













OBJECTIVE SHEET

INDUSTRY ORIENTATION

INTRODUCTION

Concrete is the most widely used building material in the world. It is used in virtually every structure built today. Cement masons can find jobs with concrete contractors or general contractors. They are involved with form building, concrete finishing, concrete repair, installing base, installing terrazzo, and installing decorative or architecturally-designed floors. Some are employed with companies that make concrete products. Employment in the concrete industry can include cement plants, ready-mix concrete plants, and prefab and precast plants. Concrete craftworkers can become foremen, supervisors, and project estimators. They can also work in the training field as equipment and materials instructors for workshops and seminars. About 1 in 20 cement masons are self-employed.

FOCUS ASSIGNMENTS

FOCUS ASSIGNMENTS					
1.	List three reasons why you are interested in the concrete industry. a. _____ b. _____ c. _____				
2.	Explore the <i>Occupational Outlook Handbook</i> online at < www.bls.gov/ocohome.htm >. How does the information on the web site compare to your expectations of a career in the concrete industry?				
	<table><tr><td> Reading</td><td> Writing</td><td> Critical Thinking</td><td> Technology</td></tr></table>	 Reading	 Writing	 Critical Thinking	 Technology
 Reading	 Writing	 Critical Thinking	 Technology		

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment and Job Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

The Concrete Industry

1. Discuss the outlook for careers in the concrete and cement industry.
2. Describe the work of cement masons.



3. List the skills that cement masons must have.
4. List the skills that employers want.
5. Explore the concrete industry. (Assignment Sheet 1)

Employer-Employee Relations

6. Describe the relationship between employers and employees.
7. Compare the general purposes of industry associations and union organizations.
8. Describe apprenticeship programs.
9. Profile an organization related to the concrete industry. (Assignment Sheet 2)
10. Identify federal laws that have influenced the labor-management relationship.
11. Profile a period in labor history. (Assignment Sheet 3)

Skills for Workplace Success

12. List characteristics of a good employee.
13. List reasons people lose jobs.
14. State guidelines for communicating a positive work ethic.
15. Respond to scenarios involving ethical conflicts. (Assignment Sheet 4)



OBJECTIVE 1

Optional Activities/
Resources in Instructor's
Guide

Discuss the outlook for careers in the concrete and cement industry.

- According to the *Occupational Outlook Handbook* (2000-2001 Edition), job opportunities will increase. Job openings will result from:
 - rising demand for cement masons' services;
 - experienced workers changing occupations; and
 - experienced workers leaving the labor force.
- Demand will rise as the population and the economy grow. The growing use of concrete as a building material will also contribute to the demand. The increase in demand will exceed the supply of trained craftworkers.
- More cement masons will also be required to repair existing highways, bridges, and other structures.
- New technology and improved equipment, materials, and tools will contribute to greater productivity.
- Concrete is the most widely used building material in the world. It is used in virtually every structure built today. Cement masons can find jobs with concrete contractors or general contractors. They are involved with form building, concrete finishing, concrete repair, installing base, installing terrazzo, and installing decorative or architecturally-designed floors. Some are employed with companies that make concrete products. Employment in the concrete industry can include cement plants, ready-mix concrete plants, and prefab and precast plants. Concrete craftworkers can become foremen, supervisors, and project estimators. They can also work in the training field as equipment and materials instructors for workshops and seminars. About 1 in 20 cement masons are self-employed.
- Opportunities for advancement exist. Experienced cement masons can find opportunities in construction management. They can become supervisors, contract estimators, managers, planners, or start their own businesses.



OBJECTIVE 2

Required Activities/
Resources
— Transparency

Optional Activities/
Resources in Instructor's
Guide

Describe the work of cement masons.



Your instructor will show you a transparency outlining an apprenticeship system.

• **General workplace conditions**

The work is fast-paced, physically demanding, and requires teamwork. The results are very rewarding. Most finishing work must be done at floor level, requiring a lot of bending and kneeling. Personal protective equipment, such as kneepads, are important for preventing chemical burns (from uncured concrete) and sore knees. Other equipment, such as goggles, gloves, face shields, respirators, and hearing protection, may also be needed for specific tasks.

Jobs are indoors and outdoors. Outdoor work may be halted due to poor weather. Work areas are often dusty, dirty, and muddy.

Cement masons often work overtime, due to the nature of the work.

• **Nature of the work**

Job tasks can include any or all of the following:

- Finishing concrete on buildings, highways, sidewalks, curbs, and gutters
- Operating concrete saw and scoring machines
- Applying floor hardeners, sealers, and curing
- Operating gunnite equipment
- Operating laser screeds and various power equipment
- Installing seamless flooring
- Sand blasting and bush hammering
- Restoration work
- Waterproofing
- Form setting
- Grouting
- Applying epoxy coatings, sealers, and pressure injection systems
- Operating a power trowel



There are different types of work with concrete. *Cement masons* place and finish the concrete. Their work includes preparing the site by setting the forms. They also direct the work of casting and spreading the concrete. Cement masons screed or level the concrete and smooth the surface. *Concrete finishers* work with the concrete to help the concrete resist chipping and cracking. They also work with the surface in different ways to produce the desired finish. For example, they may produce a coarse, non-skid finish, or a decorative finish. Cement masons may produce decorative walkways, terrazzo floors, patios, and panels. They do this by exposing fine aggregates, such as marble chips, on the surface of the finished concrete.

● **Levels of training**

- Preparation — career and technology education, on-the-job experiences, high school, pre-apprenticeship
- Apprenticeship — full-time, hands-on training in a multi-year program under the guidance and direction of a qualified instructor
- Post-secondary — technical/trade schools, business schools, college or university
- Upgrade — specialized training programs, industry certification programs, research and testing training, technical training

OBJECTIVE 3

Optional Activities/
Resources in Instructor's
Guide

List the skills that cement masons must have.



Read more about careers online. Access the *Occupational Outlook Handbook* from the U.S. Department of Labor, Bureau of Labor Statistics, at <<http://www.bls.gov/ocohome.htm>>.

- Remodeling, restoration, and maintenance
- Materials and tools sales and service
- Major subskills involved in the concrete masonry trade:
 - Blueprint reading
 - Measuring and layout
 - Estimating
 - Tools' use
 - Form building
 - Placing and rodding concrete



- ❑ Finishing concrete
- ❑ Rubbing and patching concrete
- ❑ Curing concrete
- ❑ Understanding material characteristics

EXAMPLES: Additives, concrete ingredients

- ❑ Field testing

EXAMPLES; Slump test, temperature test, weight test

- Cement masons must monitor the effects of wind, heat, and cold on the concrete during process. They must understand the characteristics of concrete, recognize what is taking place with the concrete by sight and touch, and take steps to prevent defects.

OBJECTIVE 4

Optional Activities/
Resources in Instructor's
Guide

List skills that employers want.

- Leadership — You must be able to assume responsibility and direct your coworkers when necessary.
- Organizational effectiveness — To be productive, you must understand your employer's business goals and how your job contributes to meeting those goals.
- Negotiation — You need the ability to build consensus through give and take with customers, coworkers, and supervisors.
- Teamwork — You need to be able to work with other people in work teams. To succeed, you need to know how to divide work fairly and effectively. You must also be able to work with one another to achieve team goals.
- Interpersonal skills — You must be able to get along with suppliers, coworkers and customers.
- Personal and career development skills — Ideally, companies hire workers for the long haul. The most valuable employees are those who understand the need to continually develop on the job.
- Creative thinking — The more flexible work becomes, the more creative workers' solutions will have to become.
- Problem solving — All workers need to be able to analyze problems and come up with solutions.



- Listening — These skills are important for following instructions from other people, such as supervisors. Good listening skills also help you understand the concerns of coworkers, suppliers, and customers.
- Learning to learn — You must be interested in obtaining new information and skills and applying them to your job.

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6

Describe the relationship between employers and employees.

Optional Activities/
Resources in Instructor's
Guide

- The relationship between employers and employees is a partnership. The goal of this partnership is to complete a job well, complete it on time, and make a profit. Contracting is a competitive business. A successful partnership between the contractor and the cement mason is essential for making a profit and getting future projects.
- Contracting firms are responsible for obtaining jobs, organizing them to make a profit, and carrying them out. Responsibilities of the contractor include:
 - ❑ developing and maintaining capital (funds) and the capacity to borrow, as needed;
 - ❑ bidding on the right jobs by matching the job to the company's capabilities;
 - ❑ preparing a competitive bid price to get the job and make a reasonable profit;
 - ❑ hiring qualified craftworkers and support staff for the job;
 - ❑ ordering the right materials for the job and ensuring they arrive on the job site when needed;
 - ❑ supervising the job, controlling costs, and monitoring project deadlines; and
 - ❑ looking ahead to new opportunities and methods.

✓ **NOTE:** Large public projects usually require a competitive bidding process to choose the contractor for the project. Most large private projects also use this process. In this process, the developer requests sealed bids from all interested contractors.



The bids are due at a certain date and time. Each contractor analyzes the project specifications. After deciding to bid on the project, the contractor calculates the costs of the materials and equipment, labor, overhead, and other costs. The contractor then determines the bid price, or the price for which the contractor will do the job. If the contractor's bid is too high, the contractor may lose the job to another competing contractor. If the contractor's bid is too low, the contractor may win the job but will lose money doing the job. As a result, achieving the best results for the lowest cost is very important.

- Craftworkers and employees are responsible for doing a good job and controlling costs. Responsibilities of the employee include:
 - using skills to do a job well, on time, and within budget;
 - working well with members of other trades;
 - working as a team with crew members, with the foreman and superintendent, and with support staff;
 - keeping track of tools and materials; and
 - contributing to a reputation for superior job performance.
- Both the employer/contractor and the employee/cement mason are responsible for controlling costs. Controlling costs (staying within the bid price) improves the profits on a job. The contractor must recover all of the costs for a job to make a profit. Profits allow the contractor to bid on new jobs and hire the people to do those jobs. Costs include indirect and direct costs:

Indirect costs (“overhead”) — the costs that are necessary to the contractor's operation. They are not directly related to any single job. Instead, they are a part of the cost of performing any job.

EXAMPLES: general and administrative costs; utilities and rent; insurance; maintenance; taxes; promotion and advertising; management salaries and benefits; etc.

Direct costs — the costs that directly relate to a single job.

EXAMPLES: materials; labor; extra costs such as job delays, accidents, and call-backs (repairing faulty original work)

OBJECTIVE 7

Optional Activities/
Resources in Instructor's
Guide

Compare the general purposes of industry associations and union organizations.

Industry Associations

- Represent the interests of the industry and member organizations on specific issues
- Promote the visibility, image, and acceptance of the industry and its products and services



- Work to expand uses and markets for products and services
- Collect and distribute information about the industry (often through official periodicals)
- May publish standards or specifications
- Often provide technical and other services to members, including education and training
- May act as a certifying authority for organizations and/or individuals

EXAMPLES: Member companies may have to meet certain criteria for different levels of recognition; individuals may have to meet requirements for certification in a specific occupation or job level

- Recruit new members
- Provide an opportunity for communication and networking among members

EXAMPLES: local chapter meetings, member directories, online discussions, online and traditional publications and calendars of events, conventions and trade shows, political organizations, etc.

Union Organizations

- Represent the interests of member *cement masons*
- Bargain on the behalf of members with management representatives
- Ensure high-quality craftsmanship
- Work to safeguard and increase members' wages and benefits
- Monitor working conditions for compliance issues
- Often provide technical and other services to members, including education and training
- Recruit new members
- Provide an opportunity for communication and networking among members

EXAMPLES: chapter meetings, member directories, online discussions, online and traditional publications and calendars of events, conventions, political organizations, etc.



OBJECTIVE 8

Optional Activities/
Resources in Instructor's
Guide

Describe apprenticeship programs.



Learn more about apprenticeships. Visit the web site of the U.S. Department of Labor, Employment and Training Administration, at <www.doleta.gov>. Click on “Youth Programs.”

- Apprenticeships are voluntary, industry-driven training programs. Sponsors may include employer and labor groups, individual employers, and/or employer associations.
- Apprenticeships combine on-the-job training and related classroom instruction in a multi-year program:
 - The on-the-job training is structured and supervised. It usually requires a minimum number of hours to complete. In this part of the apprenticeship, the apprentice learns the skills to perform successfully in the occupation.
 - The classroom instruction also requires a minimum number of hours to complete. The apprentice learns the technical subjects related to the occupation and the skills. Classroom instruction may take place in a school or by self-study, according to the apprenticeship.
- Each apprentice usually completes an *apprenticeship agreement*. The agreement includes the standards and terms of the apprenticeship. It also usually includes the wage schedule and an outline of the on-the-job training.

✓ **NOTE:** Wages usually increase as the apprentice makes satisfactory progress in the on-the-job training and the classroom instruction.

- One or more skilled cement masons supervise the apprentice during the on-the-job training.
- After completing the apprenticeship, the worker usually receives a certificate. This certificate recognizes the worker as a qualified journeyworker nationwide.
- You must apply to participate in an apprenticeship program. You must also meet the qualifications of the sponsors.
- Apprenticeships in your area include (ask your instructor):



OBJECTIVE 9

OBJECTIVE 10

Optional Activities/
Resources in Instructor's
Guide

Complete Assignment Sheet 2.

Identify federal laws that have influenced the labor-management relationship.



You can read more about these laws in the publication *The First Sixty Years: The Story of the National Labor Relations Board, 1935-1995*. This publication is available online from the NLRB at <www.nlr.gov>.

Early Laws

- Clayton Act (1914) — Included major provisions that supported the existence of organized labor:
 - stated that the existence and operation of labor organizations were not unlawful
 - limited the use of injunctions in labor disputes
- Railway Labor Act (1926) — Required employers to bargain collectively; gave workers (originally railroad workers) the right to select their own bargaining representatives; prohibited discrimination against unions
- Davis-Bacon Act (1931) — Required that federal construction contracts specify the minimum wages to be paid under those contracts
- Norris-LaGuardia Act (1932) — Limited the power of the courts to issue injunctions or restraining orders against activities, including:
 - organizing or joining a union;
 - assembling for union purposes;
 - striking or refusing to work;
 - advising others to strike or organize; and
 - providing lawful legal aid to participants in a labor dispute.

✓ **NOTE:** The Norris-LaGuardia Act was the first in a series of laws during the 1930s in which the federal government generally acknowledged the right of labor unions to organize, strike, and use other forms of economic leverage in dealings with management.

New Deal Era Laws

- National Industrial Recovery Act (1933) — Allowed employers within a single industry to form trade associations to set production quotas or fixed prices under “codes of fair competition”; guaranteed employees the right to organize and bargain collectively through representatives of their own choosing



- National Labor Relations Act (NLRA)/"Wagner Act" (1935) — Among other things, this Act:
 - identified basic rights of employees, such as: to form, join, or assist labor organizations; to bargain collectively about wages and working conditions through representatives of their own choosing; and to act together for the purposes of collective bargaining or other mutual aid or protection.
 - prohibited both employers and unions from violating the basic rights of employees.

EXAMPLES: Examples of *employer violations* of the NLRA could include: threatening employees with loss of jobs or benefits if they join or vote for a union; threatening to close the plant if employees choose a union to represent them; or promising benefits to employees to discourage their union support. Examples of *union violations* of the NLRA could include making threats to employees that they will lose their jobs unless they support the union.

- established the National Labor Relations Board (NLRB), a federal agency.
- Social Security Act (1935)
- Walsh-Healy Act (1936) — Required, among other things, that workers be paid not less than the local "prevailing minimum wage," and that regular working hours be limited to 8 hours per day and 40 hours per week (with time-and-a-half pay for overtime)
- National Apprenticeship Act (1937) — Established the Bureau of Apprenticeship and Training in the U.S. Department of Labor
- Fair Labor Standards Act/"Wage-Hour Law" (1938) — Established minimum wages and maximum hours for workers in "interstate commerce"
- Shelley-Maloney Apprentice Labor Standards Act (1939) — Enacted to promote the welfare of the industry and the apprentice, improve the working conditions of apprentices, and improve their opportunities for employment.

Post-Second World War Laws

- Taft-Hartley Act (1947) — Modified the NLRA of 1935; added a number of unfair labor practices by unions; enabled the employer to legally pay or help to pay for apprenticeship programs (section 302)



- Civil Rights Act (1964) — Prohibited discrimination on the basis of race, color, religion, gender, or national origin in hiring, apprenticeship, compensation, and the terms, conditions, or privileges of employment
- Occupational Safety and Health Act (1970) — Established the Occupational Safety and Health Administration (OSHA) “...to assure so far as possible every working man and woman in the nation safe and healthful working conditions and to preserve our human resources.”
 - ✓ **NOTE:** The Act identifies responsibilities for both the employer and the employee. To learn more, see the publication *All About OSHA* (OSHA 2056). It is available to download free from the OSHA web site at <www.osha.gov>. Click on “News Room,” then click on “Publications.” You can also read about the history of OSHA. From the OSHA web site, click on the “Library” link, then click on the letter “J” in the Index. Click on “Job Safety and Health Quarterly (JSHA)” and look for the article by Susan Hall Fleming titled “OSHA at 30: Three Decades of Progress in Occupational Safety and Health” in the Spring 2001 issue.
- Job Training Partnership Act (1983) — Funded partnerships among businesses, industries, local schools, and training facilities to help people acquire the skills needed to reach their employment goals
- Americans with Disabilities Act (1990) — Prohibited discrimination and ensured equal opportunity for people with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation
- Workforce Investment Act (1998) — Enacted to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs, among other things; designed to meet the needs of businesses for skilled workers and the needs of individuals for training, education, and employment

OBJECTIVE 11

Complete Assignment Sheet 3.



OBJECTIVE 12

Optional Activities/
Resources in Instructor's
Guide

List characteristics of a good employee.

✓ **NOTE:** The employer pays the salary and has a right to expect certain qualities in an employee.

- Cooperation

EXAMPLES: Helping other employees, if permissible, when your duties are completed; seeing things that need to be done and performing them without being told

- Initiative

EXAMPLE: Moving to additional duties which require more responsibility and more difficult skills

- Honesty

EXAMPLES: Being productive while at work; not leaving work a few minutes early; not taking tools for personal use; not stealing money and/or merchandise; discouraging others from being dishonest

- Willingness to learn

- Ability to follow directions

✓ **NOTE:** Listening and reading instructions will save time and effort.

- Neat appearance and good grooming

- Professional communication

✓ **NOTE:** This includes avoiding personal talk on the telephone and too much unproductive talk on the job.

- Patience

- Punctuality

EXAMPLES: Starting work on time; returning from breaks and lunch on time

- Good attendance

✓ **NOTE:** Excessive absences are a major problem in all organizations.

- Dependability



- Enthusiasm
- Accepting criticism well

✓ **NOTE:** It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses.

- Loyalty

EXAMPLES: Keeping confidential matters, such as price margins and cost codes, to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services when applicable

- Positive attitude
- Lack of jealousy
- Tactfulness
- Interest in the job

✓ **NOTE:** This includes leaving your personal problems at home.

OBJECTIVE 13

Optional Activities/
Resources in Instructor's
Guide

List reasons people lose jobs.

- Poor human relations and attitude

✓ **NOTE:** The biggest factor of all is how you conduct yourself with others. If you are not a "people person," then you may want to look for an occupation that does not demand working with a team or the public.

- Lack of technical knowledge

✓ **NOTE:** Lack of or low ability to execute skills required in a particular job can account for loss of employment. Look at all available opportunities to learn the needed skills to brush up on the skills in which you feel weak.



OBJECTIVE 14

Optional Activities/
Resources in Instructor's
Guide

- Low dedication to work ethic

EXAMPLES: Continual tardiness, calling in sick at the last moment or not at all, poor grooming habits, dishonesty in your work, disloyalty to your place of employment, carelessness in what you do

✓ **NOTE:** Employers and the people you care for deserve your very best. You should strive to do your best and give the care and concern that you would want to receive. In return, you have the right to work in an atmosphere of appreciation for your efforts and one in which you are able to learn and grow in your profession.

State guidelines for communicating a positive work ethic.

WORDS YOU SHOULD KNOW

ethics	relating to what is good or bad; having to do with moral duty and obligation
---------------	--

- Being punctual
- Arrive early and be ready to work at the starting time.

✓ **NOTE:** Some companies using a time clock do not allow an employee to punch in early, but a good employee should arrive early even if he or she is not permitted to punch in.

- Dress (if uniforms are needed) and gather your tools on your own time.
- Return from breaks on time.

✓ **NOTE:** Other people may be waiting for you to return or to complete a task so they may go on break.

- Maintain personal hygiene.
- Missing work
 - Have good attendance to acquire and maintain good references.
 - Try not to miss work when you know a lot of tasks need to be completed.



- ❑ Call the employer as early as possible when you must miss work.
 - ❑ Always ask, not tell, the supervisor when you need time off from work. Ask for time off from work as early as possible, and then remind the supervisor again several days before taking the time off.
 - ❑ Be willing to come to work on short notice when possible.
- Keep your vehicle in good working order.
- Keeping busy
 - ❑ Do not wait to be told to do things.
 - ❑ Stay with a task until it is finished.
- Being professional
 - ❑ Have a positive attitude.
 - ❑ Be enthusiastic.
 - ❑ Keep an open mind.
 - ❑ Read journals, newsletters, and books that relate to your profession.
 - ❑ Join and be active in professional organizations.
 - EXAMPLE: Stay involved with your union.
 - ❑ Continue your education.
- Communicating effectively
 - ❑ Listen carefully and ask questions.
 - ❑ Repeat messages and instructions for verification.
- Working safely
 - ❑ Wear the appropriate personal/protective equipment (PPE).
 - ❑ Come to work well-rested.

OBJECTIVE 15

Complete Assignment Sheet 4.





Name _____ Score _____

OBJECTIVE 5

Explore web sites related to the concrete industry.

BASIC SKILLS



Reading



Writing



Critical
Thinking



Employability



Technology

INTRODUCTION

Information about the concrete industry is available from many sources. This information can give you a better picture of the concrete industry.

**EQUIPMENT
AND SUPPLIES**

- Internet access
- Pen or pencil

INSTRUCTIONS

- Identify sources of information about the concrete industry. They may include books, videos, web sites, even interviews with people in the industry. Examples of web sites can include:
 - Operative Plasterers' and Cement Masons' International Association
www.opcmia.org
 - American Concrete Pavement Association
www.pavement.com
 - AFL-CIO Building and Construction Trades Department
www.buildingtrades.org
 - *Occupational Outlook Handbook*
www.bls.gov/ocohome.htm
 - Portland Cement Association
www.portcement.org
 - Holnam, Inc.
www.holnam.com
 - U.S. Department of Labor, Employment and Training Administration
www.doleta.gov



- Provide the information below.

1. What information sources did you use?

2. What are five new things that you learned about the concrete industry?

3. What questions do you have about the concrete industry?

4. How has the information you found influenced your decision to pursue a career in the concrete industry?

5. What are two areas that you want to learn more about?



Name _____ Score _____

OBJECTIVE 9

Profile an organization related to the concrete industry.

BASIC SKILLS



Reading



Writing



Critical
Thinking



Technology

EQUIPMENT
AND SUPPLIES

- Pen or pencil
- Internet access (optional)

INSTRUCTIONS

- Identify one organization that is related to the concrete industry. The organization may be an industry association, a union organization, or other organization (such as the local chapter of a national organization). Your instructor may assign the name of an organization to you. Some examples include:
 - American Concrete Institute
www.aci-int.org
 - American Concrete Pavement Association
www.pavement.com
 - Associated General Contractors of America
www.agc.org
 - Cement Association of Canada
www.cPCA.ca/cPCA/cPCA.nsf
 - Concrete Foundations Association
www.cfawalls.org
 - Concrete Reinforcing Steel Institute
www.crsi.org
 - Interlocking Concrete Pavement Institute
www.icpi.org
 - International Concrete Repair Institute
www.icri.org
 - Market Place Cement
www.global-cement.dk



- ❑ National Concrete Masonry Association
www.ncma.org
- ❑ National Precast Concrete Association
www.precast.org
- ❑ National Ready Mixed Concrete Association
www.nrmca.org
- ❑ National Slag Association
www.taraonline.com/nationalslagassoc/main.html
- ❑ Operative Plasterers' and Cement Masons' International Association
www.opcmia.org
- ❑ Portland Cement Association
www.portcement.org
- ❑ Tilt-Up Concrete Association
www.tilt-up.org

- Using the Internet and other resources, find out about the organization. Answer as many of the following questions as possible.

ORGANIZATION (NAME):

1. When was the organization established? _____

2. What is the mission or purpose of the organization?

3. Who are members of the organization? (Whom does the organization represent?)

4. What are the qualifications for membership? Are student memberships available?

5. What services does the organization provide for its members?



6. Does the organization certify anyone?

7. In how many states is the organization represented?

8. How many chapters does the organization have?

9. Is there a chapter near you? _____

10. Does the organization have any official publications?

11. Is there an annual convention or other events for the membership?

12. Are there any special or unique facts about the organization?





Name _____ Score _____

OBJECTIVE 11

Profile a period in labor history.

BASIC SKILLS



Reading



Writing



Critical
Thinking



Social
Studies



Technology

EQUIPMENT
AND SUPPLIES

- Pen or pencil
- Internet access (optional)

INSTRUCTIONS

- Choose a period of labor history that interests you. For example, choose the 1930s, the 1960s, etc.
 - Find information about the period you've chosen. Use library resources, the Internet, and other resources. Examples of Internet resources include:
 - ❑ Illinois Labor History Society
www.kentlaw.edu/ilhs
 - ❑ Labor and Working Class History Association (LAWCHA)
www.lawcha.org
- ✓ **NOTE:** The LAWCHA web site includes a link to labor history societies throughout the United States.
- ❑ National Labor Relations Board
www.nlr.gov
 - ❑ UnionOnline
www.uniononline.com



- Answer the following questions in writing or as a presentation to the class, as your instructor chooses.

What period did you choose? _____

Why does this period interest you?

What events took place during this time? Did any of those events happen near where you live?

What labor-related laws were passed during this period?

What impact do you think this period had on the way people worked and lived?

Do you think people today are still affected by this period in labor history? How?



Name _____ Score _____

OBJECTIVE 15

Respond to scenarios involving ethical conflicts.

BASIC SKILLS



Reading



Writing



Critical
Thinking



Employability

INTRODUCTION

Our ethical values are put on the line many times, sometimes on a day-to-day basis. How would you respond in certain situations? This assignment can help you start thinking about situations you might face on the job.

**EQUIPMENT
AND SUPPLIES**

- Pen or pencil

INSTRUCTIONS

For each situation, explain how you would respond.

1. You have just found out that you are not being paid as much as a fellow worker who was hired at the same time and with your same qualifications.

2. You were fired from your last job for being late too many times. You have learned your lesson and realize that punctuality is essential for job success. Would you leave the information off your job application?

3. A friend is causing productivity problems in your unit because of an alcohol/drug abuse problem. What do you do?



4. Your supervisor gives you credit for work that was done by a co-worker.

5. List below the things you would NOT do, even at the risk of being fired.

6. Your supervisor harasses you sexually.

7. Your co-workers follow unsafe procedures whenever the supervisor is away.

8. You observe a co-worker stealing supplies.

