

“Beyond Salary, the Values of Work”
Module summary and lesson plan

1. Module	Beyond salary, the values of work
2. Learning objectives	1. To let students understand that values of work is an important consideration when they plan for their career. 2. To let students be aware of the importance of values of work. 3. To help students understand how the values of work influences their career choice and behavior.
3. Suggested level	Secondary 4 students
4. Suggested period	Class teacher class / life planning lesson (50 minutes)
5. Format	Card games, group discussions and students’ reflection
6. Learning materials	PowerPoint Slides for teaching, worksheets, Super Choice Cards (the number of students x 4), music
7. Partner school	Ning Po College
8. References	1. 梁湘明 (2007)。《青少年生涯發展服務培訓計劃教材套》。中國香港。香港社會服務聯會。 http://resources.hkedcity.net/resource_detail.php?rid=912750612 2. 賽馬會鼓掌・創你程計劃 (2015)。《非常擇使用指南》。香港：香港中文大學教育學院。 3. HAPPY PAMA 教得樂 - 明報 (2017 年 12 月 5 日)。《五個小孩的校長》呂麗紅村校變「名校」 教育初心未變。 4. Super, D. E. (1970). <i>Work Values Inventory Manual</i> . Boston: Houghton Mifflin. 5. The Occupational Information Network (2019). <i>Work Values</i> . Retrieved 26 March 2019 from https://www.onetonline.org/find/descriptor/browse/Work_Values/

Duration	Teaching activities / teaching contents
5 minutes	<p>1. Experience activity 1: “Super Choice”</p> <p><u>1.1 Key learning points</u></p> <ul style="list-style-type: none"> ◇ To let students be aware of the importance of the values of work. <p><u>1.2 Learning process</u></p> <ul style="list-style-type: none"> ◇ Teachers randomly distribute 4 cards to each student. ◇ Ask students to take a look at the cards, arrange the cards in the order of importance that they attached to, and then share them with the classmates sitting next to them. ◇ When the music starts, students have to walk around the classroom within a limited time (about 1 minute and 30 seconds) and play the “rock, paper, scissors” with different classmates. ◇ The winner can exchange one card with the opponent. The winner can decide which card to exchange or opt not to exchange, while the loser cannot reject. ◇ Teachers should remind students to put their schoolbags under the chair before the activity

	<p>starts, and do not run during the activity.</p> <ul style="list-style-type: none"> ✧ Teachers can pay attention to and note down student’s emotion during the activity for debriefing.
10 minutes	<p>2. Reflection and explanation of "Super Choice"</p> <p><u>2.1 Key Learning Points</u></p> <ul style="list-style-type: none"> ✧ To let students be aware of the values of work which they regard as important. ✧ To help students understand that the life values will also affect the choice of work or mode of work. <p><u>2.2 Learning Process</u></p> <ul style="list-style-type: none"> ✧ Who is more satisfied with the cards at hand? Who is not satisfied with the cards at hand? Why? If students’ response is not specific, teachers can ask, “What are the things taken by others that make you feel unhappy? What makes you happy?” (It can also be started with the scene observed by the teacher) ✧ Find out the cards that make you feel satisfied. What is the most important? The terms used by students are not important, as long as they are reasonable. Teachers can guide students to sum up the values to which they attach importance. In general, these cards can be divided into the following categories: (1) material [personal enjoyment], (2) life and health, (3) relationship, (4) self-esteem, (5) achievement, (6) belief [changing the society]. (see Appendix 1 for classification of cards) ✧ Will these affect the work or the mode of work you choose? If students are not able to choose the work or mode of work, teachers can select the following categories of students (it is better to have a contrasting effect) and prompt the students with “1 out of 2” questions, in order to show the influence of values on selection of work or mode of work: <u>(1) Value material vs. Value relationship:</u> <ul style="list-style-type: none"> ● Having a well-paid job that allows you to buy almost everything you like, but you are so busy that you barely see your family and meet friends; V.S. ● Having a job that provides sufficient income to cover your daily expenses, but you can often dine with family and spend time with family and friends/go travelling
	<p><u>(2) Value life and health vs Value achievement:</u></p> <ul style="list-style-type: none"> ● An ordinary staff in a company, leading a routine lifestyle e.g. dine and sleep properly; V.S. ● A key person in a company with lots of achievement and respected by everyone, but always work over time <ul style="list-style-type: none"> ✧ Teachers’ summary: “We often say that when making a choice, we need to “know ourselves” and “know our competitors”. In terms of “knowing ourselves”, we need to understand our “ability”, as we may not perform well in a job and feel stressful if we lack the “ability”; we also need to understand our “interests” because lacking interests will make us feel bored and lack motivation. We have just explored our own values of life. Values reflect the beliefs we held and is the source where our satisfaction derives from; values affect how we deal with things in life, including our behavior and choice. In different stages of life, we can see the influence of values. Today, we will focus on the values of work and see how the values are demonstrated in workplaces.” ✧ Collect the cards and prepare for the next activity

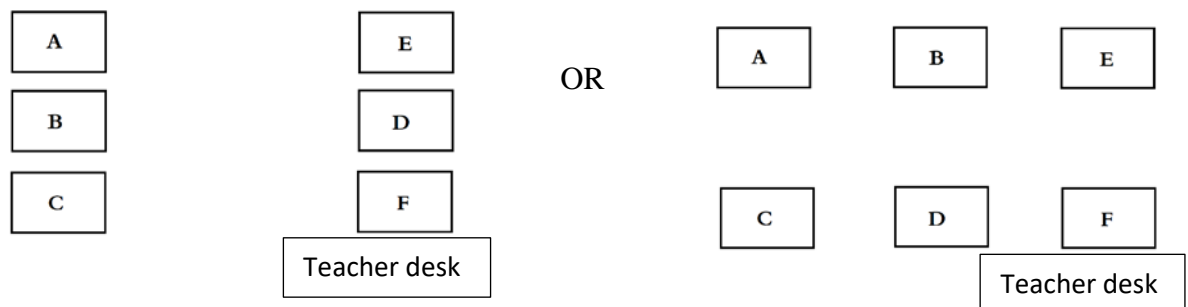
3. Experience activity 2: Meal A and Meal B

3.1 Key Learning Points

- ◇ To let students be aware of the values of work which they attach importance to.
- ◇ To help students understand how the values of work influences their career choice and behavior.

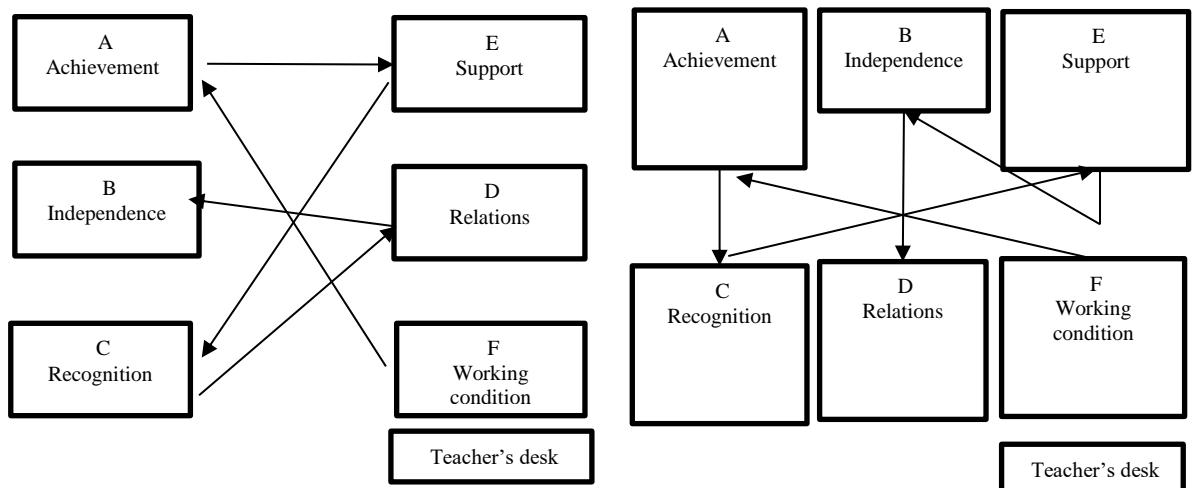
3.2 Learning process

- ◇ Teacher will show students different workplaces' scenarios. In each scenario, there are 6 statements and students will be given 10 seconds to consider (music time). When the music stops, students must stand at the demarcated zone that represents their choices.
- ◇ Teacher will shows the following pictures in the briefing [Teacher can choose 2-row or 3-row version]. After students make their choices, it is suggested that teachers should give at least 1 minute to students choosing the same to discuss their reasons. Then, teacher can interview each group and help them sort out their values of work



- ◇ Each statement corresponds to six values of work: A stands for “achievement”; B stands for “independence”; C stands for “recognition”; D stands for “relationships”; E stands for “support”; and F stands for “working conditions” (Reference 3.3). At this stage, teachers do not need to tell students which letter represents for the values of category.

- ◇ Although the six values of work are not antagonistic in principle, it is suggested that teachers should ask students in the following order, so that effect of discussion may be more obvious. For example, the values of work of students who choose B (independence) and D (relationships) are largely different. Also, it is believed that students choosing F (working conditions) can explain their choice in details, so it is suggested to start from F.



- ❖ **Scenario 1: After rounds of job hunting, you have received job offers from the following six companies. Which offer would you accept?**

Company A: The position allows you to utilize your talents and knowledge.

Company B: You are allowed to work independently and make your own decision on your jobs.

Company C: Your ability is recognized and therefore appointed as a team leader to coordinate and supervise a team.

Company D: Your colleagues are friendly and helpful. The working environment is pleasant.

Company E: The management gives sufficient guidance and support to their employees so that you can work comfortably.

Company F: Good salary and day-offs at weekends.
- ❖ The teachers should give **at least one minute** for students choosing the same to discuss their reasons, and then interview each group and help them sort out their values of work
- ❖ **Scenario 2: Your company has been appointed for a large-scale project and your boss request you to work overtime. Which of the following statement can describe you the best?**

A: Of course, I will work overtime! It is a rare chance to participate in such a large-scale project.

B: I hope my boss will allow me to take charge of a certain areas of work without any assistance.

C: Of course, I will work overtime! Taking advantage of this opportunity, I can showcase my talents and I hope my boss will appreciate it.

D: My colleagues work overtime and I will be with them!

E: I will work overtime if my boss supports me.

F: To work overtime or not depends on whether the boss provides overtime allowance and leave.
- ❖ The teachers should give **at least one minute** for students choosing the same to discuss their reasons, and then interview each group and help them to sort out their values of work.
- ❖ **Scenario 3: You have been working in a company for several years. Which of the following will trigger your resignation to the largest extent?**

A: My work is so trivial and simple that I see no room for fulfilling my talents.

B: It is troublesome to report and seek approval for everything from my senior..

C: There is no vacancy for promotion in the coming 10 years.

D: I feel lonely to see six of my colleagues left the company one by one.

E: Your supervisor never gives you any support and help. You are scared to make mistakes.

F: There was neither pay raise nor compensatory leave for working overtime in the last 3 years.
- ❖ The teachers should give **at least one minute** for students choosing the same to discuss their reasons, and then interview each group and help them to sort out their values of work.

3.3 References

- ❖ Work values: According to the classification laid down on the U.S. O' Net, there are six types of work values, namely, "achievement", "independence", "recognition", "relationships", "support" and "working conditions" (see details in O'Net's website: https://www.onetonline.org/find/descriptor/browse/Work_Values/)

(1) 成就 Achievement — 注重結果，讓工作者可以運用他們最大的能力，從而得到成就感。 Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment.

- (2) 獨立 Independence — 讓工作者可以獨立地工作及作決定。Occupations that satisfy this work value allow employees to work on their own and make decisions.
- (3) 認同 Recognition — 讓工作者有權力及良好的晉升機會，他們通常被認為是有聲望的。Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious.
- (4) 人際關係 Relationships—讓工作者為他人提供服務，並與同事友好。Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.
- (5) 支援 Support — 為工作者提供支持，例如管理層給予足夠的督導。Occupations that satisfy this work value offer supportive management that stands behind employees.
- (6) 工作條件 Working Conditions — 為工作者提供工作保障和良好的工作條件。Occupations that satisfy this work value offer job security and good working conditions.
- ◇ “Set A or Set B” activity format: According to HKTDA Creative teaching approaches, this is one of the drama learning format. Spectrum of decision (teacher draws the diagram of stances below on the blackboard, and asks the students to line up according to their stance). Creative drama is different from traditional drama which focuses on performance. Teachers can use a series of drama strategies or conventional format (or “conventions”). Convention is a series of simple and clear activities that allow students and teachers to build a drama for exploration and learning. Details can be referred to the video:
https://www.onetonline.org/find/descriptor/browse/Work_Values/

8 minutes

4. 「Set A or Set B」 Reflection and Explanation

4.1 Key learning points

- ◇ To let students be aware of the value of work which they attach importance to.
- ◇ To help students understand how the values of work influences their career choice and behavior.

4.2 Learning process

- ◇ Teachers will distribute notes to students for recording their choices in the three rounds of activities, and choose the value combination they considered important and list “my definition”. [Example: Values of work: Working conditions; My definition: monthly income of \$20000 or above, five days of work.]
- ◇ Teachers’ explanation: “There are many categories of values of work. We use the framework laid down on the U.S. O’Net, categorising the values of work into six. In each round, A to F represent certain values of work (A stands for “achievement”; B stands for “independence”; C stands for “recognition”; D stands for “relationships”; E stands for “support”; and F stands for “working conditions”). **There are no conflict between the six values of work.**
- ◇ **Teacher’s question: “Recalling the three rounds of selection and the reasons behind it, what is the most important value of work to you?”**
- ◇ Teacher shows the meaning of the six values of work in PowerPoint and explains them briefly.
- ◇ **Teacher’s follow-up question: “How do you define these values that you value the most?”**
- ◇ If possible, teachers can share a story of his/her own, so that students can better understand how values of work affect their choices in real-life situations. (It would be better if the story includes more than one values of work.) Teachers can also choose other suitable stories or use the following example as an illustration: "Little Big Master": Principal Lilian Lu gave up her position as the Principal of a renowned international kindergarten and successfully saved the kindergarten from being shut down. Her perseverance in education and determination to

	<p>let every child in need receive education propels her to take up the mission despite the low salary. At present, there are 68 students in the kindergarten, and many parents are eager to enroll their children in the kindergarten. (Principal Lu attaches importance to the values of work: the sense of achievement and interpersonal relationship)</p>
7 minutes	<p>5. Summarize and arrange homework</p> <ul style="list-style-type: none"> ✧ Teacher asks questions and invites students to share: “After this class, what have you learnt and how do you feel?” ✧ Debriefing of the class : <ol style="list-style-type: none"> (1) There are no conflict between the six values of work. You may have more than one values of work. Everyone has his own set of values. (2) The values of work will affect one's career choice and behavior in the workplace. (3) The values of work is not confined to specific occupations. When the company culture / working environment is different, the same occupation will attract people with different values. At the same time, workers also build the culture of the company / workplace to some extent. (4) When choosing a career, in addition to interest and ability, we should also consider our values of work. ✧ Homework: Life planning task: ✧ Ask students to complete part 3 of the worksheet after class. Teachers can review the following with students at a later stage /in the class: <ol style="list-style-type: none"> (1) Are there any ways we can find out whether the company fits our values of work (example) (2) Browse a job searching website to find a job that meets your “interests”, “abilities” and “values”. Learn more about the company and study what values of work does the company match with you.

Appendix 1: Classification of “Super Choice” cards (refer to the “CLAP Discover Life Planning Course” “Super Choice” Cards User Manual)

Note: **Card items with a strikethrough** are not suitable for this game, so it is recommended to draw them out.

Card number	General category	Subdivision	Card project	Remarks (if any)
1	Material (23 in total)	Clothing	Skin-care products	Not attractive to students
2			Luxury watches	
3			* Branded clothes	
4			Branded handbag	
5			Branded sneakers	
6		Food	Having enough food and clothes	
7			* Buffet in a five-star restaurant	
8			Unlimited snacks	Not attractive to students
9			Clean water	
10		Living	5-star hotel	
11			Luxury house/Villa with swimming	
12			* Self-owned private property	
13			A comfortable home	
14		Travelling	A bicycle	
15			* A posh car	
16			Taxi on call	
17			*Travel around the world	
18			Travel in Japan	
19		Interests and entertainment	*Popstar concerts	
20			*Latest model cell-phone	
21			Computer with advanced configuration	
22			Annual pass of theme parks	
23			Unlimited movies all year round	
24			Unlimited access to the latest game platform	
25		Money	HK\$10,000 in Octopus card	
26			*HK\$10,000 cash	
27			HK \$10,000 credit in credit card free of charge	
28		Appearance	* Pretty/Hot	Not relevant to the topic
29			Muscular / Lean	
30			*Have the ideal figure	

Card numb	General category	Subdivision	Card project	Remarks (if any)
31	Non-material (26 in total)	Life and health	Wake up naturally	
32			Have good sleep	
33			Healthy	
34			*Mentally and physically health	
35			Longevity	
36		Relationship	In a relationship	
37			*Happy marriage	
38			Popular among friends	
39			Have a sweet relationship	
40			* Have a happy family	
41			Have a complete family	
42		*Have close friends/besties		
43		Self-esteem	Many “Likes” in social media	
44			Have social status	
45			*Respected by others	
46		Work	*Meaningful work	Mixed up with work value
47			*Getting off from work on time	
48			*High salary and good fringe-benefits-	
49			*I want to be the boss	
50		Achievement	*Bachelor degree	
51			Doctorate degree	
52			Outstanding volunteers	
53			*Outstanding youth	
54		Belief	*Social justice	
55			Freedom and democracy	
56			World peace	
57			* Have a belief that brings spiritual satisfaction	
58			*Have goals and direction in life	
59			An environmentally friendly society	
60			* Living in a country with a high happiness index	