

\$AW



Name: _____

Period: _____

Success At Work



BE THE INSPIRATION

**Seabrook Rotary Club - District 5890
P.O. Box 869 Seabrook, TX 77586**

*Revision C
6-18-2018*

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Forward

The goal of the Success at Work Program (\$AW) is to introduce middle school students to the workplace, to help them develop an understanding of their responsibilities in the workplace, to instill in them a sense of self-worth, an appreciation for the opportunities available to them, an awareness of the value of a good work ethic, and a recognition of their own employment potential. Included are concepts and lessons related to personal financial responsibility, compensation, taxes, working and investment capital, risk and civics.

Serving as role models, members of Rotary and other business professionals volunteer their time and talents by helping students prepare for the working world. These leaders give students real-life perspectives by sharing from their own business and professional experiences; experiences that are not otherwise available through normal school curriculum.

Program History

Success at Work (\$AW) is a nationally recognized program developed originally by the Deland Area Chamber of Commerce, Volusia County, Florida in 1987 and in partnership with other organizations, including:

- ✚ Volusia County Schools Volunteer/Partnership Programs
- ✚ Career Connection/Volusia-Flagler School-to-Work Consortium
- ✚ Stetson University Department of Career Services

The Greater Southwest Houston Chamber of Commerce adopted the program for the Greater Houston area in 1999 through the efforts of its Education Committee.

In the spring of 2001 the Rotary Clubs of Bellaire/Southwest Houston, Braes Bayou, Galleria, and Sharpstown conducted \$AW classes at Welch Middle School. During the 2001/2002 fiscal year, Rotary District 5890 incorporated the program into its Vocational Service Lane.

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Significant contributions in updates and revisions have since been credited to:

- ✦ Rotarians Don Beckner and Robert Almaraz, 2004
- ✦ Rotary Clubs of District 5890 – Bellaire, Seabrook, Sharpstown and West University Place, 2007, revision “A”
- ✦ Rotary Club of Seabrook, 2013, revision “B”
- ✦ Rotary Clubs of Seabrook and League City (District 5910), 2018, revision “C”

Adopting The Program

If you wish to introduce the \$AW program into your club’s Vocational Lane of Service or if you simply desire additional information about the program, please feel free to contact any of the following Seabrook or League City Rotarians:

- | | | | |
|---|----------------|--------------|--|
| ✦ | Jack Boteler | 832-473-7791 | j.boteler@att.net |
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| ✦ | Ava Sloan | 832-315-0502 | ava@rodinconsulting.com |

Credits & Acknowledgements

(Although many of the resources have been adapted from the public domain, special thanks and credit is extended to the following)

- ✦ Texas Workforce Commission
- ✦ U.S. Bureau of Labor Statistics
- ✦ *Age Wave* - Dr. Ken Dychtwald, PhD
- ✦ American National Business Hall of Fame

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\$UCCESS AT WORK

I. “MAKING ENDS MEET”

Objectives: Students learn ...

- ✓ the difference between Gross & NET income
- ✓ the necessity of budgeting expenses to match income
- ✓ the benefits and dangers of debt
- ✓ the importance and necessity for regular savings from an early age

II. “WHAT KIND OF A JOB WOULD I LIKE” and “PUTTING YOUR BEST FOOT FORWARD”

Objectives: Students learn ...

- ✓ ways to obtain employment
- ✓ the value of a good work ethic
- ✓ how to complete job applications and role play interview
- ✓ the importance of first impressions
- ✓ the reality of rejection and not giving up
- ✓ that what you do today will follow you forever

III. “HOW THINGS WORK AT WORK”

Objectives: Students learn ...

- ✓ the relationship between employer and employee and the concept of teamwork
- ✓ about personal and professional ethics
- ✓ about payroll pay scales
- ✓ about Organized Labor v.s. Right to Work

IV. “CITIZENSHIP”

Objectives: Students learn ...

- ✓ about longevity and retirement planning
- ✓ about risk and reward
- ✓ about taxes and taxation
- ✓ responsible citizenship and why it is important

V. “BUSINESS – THE BIG PICTURE”

Objectives: Students learn ...

- ✓ about planning, starting and running a business
- ✓ about venture capital, working capital and risk
- ✓ about profit - how it is made and why it is important

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LESSON 1, rev C
“MAKING ENDS MEET”
...life in the real world?

LESSON 1 —

“Making Ends Meet”

KEY CONCEPTS:

Expenditures must be planned
Pay yourself first
Introduction to taxes
Inflation
The importance of regularly saving
The benefits and dangers of debt

KEY WORDS:

Gross and NET income
Income Tax
Benefits
Budgeting
Fixed & Variable Expenses
Inflation
Compounding

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LESSON 1, rev C "MAKING ENDS MEET" ...life in the real world?

BUDGET WORKSHEET

Student Hand Out

MONTHLY INCOME CALCULATOR						
HOURLY	WEEKLY GROSS	FICA (6.2%)	MEDICARE (1.45%)	INCOME TAX (13%)	WEEKLY NET	MONTHLY NET
\$	\$	\$	\$	\$	\$	\$

FIXED EXPENSES

RENT: (not less than \$700) \$ _____

UTILITIES:

Electric, gas telephones, water / sewer (*) \$ _____

Additional for basic TV and Internet (*) \$ _____

NECESSITIES:

Food (not less than \$250.00) \$ _____

Medical Insurance (not less than \$300) \$ _____

Miscellaneous - laundry, haircuts, gifts, cards, stamps, etc., \$ _____

COLLEGE TUITION: not less than \$150full time;\$100 part time \$ _____

VARIABLE EXPENSES

Clothing, shoes & uniforms \$ _____

Entertainment \$ _____

Furniture, stereo, TV, furnishings \$ _____

SAVINGS: \$ _____

MOVING IN IS EXPENSIVE!

TOTAL EXPENSES..... \$ _____

INCOME – EXPENSES..... \$ _____

In addition to monthly rent there are almost always up-front, one-time charges for deposits on apartments and utilities. How much are they?

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LESSON 1, rev C
“MAKING ENDS MEET”
...life in the real world?

I CAN'T INVEST NOW

AGE 18 TO 25

Me . . . invest?
Are you kidding?
I'm just now getting
my education. Besides,
I'm young and I want to
have a good time.



AGE 45 TO 55

I wish I *could*
now, but I just
invest
can't!
I have two children in college and
it's taking every cent I earn. Once
they're out of college I can start
saving.



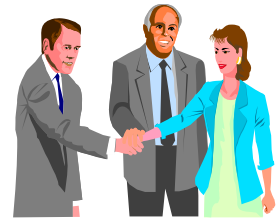
AGE 25 TO 35

Surely, you
don't expect
me to invest *now*?
I'm just getting started.
I need money to live on and
need to buy clothes so I can
make a good impression.



AGE 55 TO 65

I know I should
invest, but money
is *still* tight. It's not easy for a
man my age to better himself.
About all I can do is hang on



AGE 35 TO 45

How can I invest
now? I'm married,
have children to care
for ... I've never had so
many expenses!



AGE 65 AND OVER

Yep, it's too late.
We have to live with
our eldest son, but what else
can we do? Social Security
just isn't enough to live on



ROTARY INTERNATIONAL

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LESSON 1, rev C "MAKING ENDS MEET" ...life in the real world?

WHAT IS THE COST OF PROCRASTINATION?

(In this case, it is about \$135,000!)

Early Starter
Opens an investment account at age 21.
Invests \$3000 a year for 10 years, then stops. This individual invests a total of \$30,000.

AGE	ANNUAL INVESTMENT	ACCUMULATION AT END OF YEAR
21	\$3,000	\$3,240
22	\$3,000	\$6,739
23	\$3,000	\$10,518
24	\$3,000	\$14,600
25	\$3,000	\$19,008
26	\$3,000	\$23,768
27	\$3,000	\$28,910
28	\$3,000	\$34,463
29	\$3,000	\$40,460
30	\$3,000	\$46,936
31	\$0	\$50,691
32	\$0	\$54,747
33	\$0	\$59,126
34	\$0	\$63,857
35	\$0	\$68,965
36	\$0	\$74,482
37	\$0	\$80,441
38	\$0	\$86,876
39	\$0	\$93,826
40	\$0	\$101,332
41	\$0	\$109,439
42	\$0	\$118,194
43	\$0	\$127,650
44	\$0	\$137,861
45	\$0	\$148,890
46	\$0	\$160,802
47	\$0	\$173,666
48	\$0	\$187,559
49	\$0	\$202,564
50	\$0	\$218,769
51	\$0	\$236,270
52	\$0	\$255,172
53	\$0	\$275,586
54	\$0	\$297,633
55	\$0	\$321,443
56	\$0	\$347,159
57	\$0	\$374,931
58	\$0	\$404,926
59	\$0	\$437,320
60	\$0	\$472,306
61	\$0	\$510,090
62	\$0	\$550,897
63	\$0	\$594,969
64	\$0	\$642,566
65	\$0	\$693,972
Payments	\$30,000	

Late Starter
Opens an investment account at age 31.
Invests \$3000 a year for 34 years. This individual invests a total of \$105,000.

AGE	ANNUAL INVESTMENT	ACCUMULATION AT END OF YEAR
31	\$3,000	\$3,240
32	\$3,000	\$6,739
33	\$3,000	\$10,518
34	\$3,000	\$14,600
35	\$3,000	\$19,008
36	\$3,000	\$23,768
37	\$3,000	\$28,910
38	\$3,000	\$34,463
39	\$3,000	\$40,460
40	\$3,000	\$46,936
41	\$3,000	\$53,931
42	\$3,000	\$61,486
43	\$3,000	\$69,645
44	\$3,000	\$78,456
45	\$3,000	\$87,973
46	\$3,000	\$98,251
47	\$3,000	\$109,351
48	\$3,000	\$121,339
49	\$3,000	\$134,286
50	\$3,000	\$148,269
51	\$3,000	\$163,370
52	\$3,000	\$179,680
53	\$3,000	\$197,294
54	\$3,000	\$216,318
55	\$3,000	\$236,863
56	\$3,000	\$259,052
57	\$3,000	\$283,016
58	\$3,000	\$308,898
59	\$3,000	\$336,850
60	\$3,000	\$367,038
61	\$3,000	\$399,641
62	\$3,000	\$434,852
63	\$3,000	\$472,880
64	\$3,000	\$513,950
65	\$3,000	\$558,306
Payments	\$105,000	

This example assumes an 8% rate of return compounded annually.



Revision C
6-18-2018

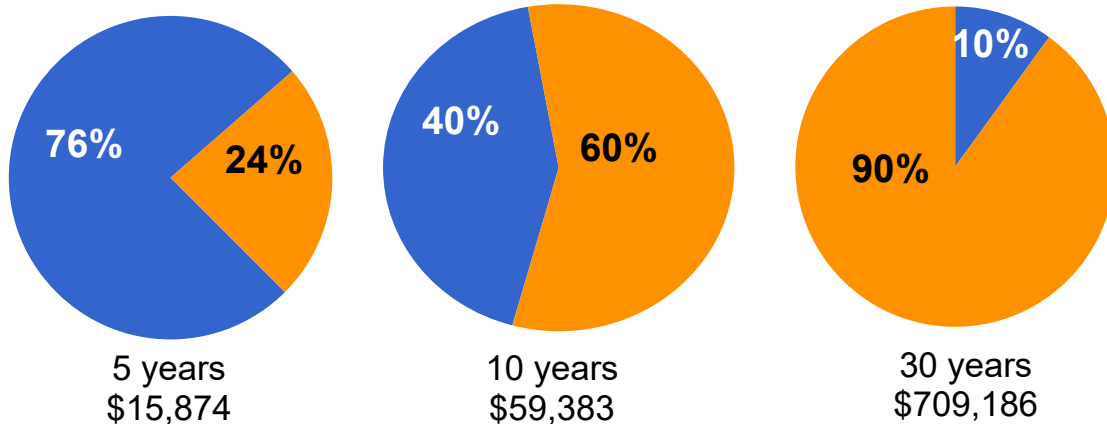
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THE POWER OF COMPOUNDING

\$200 per month invested in the S&P 500, 1/1/77 – 12/31/06

- Contribution
- Earnings



Results based on Standard & Poor's 500 Composite Index, with dividends reinvested.
Cumulative earnings equals year-end account value less cumulative investment.

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LESSON 2, rev C
“FINDING A JOB”

...what kind of job would I like?

LESSON 2 –
**“Finding a Job &
Putting Your Best
Foot Forward”**

KEY CONCEPTS

Students can make choices about work.

There are steps one can take to find a job.

Specific techniques that can increase students’ chances of being hired.

Why it is important to keep trying to get a job even if you are rejected.

The importance of self-confidence and enthusiasm.

What you do today will follow you forever and why it’s important to always do your best and never, never, never burn a bridge!

KEY WORDS

Aptitude

Attitude

Work Ethic

Career vs. Job

Vocation

Job Application

Resume

Punctuality

Interview

References

Drug Testing

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JOB APPLICATION TOOL KIT . . .
DON'T LEAVE HOME WITHOUT IT!

... YOU ABSOLUTELY MUST HAVE:

- ❖ A SMILE
- ❖ A PEN AND PENCIL
- ❖ A SOCIAL SECURITY CARD
- ❖ AN INTEREST IN THE JOB
- ❖ GOOD GROOMING
- ❖ POCKET RESUME LISTING JOB EXPERIENCES

... AND, FOR AN ESPECIALLY GOOD IMPRESSION, TAKE THESE:

- ❖ THREE WRITTEN REFERENCES
- ❖ ATTENDANCE & GRADE RECORDS FROM SCHOOL
- ❖ COMPLETION CERTIFICATES FROM \$AW CLASSES

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TEN WAYS TO GIVE A SUCCESSFUL INTERVIEW

APPEARANCE – The interviewer is expecting to see a person who is clean and well groomed. Your clothes, attitudes and gestures give silent messages to others and create an impression.

DRESS FOR THE OCCASION – Choose an appropriate outfit for the interview.

SMILE AND HANDSHAKE – Know the title of the person interviewing you, if possible. Introduce yourself, shake hands, and smile. A firm handshake and eye-to-eye contact conveys confidence.

WHAT TO BRING – Pen or pencil and writing pad; copy of your resume or personal information sheet, references, etc.

BE KNOWLEDGEABLE ABOUT THE JOB – Knowing what the company does and something about the job you’re applying for may give you a significant advantage.

ASK QUESTIONS, CONVERSE, BUT ALSO LISTEN – Be prepared to discuss your interests, qualifications, and short-term career objectives. Do not ask about salary until you have been offered the job.

APPLY ONLY IF THE JOB IS APPROPRIATE FOR YOU!

SHOW INTEREST, BE MOTIVATED, EMPHASIZE POSITIVE ACCOMPLISHMENTS – Show an interest in the job and in your opportunities with the company. Take notes, if appropriate. If you are asked and if you have any questions, try some of these:

- How many employees work for the company?
- How often do you hire new employees?
- Do you hire people with my background? What additional skills or courses would I need to have for this position? To move ahead within the company?
- Do you promote from within the company rather than hire from the outside?

BE HONEST. IT’S OKAY TO SAY “I DON’T KNOW”!

SAY THANK YOU – Thank the person at the conclusion for sharing his or her time and for the opportunity to interview. Ask for a business card. After leaving, send a follow-up thank you note.

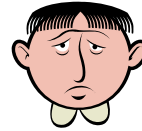
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LETTER FROM A BUSINESS MANAGER...

Dear Student:

Today you came to me for a job. From the look of you walked out, I suspect you've been turned maybe you believe now that kids your age can't



your shoulders as down before and find jobs.

But today I did hire a teenager. You saw him. What was so special about him? It wasn't experience; neither of you have any. Attitude, son. A-T-T-I-T-U-D-E. He did his best to impress me. That's where he edged you out.



He wasn't dressed like His clothes were clean, filled out the application not have to ask to borrow a card in his wallet. He had basic identification. And...he didn't have to ask, "What is a reference"?

Easter Sunday; he didn't need to be. though, and he'd gotten a haircut. He did form neatly and completely. He did pen. He carried his Social Security card in his wallet. He had basic identification. And...he didn't have to ask,

He didn't have two friends waiting for him by the soda machine, either. He didn't start chewing gum or attempt to smoke during the interview. He didn't keep looking at his watch, making me feel like he had something more important to do.

He took the time to find out how we operate here and what his day-to-day tasks would be. I was confident that he would keep his eyes open and work for me like he would work for himself. He was willing to start at the point where I could afford to pay him, too, knowing that someday he would be able to advance as he learned and proved himself.

Maybe jobs are not plentiful right now, but there are jobs available. You may not believe it, but all around you there are employers looking for young men and women smart enough to go after a job in the right way. If you have the vaguest idea of what I'm trying to say, let it show the next time you ask for a job.

For both our sakes, get eager, will you?

The Manager

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LESSON 3, rev C
**“HOW THINGS WORK AT
WORK”** ...role play a payday; do
you know how it works?

LESSON 3 —

“How Things Work At Work”

KEY CONCEPTS:

People who work together have assigned relationships.

Take-home pay and costs to employer are not the same.

Who is Uncle Sam?

Organized Labor vs. Right-to-Work

KEY WORDS:

Income Tax

FICA

Medicare

Matching Contributions

Integrity and Ethics



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LESSON 3, rev C

“HOW THINGS WORK AT WORK” ...role play a payday; do you know how it works?

WHAT EMPLOYERS EXPECT...

- Come to work every day – on time.
- Work diligently - do it correctly, too, and complete it on time.
- Take pride in your work.
- Follow company rules and policies.
- Carry out orders.
- Show a willingness to learn.
- Get along with co-workers.
- Pitch in and lend a helping hand, even when it isn't your primary job.
- Appreciate privileges and do not abuse them.
- Maintain a good, positive attitude.
- Be always honest and remain loyal.
- Make an effort to improve; make suggestions for improvement.
- Accept responsibility for what you do; don't make excuses or try to place blame on others or other things for your errors!



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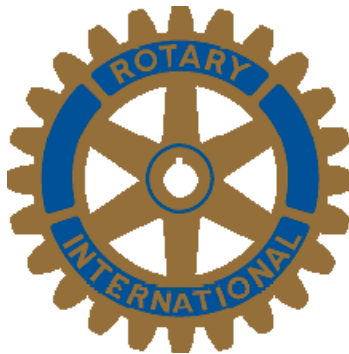


LESSON 3, rev C

“HOW THINGS WORK AT WORK” ...role play a payday; do you know how it works?

THE FOUR-WAY TEST
of the things Rotarians think, say, or do...

- First . . .** **Is it the truth?**
- Second . . .** **Is it fair to all concerned?**
- Third . . .** **Will it build good will and better friendships?**
- Fourth . . .** **Will it be beneficial to all concerned?**



The Four-Way Test is one of the most widely printed and often quoted statements of business ethics in the world. It was created by Herbert J. Taylor in 1932 when he was asked to take charge of a Chicago-based company, Club Aluminum, which was facing bankruptcy. Taylor looked for a way to save the struggling business and the jobs of 250 employees. This twenty-five word code of ethics was the solution for all employees to follow in their business and professional lives. The Four-Way Test became the guide for sales, production, advertising, and all relations with dealers and customers; and the survival of the company was credited to this simple philosophy. It works.

Source: <http://www.anbhf.org/laureates/htaylor.html>
American National Business Hall of Fame



Revision C
6-18-2018

\$AW



LESSON 3, rev C

“HOW THINGS WORK AT WORK” ...role play a payday; do you know how it works?

EMPLOYEES COST MORE THAN THEIR PAY

How much employers spend to keep someone on the job...,

MATCHING PAYROLL TAXES:

An employer must pay Social Security and Medicare Taxes for each employee in the same amount the employee pays.

MEDICAL / HEALTH INSURANCE:

Although there remains a uncertainty about the new national healthcare laws, generally most employers have offered to pay ---???

WORKER’S COMPENSATION:

Federal rates are based on employee job classifications. Federal guidelines categorize jobs according to the potential for injury to the worker. A lower risk of injury on the job reduces the rates.

STATE & FEDERAL UNEMPLOYMENT TAXES:

Unemployment taxes are based on a rating system, which determines the potential for a claim from a terminated employee. Businesses that carefully document employee terminations have lower rates.

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LESSON 3, rev C
“HOW THINGS WORK AT WORK” ...role play a payday; do you know how it works?

EMPLOYEES COST MORE THAN THEIR PAY

How much employers spend to keep someone on the job...

SECRETARY



EMPLOYEE RECEIVES...

Gross Wages:

40 x \$9.00 = \$360.00

Less Taxes:

Social Security	-	20.00
Medicare	-	5.00
Income	-	<u>45.00</u>
		\$70.00

NET Wages = \$290.00

EMPLOYER PAYS...

Gross Wages:

40 x \$9.00 = \$360.00

Matching Taxes & Fees:

Social Security	20.00
Medicare	5.00
Workers Comp	5.00
Unemployment	5.00
Medical Ins	<u>50.00</u>
	\$85.00

Total Cost \$445.00

Where does the \$70.00 go?

Where does the \$85.00 go?

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LESSON 3, rev C “HOW THINGS WORK AT WORK” ...role play a payday; do you know how it works?

EMPLOYEES COST MORE THAN THEIR PAY

How much employers spend to keep someone on the job...

CONSTRUCTION WORKER



EMPLOYEE RECEIVES...

Gross Wages:

40 x \$12.00 = \$480.00

Less Taxes:

Social Security	-	30.00
Medicare	-	10.00
Income	-	65.00
		<u>\$105.00</u>

NET Wages = \$375.00

Where does the \$105.00 go?

EMPLOYER PAYS...

Gross Wages:

40 x \$12.00 = \$480.00

Matching Taxes & Fees:

Social Security	30.00
Medicare	10.00
Workers Comp	10.00
Unemployment	5.00
Medical Ins	<u>50.00</u>
	<u>\$105.00</u>

Total Cost \$585.00

Where does the \$105.00 go?

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LESSON 4, rev C
“MY TAXES..., MY RESPONSIBILITIES”
...exploring taxes and civic obligations

LESSON 4 —

“My Taxes..., My Responsibilities”

KEY CONCEPTS:

Capitalism vs. Socialism
Tax rates increase based on income
How government budgets work

KEY WORDS:

Demographics
Social Security
Progressive Taxation
Capitalism
Socialism
Risk
Venture Capital
Budget Deficit
Debt

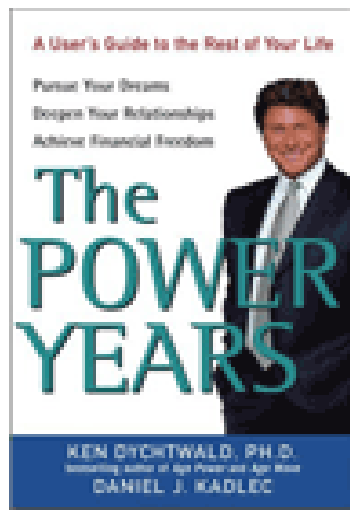


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LESSON 4, rev C
“MY TAXES..., MY RESPONSIBILITIES”
...exploring taxes and civic obligations

Created by
Ken Dychtwald, PhD.
and *Age Wave*

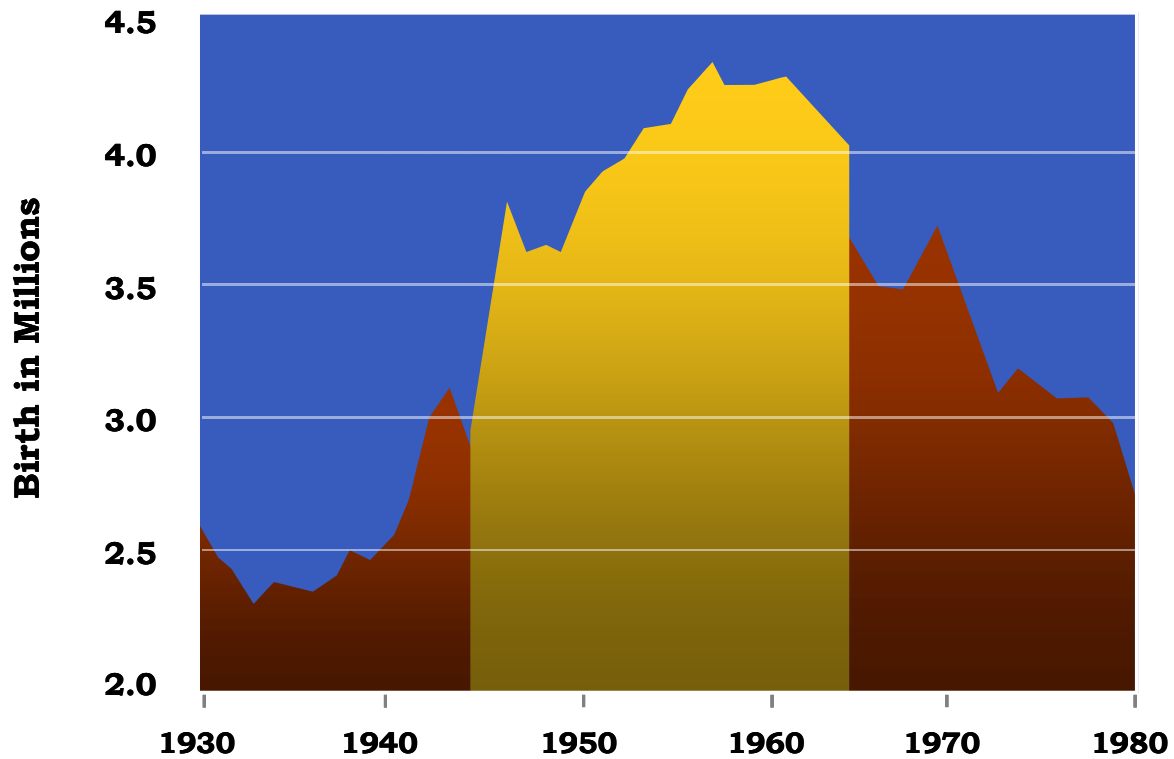


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LESSON 4, rev C
“MY TAXES..., MY RESPONSIBILITIES”
...exploring taxes and civic obligations

The Baby Boom: 1946-1964



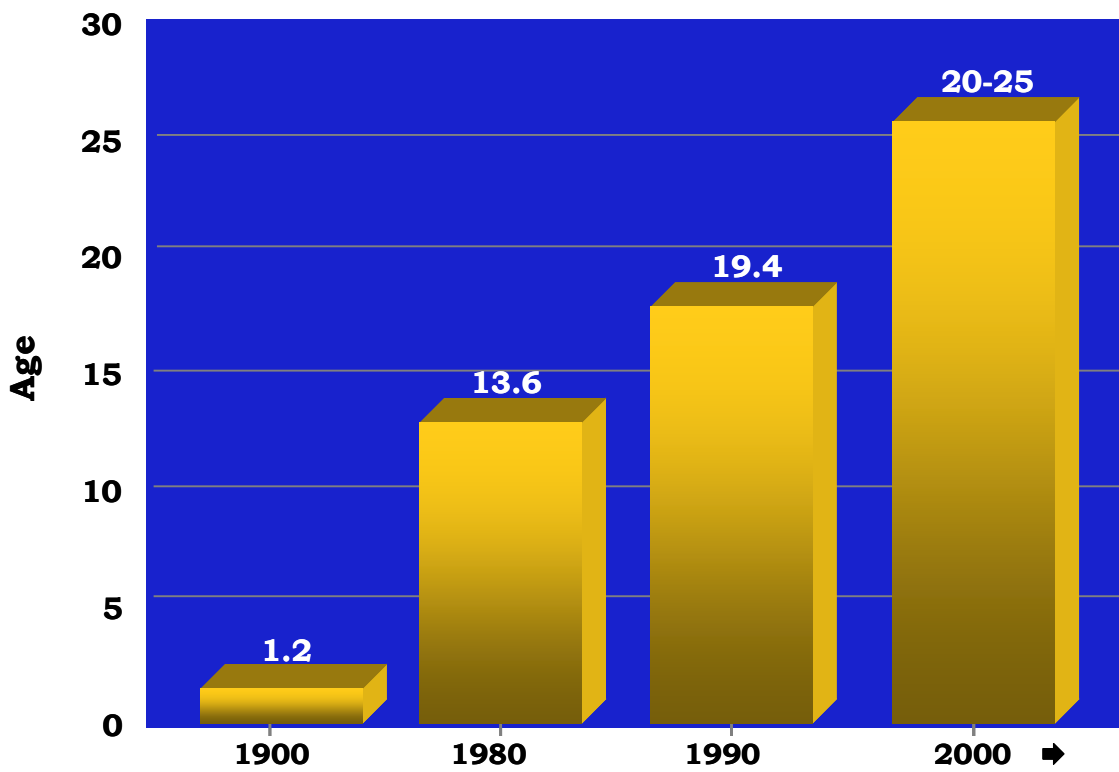
Source: U.S. Census

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LESSON 4, rev C
“MY TAXES..., MY RESPONSIBILITIES”
...exploring taxes and civic obligations

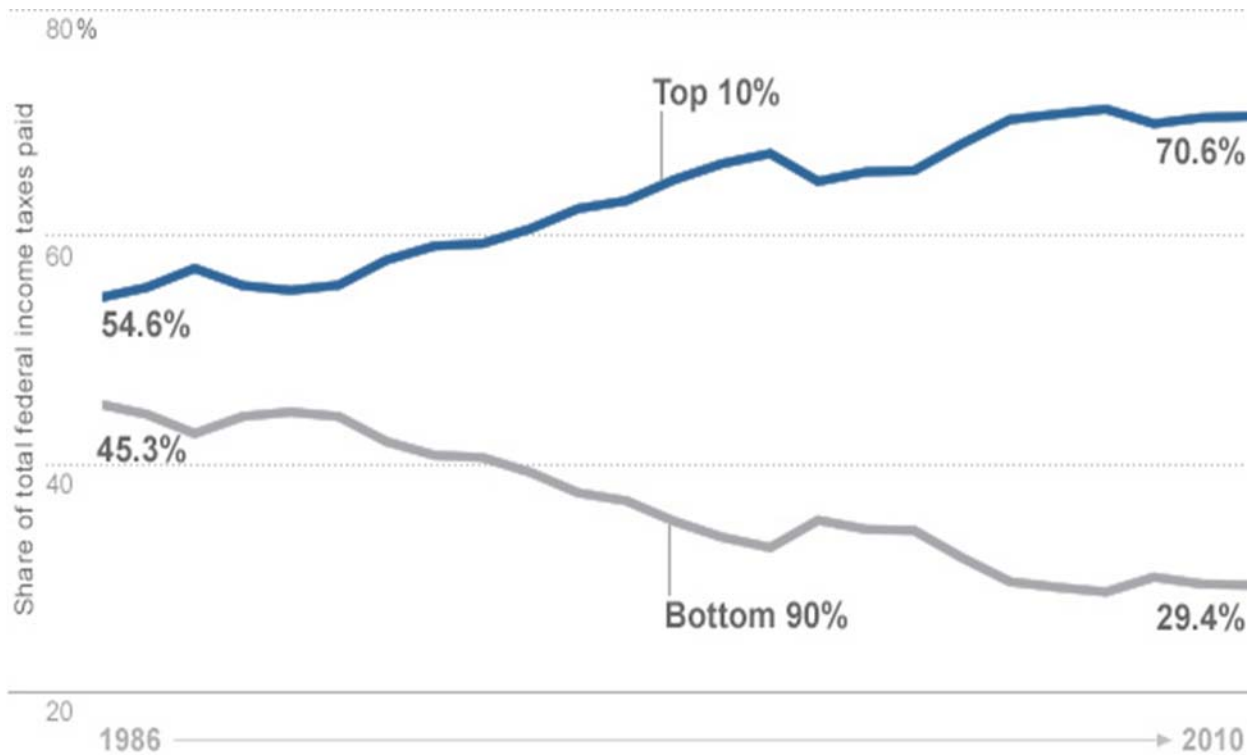
Years Spent in Retirement



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LESSON 4, rev C
“MY TAXES..., MY RESPONSIBILITIES”
...exploring taxes and civic obligations



SOURCE: TAX FOUNDATION/IRS

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LESSON 5, rev C
“THE BIG PICTURE”
*...create and discuss a
hypothetical business*

LESSON 5 –

“The Big Picture”

KEY CONCEPTS:

Business involves risk.
All businesses don't earn the same.
Business decisions affect earnings.
Partnerships and Equity Divisions.

KEY WORDS:

Entrepreneur
Risk
Risk Management
Venture Capital
Working Capital
Market Analysis
Cost of Goods Sold
Cost of Sales
Margin
Profit (pre-tax and NET)



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LESSON 5, rev C "THE BIG PICTURE" ...create and discuss a hypothetical business

THE WORLD'S BEST COOKIE COMPANY

Handout

DAILY INCOME CALCULATOR (SALES FORECAST)						
NUMBER OF CUSTOMERS BUYING	NUMBER OF COOKIES SOLD	SALES PRICE PER COOKIE	SUB-TOTAL	PLUS 8.25% SALES TAX	=	TOTAL GROSS SALES
		\$	\$	\$		\$

Assume that the ingredients to make a single batch of 100 cookies, called Cost of Goods Sold (COGS),

.....will be: \$ _____; therefore the total cost for: _____ batches will = \$ _____

Assume you will need in labor: _____ employees for: _____ hours, for total: _____

If the hourly cost of labor is: \$ _____ per hour; then the total payroll costs would = \$ _____

Assume the cost of office space, warehouse and kitchen at: \$ _____ per day.

Assume the cost of sales and distribution at: \$ _____ per day.

DAILY COST OF PRODUCTION						
NUMBER OF BATCHES PRODUCED	COGS	PAYROLL	SUB-TOTAL	SPACE RENTAL	SALES & DISTRIBUTION	TOTAL PRODUCTION COST
	\$	\$	\$	\$	\$	\$

Additional cost of capital at: \$ _____

Total Gross Sales..... \$ _____

Additional cost for advertising: \$ _____

Less Sales Tax..... \$ _____

Additional cost for insurance: \$ _____

Less Total Cost of Production... \$ _____

Legal & Accounting services: \$ _____

Less Additional Costs..... \$ _____

General services: \$ _____

Total GROSS Profit..... \$ _____

Total -----> \$ _____

Less Income Tax..... \$ _____

Total NET Profit..... \$ _____

Assume Income Tax Rate at: %



Revision C
6-18-2018

