believe in yourself
2. Think positive
3. Get use to accepting compliments
4. Accept responsibility for your actions
5. Reward your for doing the right thing.

Excerpts from the Successful Interviews Workshop

The 'Successful Interviews' workshop provides an overview of the interview process from preparation through delivery. Key strategies for preparing and delivering a successful interview are provided.

Workshop: Successful Interviews

I. Preparation: How to Prepare for an Interview

1. Research the company and the position
2. Prepare business attire to wear to interview
3. Confirm location, date, and time
4. Bring extra copies of resume
5. Secure driving directions
6. Practice interviewing
7. Know what you have to offer
8. Review your resume
9. Charge cell phone
10. Think positive

II. Ice Breaker: Small Talk to Relax You

1. Interviewer greets you; shakes your hand; and makes small talk
2. Smile, stand, and shake interviewer's hand
3. Listen attentively
4. Keep your response brief and positive
5. Let the interviewer take the lead

III. The Interview: The Question and Answer Session

1. Let the interviewer take the lead
2. Listen attentively
3. Never interrupt
4. Be mindful of body language
5. Think before you answer
6. Answer only what is asked – stay on track
7. Be positive and truthful
8. Ask for clarification if needed
9. Maintain professionalism from start to finish
10. Stick to the point

IV. Post Interview Questions: The Interviewee' Turn to Question

1. Interviewee is prepared with post interview questions to ask interviewer
2. Never ask about salaries, benefits, vacations, etc...
3. Appropriate questions may address positive facts revealed by your research
4. It is appropriate to ask what happens next or how you will be notified
5. Future projections of company or position are also appropriate to ask

V. Before Leaving: Exiting Strategies

1. Shake hands with interviewer and thank him for his time
2. Smile and reiterate your enthusiasm and desire for position
3. Leave on a positive note

VI. Follow-Up: Forward Thank You Card

1. Forward a thank you card or letter to the interviewer
2. Card or letter should be conservative and professional
3. Use correct spelling of interviewer's name, title, and company
4. Have your card or letter edited before you send it
5. Keep it short and simple (K.I.S.S.)
6. Time sensitive – send card or letter within 48 hours of interview

Excerpts from the Stress Management Workshop

Stress is a commonly used term for the body's hormonal reaction to protect itself against real or perceived threats, sometimes referred to as the "flight or flight". Stress is what you feel when the demands on your life exceed your ability to meet them. The way we respond to it can leave the body on "alert".

The following excerpts are examples of interactive workshops followed by group discussion

Workshop Stress Management Workshop

I. Definition of Stress

1. Strain felt by somebody
2. Mental, emotional or physical strain.
3. May be caused by anxiety or overwork

II. Signs of Stress

1. Change in appetite
2. Changes in sleeping patterns
3. Skin out-breaks
4. Shortened temper
5. Forgetfulness or absentmindedness
6. Changes in weight
7. Difficulty breathing
8. Recurring colds
9. Illnesses
10. Chronic infections
11. Trembling
12. Heart palpitation

III. Ways to Manage Stress

1. Set realistic goals
2. Choose your battles wisely
3. Know your limitations.
4. Change your situation.
5. Change your perception of stress.
6. Recognize the effects of stress.
7. Learn to identify good stress and bad stress.

IV. The Bottom Line

1. Stress is unavoidable.
2. Stress does not have to be disabling.
3. Be aware of stress triggers

Excerpts from the Academic Success /College Readiness Workshop

The College Readiness and Academic Success workshops prepare students to enter and succeed in college by providing smart time management, organization, information processing, and study and test skills.

Expectations and Mindset

Students who are serious, focused, determined, and expect to succeed are more likely to reach their goal.

- Serious – Going to college is a serious change that will effect all parts of your life and your relationships
- Focused – focus on your goal
- Ready to Learn – think positive and embrace learning
- Know what to expect – Some days will be easier than others. However, there will be periodic hardships to master but you can do anything you set your head to do
- Expect to Succeed – see your goal and expect to reach it

Getting Started

Students, who purchase their textbooks and learning materials early, get a jumpstart on their learning. They have time to preview the materials and see what special help features are offered. Similarly, they have an opportunity to read the first few chapters to better acquaint themselves with the material.

- Purchase Books/Materials – get a jumpstart by purchasing materials early
- Preview Books – take time to preview books
- Textbook Help Features – know what help features are provided by your textbook
- Text and Chapter Layout – know how the layout and special features of your textbook
- Develop Alternatives for Problems – always have an alternate plan in case your original plan does not work out
- Get Planner – using a planner promotes organization and saves time
- Select Study Times and Places – find a time and place that works for you
- Get Ready to Learn - embrace learning and enjoy the journey

First Day of Class

The first day of any college class provides an overview of the course objectives; instructor expectations; and grading policies

- Course Overview – this is provided by the course syllabus
- Know the policies and procedures – this is outlined in the course syllabus and elaborated on by the teacher's lecture
- Know the tests – types and options – it is important to know what type of tests will be administered and your alternatives for low test scores
- Review day or review sheet – ask the instructor if there will be a review sheet or day for scheduled tests
- Make sure you have instructor contact information – ask the instructor if you can contact him if you have a problem
- Know instructor's expectations – this is usually shared by the instructor the first day of class and reiterated in the course syllabus
- Know the grading policy – always know the grading policy. This is also included in the course syllabus
- Put Important Dates in Planner – use a planner to document important due dates

Successful – Start-to-Finish in the Classroom

Successful students apply winning classroom strategies. Everything you do says you are serious about reaching your goal – or not. Successful classroom behaviors lead into successful career behaviors

- Arrive Early – makes you feel on top before the class even begins
- Introduce Yourself to the Instructor – this says you are confident and determined to succeed
- Be Prepared – know what you need and have it with you when you arrive. Always bring something to write with and something to write on to a class. Never arrive empty-handed
- Attentive, Positive, and Focused – this says you are serious and ready to learn
- Listen Carefully and Actively – this shows your determination to succeed
- Ask for Clarification If Needed – ask for clarification at the first sign of confusion
- Sit in Front of Room – make sure you can see and hear all that you need to see and hear

- Two Colleague Telephone Numbers – this is a good idea in case you need to confer with someone on an assignment or you miss class and need to know what you missed
- Know Your Resources – always know your resources – people and places to go to if you need help

Effective Study Strategies

Students who apply effective study strategies have a better chance of achieving academic success. Studying starts on the first day and continues until the end of the semester.

- Study a few minutes every day – helps reinforce the information
- Take active notes – this keeps
- Date your notes – organizes the information
- Keep up with assigned readings – the information will be included on the test
- Ask instructors for permission to tape their lectures – listening to tapes is an excellent way to review important information
- Create study tapes from your notes and listen to them frequently
- Review former tests and quizzes – an excellent test preparation strategy
- Put important dates, terms, and other information on index cards – keeps information organized
- Carry and review cards frequently – can review frequently
- Schedule time to review notes and complete assignments (notes should be reviewed daily) – schedule study times and stick to them
- Try different methods of study – alone, with a partner, or in a group

Fact

One hour after learning anything, you forget 50% of what you just learned unless you act on the learning. This means reviewing in some way, shape, or form what you just learned. This can be accomplished by reading over your notes or just talking about what you just learned. By doing so, you minimize the loss and increase retention of the material

Additional Resources and Strategies

Know your resources and where to go for help if needed.

- Instructor's Help – this is your first source of help.
- Tutor or Coach Class – many colleges offer a tutor or coach class for difficult subjects

- College Learning Center – the Learning Center is a service offered to all college students. Tutors and paraprofessionals are on duty to help students review notes or study for upcoming exams. The Learning Center is also a place where students go to complete independent studying.
- Public or College Library – many public libraries provide free tutoring services. Libraries are also another excellent place to study or complete work.
- Create Your Own Tests – this is an excellent test preparation strategy.
- Colleagues – study with a colleague – either as a partner or with a group.
- Re-organize Notes to Make Sense – re-organizing your notes helps to reinforce the points presented.
- Focus on End-of-Chapter Summaries – end-of-chapter summaries focus on the main ideas – key points – of the chapter and help prepare students for exams.

In this next section are some common workplace issues and some examples of how to handle them.

Think about yourself and how you act at work and how you interact with the people you work with.

- **You and Your Mindset:** Take responsibility for yourself; be present and on time; keep learning; remind yourself that this is a career not just a job; be patient; be appreciative; think health and safety; look your best
- **You and Your Co-workers:** contribute to the success of others; be a team player; be considerate of others; give and earn respect; have a positive attitude
- **You and Your Supervisor / Manager:** volunteer and show initiative; exceed expectations; keep your commitments; ask for feedback; keep your boss informed; focus on the Big 2 (Increase Revenue and Decrease Costs)
- **You and Your Organization:** put customers first; follow the departmental policies and procedures; work the hours you're paid for; accept and adapt to change; embrace diversity; act like an owner; perform with ethics and integrity

Here are some examples of workplace issues and how to handle them.

1. You work 3:30 to 11:00 every day. Recently, you have been getting to work recently at 3:45 because of the changes in the bus route. Your supervisors tells you to "be on time and this is your last warning". What do you do?
 - A. Should you tell him the bus is making you late because they changed the bus route?
 - B. Should you say to your co-workers "My supervisor is harassing me its getting on my nerves"
 - C. Should you try to catch an earlier bus to be on time?

You should choose "C" to get an earlier bus to be on time. When you are late other people have to stay later and it affects what they may have to do after work. Being late not only affects you, but it affects others as well.

2. You worked 10 hours of over-time and it is not reflected on your pay check. What should you do?
 - A. Arrange a time to meet with your manager to discuss the discrepancy.
 - B. When you open your check you run up to your manager and yell "What the heck is going on. You better fix my check right now!"
 - C. You call the Director of the department, and complain.

You should choose "A." The only way to get the results you want is to ask the right person the appropriate questions, in the correct manner. Yelling and screaming when you speak to someone is confrontational. When you do this people don't hear what you're saying they only hear how you're saying it. This will cause people to not want to help you.

3. You are in a training program that allows you time off from work to go to school. You have been in this program for 6 months. Your direct supervisor is leaving, she or he is moving to China. On Monday when you go to work you notice that you are scheduled for the days you are supposed to be in class. Your new supervisor does not know you are in school, what do you do?
 - A. Call your career coach first to complain. Then go to class anyway.
 - B. Talk to your new supervisor about the program; let the new manager/supervisor know that they can talk to your career coach for further explanation.
 - C. Talk to no one and you go to class like normal.

You should choose “B.” Talk to your supervisor first. If your supervisor is new then she or he does not know that you were selected to participate in a training program for career advancement.

Frequently Encountered Workplace Issues and Solutions

Scenarios

1. John’s shift ends at 3:00. His supervisor approaches him at 2:45 and requests that he complete a task that may extend past his scheduled departure time. He tells the supervisor the task will have to wait until tomorrow because his shift ends at 3:00. How should John have handled this situation?

Suggestions:

- If John can stay for a while to work on this objective or at least get it started, he should try to do so. If the task can be completed in a short time and would only require a few minutes past his scheduled departure time, he should try to accommodate.
 - On the other hand, if John is pressed for time and has to leave, he should explain the situation to his supervisor and let him or her know why he has to leave and that he will work on it as soon as he arrives tomorrow.
2. Sarah is working on an important project at her desk. Her cell phone rings and she answers it. She talks for several minutes. Shortly after her conversation ends, she receives another call on her cell phone. Again, she talks for several minutes. This pattern continues throughout the day and causes the completion of the project to be delayed. Similarly, her calls disrupt the concentration of her co-workers. She is aware of the “No cell phone use during work” policy but still ignores it. How should Sarah handle her cell phone issue?

Suggestions:

- Turn cell phone off or put on vibrate during work hours
- Tell family and friends ahead of time not to call your work unless it is an emergency
- Designate one or two family members to have your work number to notify you in emergency situations or important matters that need your attention

- Plan to call a key family member during your lunch or after work to discuss important matters
 - If all the above fails and you still receive calls from family members or friends, keep the conversation short and remind them that you are at work
3. Jeff is on his way to work. An accident causes an unexpected delay. As a result, traffic is congested and stopped. He has to be at work in 30 minutes but may be late as a result of this situation. What should he do?

Suggestions:

- Use your cell phone to call your work to notify of the situation and the possibility you may be late
4. Amy is scheduled to work 7:00 to 4:00. Her supervisor provides a daily list of work objectives to complete. Amy completes everything on the list by 2:00. She still has two work hours left. Since she has completed the objectives on the list, she uses the remainder of the time to play games; talk on her cell phone; and take care of personal business. Although her supervisor and colleagues are aware of the situation, Amy thinks all is fine because she has completed her work objectives. What should Amy have done when she completed her work objectives?

Suggestions:

- You are scheduled to work until 4:00. If you finish early, find something else to do that is work-related. Use your time wisely to catch up on other work or deadlines. Remember, you are being paid for your time and therefore, expected to use it to complete job-related objectives. You were not hired or paid to play games or use company time to take care of personal business – unless you are on lunch or break. Consequently, excessive use of company time to play games or attend to personal matters can lead to an occurrence; a reprimand; or termination over time. Remember why you are there and keep your focus on work.
5. Wyatt is scheduled to work 8:00 to 4:00. His supervisor discovers that he is not in his assigned work area. A quick search reveals that not only is he not in his assigned work area, he is no where to be found in his

department. His colleagues were not aware that he had left. An hour later, Wyatt returns and says he had to leave to take care of some personal business. How should Wyatt have handled this situation?

Suggestions:

- Never leave your work area without notifying your supervisor or administrative assistant. If Wyatt had an emergency situation that required him to leave, he should have discussed it with his supervisor and gotten permission to leave.

6. Susan is dealing with some serious family issues that may cause her to miss or leave work unexpectedly from time-to-time. She values her job and does not want to lose it. What should she do?

Suggestions:

- Susan should talk to her supervisor and explain the situation. Supervisors are more supportive and understanding when they know about a potential problem ahead of time. Susan should reiterate that she values her job but her current situation is serious and may result in missed work days. Awareness, timeliness, and communication are crucial in preventing a bad situation from getting worse. Supervisors need to know at the onset of a potential problem so they understand what's going on and can help you. They are also very resourceful and can provide suggestions about other agencies and professionals to help you.

7. Mason's job requires him to wear a uniform. Although he has purchased his uniform, he does not like it. Although he has been reminded several times by his supervisor to wear his uniform, he continues to arrive in regular clothes. What should he do?

Suggestions:

- If Mason's job requires wearing a uniform, he needs to wear the uniform. He does not have the option of whether

or not to wear it if he wants to keep his job. By refusing to wear it, he risks getting an occurrence; being reprimanded; and losing his job.

8. Page works in Environmental Services. She is responsible for cleaning five offices. A co-worker calls out unexpectedly. The supervisor tells Page to clean the co-worker's assigned areas too. Page quickly replies that she is not responsible for her co-worker's assignments. She ends by stating that her job description does not include cleaning another employee's assigned area. She refuses to comply and walks away. How should Page have handled this matter?

Suggestions:

- In a work environment, everyone works together for a common goal. Furthermore, supervisors can change, increase, or decrease employee work assignments. If the supervisor tells you to do something, you need to comply. Failure to do so can result in an occurrence; a reprimand; or eventual loss of job. Page should have agreed and completed what her supervisor asked her to do.
9. Rebecca works in an office. She is responsible for general office duties. One day, her supervisor schedules a cleaning day for the department. Rebecca refuses to participate because she says she was not hired to clean. How should Rebecca have handled this matter?

Suggestions:

- All jobs have additional responsibilities not included in their job description. Similarly, all jobs have those tasks – like cleaning furniture or equipment, etc... - that have to be done whether included in a job description or not. For example, teachers are responsible for maintaining the order and cleanliness of their classrooms. Restaurant workers are responsible for cleaning work stations, coffee and bread areas, trays... Even top executives participate in occasional cleaning and organizing their offices. No one is exempt and everyone works together to maintain a healthy and professional work area for all. Therefore, Rebecca should have agreed and participated in the cleaning.