

PART III

DEVELOPING RELATED SKILLS

ON-THE-JOB

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PART III: DEVELOPING RELATED SKILLS

On-the-Job

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DEVELOPING A POSITIVE WORK ETHIC



AGENDA

- Starter
- Passes
- Learning the Rules
- Following the Rules
- Conclusion
- Student Assessment

Objectives

Students will discover the importance of learning the rules of the workplace.

Students will learn the types of rules they are likely to encounter in the workplace.

Students will identify and define a positive work ethic.

Students will practice following company rules and having a positive work ethic.

Materials Needed

- Two pens for each circle of students (Part I)

Starter (3 minutes)

Ask a student what they like to be called. After the student responds, say, “I think I’ll just call you Herman (or another incorrect name).” Ask the student to explain how that makes them feel. Explain that most people would feel annoyed, surprised, and even angry to be intentionally called by the wrong name.

Ask the class, “Why is the way you are addressed so important?” Suggest that it is about respect. We want people to call us the name with which we are comfortable. If someone doesn’t, it feels as though they don’t respect us enough to use our name correctly.

Point out that the same is true in the workplace, especially with a supervisor. It is important to find out what your supervisor and coworkers like to be called. Do they prefer titles like Mr. or Ms.? Do they want to be called by their first names? Explain that this is one of the rules of the workplace that students need to know. In this lesson, the class will learn about other rules that are important to follow if they want to be successful.

Part I Passes (15 minutes)

Purpose: Students discover the importance of learning the rules of the workplace and identify the types of rules they are likely to encounter.

1. Students participate in a game to learn the importance of knowing the rules of the workplace.

Ask students to sit in a circle. You should also sit in the circle. If the class is large, form smaller circles and explain the game to a student leader. Each circle of students will need two pens.

Explain the game:

- The goal is to figure out how to pass the two pens around the circle correctly.
- Explain that you are going to pass the pens in the proper manner. Tell students to pay attention to what you do because they have to copy it exactly in order to pass the pens correctly.
- Emphasize that no one, except for you, is to communicate with anyone in any way during the game. Tell students that they must concentrate on identifying the proper way to pass the pens.

Pass the pens to a person in the circle. When you pass them, be sure that your legs are crossed in some manner. Do not call attention to this.

Each time a student passes the pens, say whether the pass was correct or not. If students cross their legs in the same manner as you while they pass the pens, they have completed the pass correctly. If a student does not cross their legs when passing the pens, the pass is incorrect.

After five minutes, stop the game and ask students to name the rule that defined a correct pass. If students have not recognized that their legs must be crossed when passing the pens, tell them.

Ask the class to describe how it felt when they were trying to figure out how to pass the pens. Was it frustrating? Allow students to respond.

Lead students to the understanding that it is important to know the rules of a game if they are going to play it well. The same idea is true in the workplace. If they don't know the rules or what their employer expects from them, they might not behave or work properly. Explain that they need to find out the rules and procedures of their job before they break them by mistake.

2. Students brainstorm the types of rules they might encounter in the workplace.

Ask students to list the kinds of workplace rules they might need to learn. Write student responses on the board. (Students might respond: vacation and holiday policies; time allowed for lunch; personal use of telephones and computers; break times; where to put coats and bags; whether personal pictures, mementos, and plants are allowed.)

3. Students discover how to find out the rules of the workplace.

Ask students to suggest ways to find the answers to these kinds of issues. Lead students to the understanding that they should ask their supervisor and coworkers or obtain a copy of the company's policies and rules.

Part II Learning the Rules (10 minutes)

Purpose: Students learn about having a positive work ethic.

1. Students recognize that ethical behavior in the workplace includes punctuality.

Explain to students that in addition to the rules they discussed, there are more general rules for the workplace that everyone should follow in order to be a good employee.

Ask students to imagine that they're throwing a surprise party and have asked their guests to come at a specific time. Instead, the guests all arrive at different times. Ask, "Why is their lateness a problem?" (Students should respond that the surprise aspect of the party would be ruined.) Direct students to the understanding that being on time is important.

Point out that just as it's important for everyone to arrive at a surprise party on time, we arrive at our jobs on time so that the business operates smoothly. Lead students to identify punctuality as an important rule.

Explain to students that being on time shows they understand that it's important to fulfill their responsibilities and that they want to help keep things running smoothly. It also shows respect for company policy and for coworkers.

2. Students recognize that telling their employers when they are sick is important.

Ask students to imagine that they plan to meet a friend at the movies, but the friend never shows up. The friend calls two days later, saying she was sick. Ask students to consider how they would feel and what they would think about their friend.

Lead students to understand that they would feel like the friend didn't think they were important enough to call. Explain that the same is true for times when they're sick and can't go to work. If they don't call in, their boss will think that the job isn't important to them.

3. Students recognize that taking company property is stealing.

Tell students to imagine that a friend visits their home and, after the friend leaves, they realize that their headphones are missing. Ask students to share what they would think. (Student responses should mention stealing and that they'd probably be angry.)

Point out that the same is true on the job. Taking supplies home from the job for personal use or making personal phone calls is stealing because the company has to pay for those things. Point out to students that if they need to make a phone call in an emergency, they should explain the situation to a supervisor and ask to make a brief call. Otherwise, making phone calls or taking supplies home can cause difficulties on the job.

Part III Following the Rules (20 minutes)

Purpose: Students practice following company rules and having a positive work ethic.

1. Students recognize that decision making is part of ethical workplace behavior.

Explain to students that sometimes it's hard to follow the rules, especially when other people are breaking them and it seems okay to disobey them, too. Point out that students need to consider whether they are willing to jeopardize their job and risk being fired. Explain that they have to weigh the options and decide whether what they get from breaking a rule is more important than having their job. Remind them that another potential consequence is incurring the disapproval of their boss or other coworkers.

Tell students that this situation calls for decision making. Point out that if having the job is more important, then it's not worth breaking the rules.

2. Students role-play workplace situations in which they must decide whether to break a company rule.

Divide students into pairs. Explain to students that, with their partners, they will role-play a scenario in which they have to decide whether to break one of the company rules. Remind students to follow the steps of the decision making process.

Ask students to use one of the following scenarios or create their own:

- You're working at an ice cream parlor, and everyone else takes home a pint of ice cream when they leave. Your coworker is taking some and asks if you want a pint.
- You're at work, and you want to call your friend who lives in a different area code. Your coworker tells you about a time that he made a long-distance call on the phone at work and didn't get caught.
- A friend's family has invited you to go to the mountains with them for the weekend. However, the people who invited you are leaving today, and you have no other means of transportation. You're supposed to work tonight. Your friend tells you to call in sick. You know that there will be little coverage at work tonight.

Remind students about peer pressure and how to reject peer pressure while maintaining respect for themselves and their peers.

Have students perform their role plays for the class.

3. Students analyze their scenarios.

When students have finished performing, ask them the following questions:

- Was it difficult to decide what to do in these situations? Why or why not?
- How would you respond to your coworker if they were encouraging you to break a rule?

Discuss the variety of responses with the class.

Conclusion (2 minutes)

Close this session by reminding students that when they have worked hard to get a job, following the rules will help them keep the job. Following the rules can also get them noticed by supervisors and result in a promotion. Elicit from students the following **key points** that were taught in this lesson:

- Learn the rules of the company and follow them.
- Good employees also follow unwritten rules of personal conduct.
- It may be tempting to break the rules, especially when other people are doing so, but following the rules shows self-respect and respect for the company.

Student Assessment

1. Define “positive work ethic” and explain why having one is important.
2. List five types of rules you might encounter in the workplace.
3. Why is it important to learn workplace rules?

LESSON EXTENSIONS

Using Quotations

“Our labour preserves us from three great evils—weariness, vice, and want.” —Voltaire, French writer

Tell students that a full-time workweek generally consists of 40 hours over five days. Ask, “Is 40 hours long enough or too long? What would be better: 10-hour days over four days or eight-hour days over five days? How can having a full-time job benefit you?”

Addressing Multiple Learning Styles

Have students describe a time when they were treated poorly by an employee who should have been assisting them (e.g., at a store or fast-food restaurant). Have groups of students illustrate (in words, movement, or images) one of these situations.

Discuss each group’s work. Have students identify how these situations might reflect a poor work ethic. Ask, “How might having a poor work ethic affect you personally?”

Writing in Your Journal

Have students write about how they feel when people break community rules, such as no littering. Ask them to think about community rules in the workplace.

Discuss how adhering to rules can affect the workplace.

Using Technology

Have students visit <https://www.thebalance.com/rules-for-usingcell-phones-at-work-526258> for rules about cell phone use while on the job. Ask them to identify how breaking these rules could affect them.

Homework

Tell students that the military is known for rules and discipline. Review specifics if possible.

Have students write a paragraph about how such a rigid structure would affect the workplace.

Additional Resources

Have students consult etiquette books and note the different tips they offer.

Brainstorm with students as to why common courtesy is important in the workplace. It is also important to realize that different cultures have different rules of etiquette. Have students find out why some of these rules exist.

WORKING WITH OTHERS



AGENDA

- SESSION 1
 - Starter
 - Workplace Dos
 - Workplace Don'ts
- SESSION 2
 - Workplace Don'ts (continued)
 - Practice, Practice, Practice
 - Conclusion
- Student Assessment

Objectives

Students will identify positive behaviors in the workplace.

Students will identify negative behaviors in the workplace and recognize that constructive criticism can correct those behaviors.

Students will practice their skills for working well with coworkers.

Materials Needed

- Session 1: Two Hula-Hoops (Part I)
- Session 1: Dictionary (Part I)
- Session 2: Dictionary (Part I)

- Session 2: One copy of the “Workplace Role Plays” activity sheet for each student (Part II)

SESSION 1

Starter (3 minutes)

Ask students, “If you had to build a skyscraper, how would you do it?” Allow students to offer responses.

Explain to students that one thing is certain: the construction of the Empire State Building and all other skyscrapers required teamwork. Tell students that this lesson will help them learn the skills that they need to cooperate with coworkers and keep a positive attitude on the job.

Part I Workplace Dos (35 minutes)

Purpose: Students identify the importance of working together, offering and receiving praise, and taking responsibility in the workplace.

1. Students learn the importance of teamwork.

Tell students that in this activity they are going to develop some positive workplace behaviors.

Divide the class into two groups. Give students in both groups the following directions:

- As a group, your goal is to raise the Hula-Hoop to eye level and then lower it to the ground.
- You may only use your index fingers to raise and lower the hoop. No other fingers may touch the hoop. Your index fingers must be kept flat and cannot hook around the hoop.
- You may talk as you play. You can do whatever you think will allow you to raise and lower the hoop quickly.
- If you drop the hoop, you must start over.
- The first team to raise and lower the hoop wins.

Have the groups form two circles and keep their hands at waist level. Tell them to extend their index fingers. Place the hula-hoops on their index fingers. Then, tell the groups to take two or three minutes to plan how to achieve the goal. After the groups have agreed on how to raise and lower the hoop, tell them to begin.

Stop the game when one team has finished. Ask the first team to finish to explain what they did to win the game. Allow students to respond. Lead students to the understanding that though they may have had many different strategies, they all had to work together and communicate effectively to accomplish their goal.

Ask students to imagine that their group is the kitchen crew at a local restaurant. It's lunch hour, and the restaurant is filled with hungry people who need to get back to work quickly. The boss is tense, and he is yelling at them to hurry. What could they do in this situation to make things run smoothly and efficiently? Allow the groups two or three minutes to brainstorm courses of action.

Ask each group to present a solution. Write their responses on the board. When students have presented their ideas, encourage them to realize that working together on the job makes things go much more smoothly and effectively and keeps relationships with coworkers positive.

Ask students if teamwork has another result. Prompt them by asking them to consider how they felt while they were trying to raise and lower the Hula-Hoops. Elicit from students that they were having fun and that working together makes things—including jobs—more enjoyable.

2. Students recognize the power of praise in the workplace.

Ask students to imagine that they played an incredible game of basketball, did everything right, and scored lots of points, but no one congratulated them or acknowledged how well they played. How would they feel?

Point out to students that we don't do things well just because we want praise. We do them because people with self-respect always do their best at everything they do. Emphasize, however, that when we do something well, it's nice for people to notice. Praise can increase our self-respect. Lead students to understand that receiving a compliment on the job can show people that they are respected and that the job they are doing is appreciated.

3. Students recognize the importance of personal accountability in the workplace.

Say to students:

Imagine that your favorite clothing brand has just made a new jacket that you want. Your best friend already owns it. You don't have the cash to buy it right now, so you borrow your friend's jacket for the afternoon and evening. You promise to be careful with it and to return it tomorrow. When you get home, you're about to put the jacket into the closet when you accidentally knock your soda over and spill it on the jacket! You try to clean it up, but it's too late. It's ruined. You don't have enough money to replace it. What are you going to do?

Write their responses on the board.

Ask students to speculate on the outcomes of each action they suggested. Students should understand that if they choose to lie, the friend could find out the truth and never trust the student again. The consequences of honesty are that the friend will be upset but will probably get over it and forgive the student.

Ask students to consider if they behave differently with a person they do not trust. (Student responses might include that they don't tell the person things, they don't count on the person, and they don't respect them.)

Ask students to translate this to the workplace. If their coworkers felt this way about them, what would work be like? Lead students to understand that it would probably not be a comfortable place to work.

It's crucial to develop trust with the people with whom we work. At work, we need credibility. Ask a volunteer to look up the word "credibility." Credibility is trustworthiness. Explain that when students have credibility, people respect them and believe what they say. Ask students to suggest ways to build credibility, or trustworthiness. Write student responses on the board. (Students might respond: behaving honestly and openly, admitting when you have made a mistake or need help, being friendly.)

Part II Workplace Don'ts (10 minutes)

Purpose: Students identify negative behaviors in the workplace and learn how to build credibility.

1. Students predict behaviors that are detrimental in the workplace.

Explain to students that they will now be examining some behaviors that are not acceptable in the workplace.

Ask students to predict what some of these behaviors might be. Write their responses on the board. Save this list for use in Session 2.

2. Students recognize that rudeness and negativity in the workplace are destructive.

Ask students to define the phrase "What goes around comes around." Lead students to the understanding that when they praise other people and show them respect, they will receive respect in return. Point out that it also means that if students are disrespectful, that behavior will be noticed and returned as well.

Ask students how disrespect might show up in the workplace. (Students might respond: being rude, being overly critical, gossiping, and having a bad attitude.)

Summarize by pointing out that one of the best ways to build credibility is to show that you're accountable for your actions by taking responsibility for them, whether they have positive or negative results. Sometimes, this means admitting that you made a mistake—like admitting to your friend that you ruined the jacket. Just like in that situation, the odds are always better when you tell the truth.

SESSION 2

Part I Workplace Don'ts (continued) (20 minutes)

Purpose: Students identify negative behaviors in the workplace and learn that constructive criticism can correct those behaviors.

1. Students review workplace dos and don'ts.

Before class begins, write the following questions on the board:

- How old are they?
- What do they like to eat?
- What did they do last weekend?

Briefly review the previous session. Elicit from students the importance of teamwork, praise, accountability, and the avoidance of rudeness and negativity.

2. Students recognize the danger of office gossip.

Explain to students that there is another behavior in the workplace that can be destructive: gossip. Tell students that they will play a game to see the problems that gossip can cause.

Divide the class into groups of four. Ask for a volunteer from each group. Give each volunteer the following directions: "You must pretend that you're invisible. You can see and hear everything that's going on, but you can't do or say anything about it."

Give these directions to the other students: "Your job is to have a conversation about the volunteer. You're going to discuss the three questions on the board. If you don't know the answers, you can guess or make them up." Remind students to maintain school-appropriate behavior.

Instruct students to begin.

After each group has answered the questions about their volunteer, ask:

- How many of you made up answers when you didn't know them?
- Volunteers, did the people talking about you answer the questions correctly? How did you feel when people were talking about you?

Lead students to understand that answering questions about other people can be risky. If you give wrong answers, you may be spreading gossip.

Ask the class to define “gossip.” Lead students to understand that gossip is rumor—information spread about people without their knowledge that is not necessarily true or kind. Explain that simply passing on information that you have heard, whether it is true or false, is gossiping.

Help students to recognize that gossiping is disrespectful. It puts another person in a powerless position because the individual cannot correct the information. It’s often difficult to figure out the real story from gossip, so the information may very well be untrue.

Ask students to think of the problems that workplace gossip can cause. (Students might respond: if someone feels you can’t be trusted, they may not share important information with you; if the supervisor and the people you work with don’t think you’re trustworthy, you won’t receive additional opportunities; gossip is bad for morale and office culture; gossip can make it difficult to keep a positive attitude.)

3. Students review their list of poor workplace behaviors.

Call students’ attention to the list of negative behaviors on the board. Have them discuss what they learned about rudeness, negativity, criticism, disrespect, and gossip.

Point out that positive behavior in the workplace is similar to good behavior anywhere: courteous and respectful words and actions are always appropriate.

4. Students learn about constructive criticism.

Ask students to describe how they would feel if someone were to criticize them constantly. Lead students to recognize that being criticized all the time can hurt one’s self-esteem. Explain that there are ways to give criticism constructively that actually help people to improve instead of making them feel bad about themselves and their contributions.

Give students the following scenario:

You’re working in an office, and one of your tasks is to file a stack of papers. You’re in a hurry, so you make all the files and you put the papers in the correct folders, but you don’t put the files themselves in alphabetical order. Your boss finds them and feels that you could have done a more complete job. How could your boss best convey this to you?

Give students 30 seconds to write down their answers. Ask volunteers to share their responses. Write their answers on the board.

Ask, “What’s the difference between a comment like ‘This is terrible! Don’t you know how to alphabetize?’ and ‘Next time, would you please alphabetize the files?’” Note that it is most helpful to point out a specific behavior and offer a suggestion for improvement to the person you would like to correct. Point out that this is called “constructive criticism” or “feedback.”

Ask students what the word “constructive” means. If students do not know, ask a volunteer to look it up in a dictionary. Students should recognize that “constructive” means useful and helpful. Explain that constructive criticism helps a person to understand mistakes in order to improve the next time.

Point out that constructive criticism helps people improve themselves and their performance on the job. While people usually don’t want to hear any criticism, constructive comments help people improve without feeling embarrassed or angry.

Part II Practice, Practice, Practice (30 minutes)

Purpose: Students practice their skills for working well with coworkers.

1. Students work in groups to prepare scenarios about the workplace.

Have students form groups of three or four.

Explain to students that they will role-play some scenarios about working well with coworkers. Instruct students to create relevant scenarios or adapt the ones found on the “Workplace Role Plays” activity sheet. Remind students to consider what they have learned about positive and negative workplace behaviors.

2. Students present their role plays.

Allow students about five minutes to rehearse their role plays; then, ask each group to perform its role play for the class.

3. Students analyze the role plays.

When students have finished performing, discuss the role plays with the class. Ask the following questions:

- Did you find it easy or difficult to handle these situations?
- What did you think about as you tried to find good solutions for these situations?
- What did you or others do well?
- What could you or others have done better?

Sum up the role-playing exercise by stating that working well with others takes a lot of practice and patience. Remind students that keeping a good attitude makes it easier. People will appreciate their positive approach, and that will lead to more opportunities, promotions, and good recommendations.

Conclusion (2 minutes)

Ask students to list positive behaviors that improve the workplace. Elicit from students the following **key points** that were taught in this lesson:

- Teamwork on the job is important.
- Use good communication skills, including praise and constructive criticism, while on the job.
- Be accountable for your actions. Take responsibility for the bad as well as the good.
- Avoid gossip in the workplace.

Student Assessment

SESSION 1

1. List three ways that you can encourage teamwork on the job.
2. Define “credibility” and explain what you can do to gain and maintain it in the workplace.

SESSION 2

1. List three possible results of gossiping in the workplace.
2. What is the difference between criticism and constructive criticism?
3. Describe a person who works well with others on the job.

LESSON EXTENSIONS

Using Quotations

“A chain is only as strong as its weakest link.” —Proverb

Explain to students that the workplace is similar to a sports team. For any business to be a success, each employee must give their all. Discuss with students how one poor employee brings down morale and affects productivity.

Addressing Multiple Learning Styles

Play some of the great jazz recordings of Ella Fitzgerald scatting with Duke Ellington.

Invite students to explain improvising or scatting. Discuss the importance of improvising in the workplace.

Writing in Your Journal

Have students assess their day. What does having a great day mean to them? Is it the day they get a phone call they've been waiting for, winning a contest, getting an A on an exam, going someplace special, or just a day when nothing goes wrong?

Have students discuss what a great workday would be for them.

Using Technology

Play Beethoven's Ninth Symphony. Explain to students that classical music involves discipline and teamwork. Discuss with students how an orchestra has over 100 musicians—strings, woodwinds, brass, percussion—playing in unison under the direction of a conductor. The Ninth Symphony also features a full chorus of basses, baritones, altos, and sopranos. All must read music and sing their parts perfectly. Invite students to pick out their favorite parts of the Ninth Symphony. Discuss how working together to create music is similar to working together on the job.

Homework

Have students interview a family member about problems they have had with coworkers.

Have students report on how their family members resolved conflicts they had on the job.

Additional Resources

Have students review *Winning with Teamwork: Quotations to Inspire the Power of Teamwork* by Katherine Karvelas. Have students share the quotes they found most inspiring. As a class, discuss the effect that strong teamwork skills can have on one's life, job, and career.

WORKPLACE ROLE PLAYS

- 1.** You and a coworker are on your lunch break. Two other coworkers sit down with you and begin gossiping about another coworker. They encourage you to gossip with them. What do you do?
- 2.** You're stocking shelves with someone who is new on the job. The new person doesn't know that the shelves are stocked alphabetically, so he is stocking them according to size. The individual is proud of the artistic job he is doing. What do you do?
- 3.** You and your coworkers at the restaurant where you work have just spent 45 minutes cleaning the kitchen. Your boss comes in and asks in an irritated voice why the kitchen is such a mess. The sink has dishes in it, and the counters need to be wiped. What do you do?
- 4.** You and a coworker both applied for a promotion. You are both good workers, but your colleague has been on the job for about six months longer than you have, so he gets the promotion. What do you say to your coworker?
- 5.** You have completed all of your tasks for your shift. You are about to ask your boss if you can leave a few minutes early. Then, a coworker comes to you to ask for your help. Your colleague has six tasks to do before her shift ends, and she is not sure they can all be finished. What do you do?
- 6.** You are working at an ice cream parlor near your house. A mother with five young children comes in and places a very complicated order. You observe that a newly hired coworker fills the difficult order correctly and with a pleasant smile. What do you do?

COMMUNICATING ON THE JOB



AGENDA

- Starter
- The Phone Call
- The Write Stuff
- Customer Service
- Conclusion
- Student Assessment

Objectives

Students will learn guidelines for answering the phone at work.

Students will recognize the importance of good writing skills in a work environment.

Students will demonstrate the importance of good customer service and learn techniques for dealing with customers.

Materials Needed

- A sponge ball, rolled-up socks, or similar soft item to throw (Starter)
- One copy of the “Writing for the Workplace” activity sheet for each student (Part II)
- A transparency of the “Whoops” activity sheet or one copy for each student (Part II)

Starter (3 minutes)

Tell students that they are going to conduct an experiment on ways to answer the phone. Hold up a sponge ball, rolled-up socks, or a similar soft item. Explain to students that the sponge ball represents a phone call. They will pretend to answer the phone when the ball is thrown to them.

Explain to students that while the ball is in flight, you are going to say “home” or “work.” If you say “home,” students are to answer the call as if they are at home. If you say “work,” they are to answer as if they are clerks at a company called Ajax Graphics.

Toss the ball to several students, with equal numbers of home and work calls. Ask students to discuss what they noticed about the differences between the ways they answered the calls at home and the calls at work.

Explain to students that there are some guidelines that are used in business communications—both written and on the telephone. As a new employee, it is important to understand what these guidelines are.

Part I The Phone Call (15 minutes)

Purpose: Students learn guidelines for answering the phone at work.

1. Students learn how to find out about a company’s rules for answering the telephone.

Ask students to imagine that it’s their first day at a new job. Explain that many companies have guidelines that detail how employees should answer the phone. Ask students to consider how they might find out about these guidelines. Lead students to understand that they can ask the boss, ask a coworker, or listen to coworkers answering the phone.

2. Students explore the basics of answering phone calls at work.

Ask students to imagine that there are no explicit company guidelines about phone calls at their job. Elicit suggestions from them about what to say when answering the phone in this situation. Write student responses on the board. (Students might respond: greet the caller with “good afternoon” or “good morning,” followed by your company’s name and your name; ask how you may assist the caller.)

3. Students discuss using a proper tone during a business call.

Ask students, “When you answered your home phone during the starter, how do you think you might have sounded to a caller? Were you friendly? How was it different from the way you answered the work call? How do you feel when you call an organization and the person who answers is gruff and sounds unfriendly?”

Ask students how the following sounds: (in a friendly voice) “Thank you for calling Ajax Graphics. Bill speaking. How may I help you?”

Point out to students that they can also be too casual; they shouldn’t confuse being casual with being friendly. Being friendly can put the caller at ease, but being casual can be unprofessional. It is possible to be professional and friendly at the same time.

4. Students practice answering phone calls in a professional manner.

Ask students to form pairs. Tell students to alternate between caller and employee as they role-play answering the phone for Ajax Graphics. Remind the class to use the list of guidelines about how to answer the phone.

5. Students learn the importance of taking messages.

When students have finished, ask, “Suppose the phone rings during your shift. You answer it, but the caller wants someone who is not available. How can you make sure to tell the person about the phone call they missed?”

Lead students to understand that if a voicemail system is not in use, they should always write down phone messages.

Ask students to identify the information that they should write when taking a phone message. Write students’ responses on the board. Explain that the most important parts of a phone message are: (a) the name of the person the message is for, (b) the name of the person who called, (c) the caller’s company or business, (d) the caller’s phone number, (e) the date and time they called, and (f) the message the caller would like to leave.

Point out to students that writing a complete message with all of the above information will prevent confusion in the future.

Part II The Write Stuff (15 minutes)

Purpose: Students recognize the importance of good writing skills in a work environment.

1. Students identify writing tasks they might have in the workplace.

Explain to students that all businesses, whether big or small, need employees who not only speak well but also write well. Tell students that good writing skills will help them get and keep a job. Businesses need people who can express ideas clearly and communicate information effectively.

Ask students to identify the kinds of things they might write in a business situation. (Students might respond: letters, emails, reports, memos, project notes, proposals, pamphlets or brochures, newsletters, speeches.)

2. Students learn common elements of business writing.

Remind students that they learned about business letters when they wrote their cover letters and thank-you letters.

Distribute the “Writing for the Workplace” activity sheet and discuss it with the class. Remind students to remember the big picture—they want to share information and ideas. They want the reader to know why they are writing and what the reader needs to understand or do. Tell students to always consider the impact of their writing on the reader.

3. Students identify language that should be avoided in the workplace.

Ask students to identify language that should be avoided in business communications. Elicit the following from students and ask them to provide examples of each: slang, cliches, and insensitive or inappropriate language. Write student responses and examples on the board.

Show the transparency or distribute copies of the “Whoops” activity sheet to each student. As a class or in small groups, identify and correct the poor phrasing and inappropriate expressions.

Summarize this activity by pointing out that workplace writing should be clear and should use effective, honest language. Writing should be direct, concise, tactful, and sensitive to all genders, races, and religions.

Part III Customer Service (15 minutes)

Purpose: Students demonstrate the importance of good customer service and learn constructive ways to deal with customers.

1. Students role-play to show the difference between good and bad customer service.

Ask for four volunteers.

Tell the volunteers that they are going to role-play two restaurant scenes. Two of the volunteers will be servers, and the other two will be customers. The two servers will each take a turn receiving the customers’ orders. Quietly tell one server to behave in a friendly, cheerful, and polite manner. Then, quietly tell the other server to act disinterested, bored, and even rude. Have the two customers sit facing each other at the front of the room, as if they are in a restaurant.

Instruct the rest of the class to carefully watch the interactions between the two servers and the customers. Tell the volunteers to begin, allowing the volunteer playing the polite server to take the orders first.

2. Students analyze the differences in service shown in the role play.

When the volunteers have finished role-playing, ask, “Which server would you rather have in a restaurant?” Have students describe why they would prefer one server over the other.

Explain that many people will pay more or travel farther to get good service. Others will forgo buying an item if they have had a bad service experience with the company selling it.

Point out that employees are on the front line of customer service. Suggest to students that many of their first jobs will involve direct dealings with customers and that much of their success will be tied to the customer service they provide.

3. Students discuss the benefits of good customer service.

Ask students to identify jobs in which an employee can directly benefit from providing good customer service. Students may suggest that in the restaurant business, for example, income—through tips—can be directly tied to the service that employees provide their customers. In retail, employees are often given a commission based on their sales.

Point out that even in other jobs, good customer service can benefit employees. For example, if an employee provides good customer service, their employer may notice. Also, a customer who has been treated well may make a favorable comment to the supervisor, which could lead to a raise or promotion for the employee. Good customer service has a positive impact on the company and is an important part of being a good employee.

4. Students learn how to handle an unhappy customer.

Ask students, “How would you handle a situation in which a customer is upset with you no matter what you try to do?” Write student responses on the board.

Explain that there are a few guidelines that students can use to help them in these situations. Give them the following guidelines:

- Keep a positive, friendly attitude.
- Keep calm. If you stay calm, the customer will often calm down, too.
- If you cannot get the customer to calm down, tell them that you think they should speak with your supervisor. Get your supervisor and ask them to speak with the customer.

5. Students list ways to show good customer service.

Ask students to identify some of the ways that they can demonstrate good service to a customer. (Students might respond: smile, make eye contact, good attitude, be polite, calling customers “sir” or “ma’am.”)

Conclusion (2 minutes)

Review with students the ways in which they will have to communicate on the job. Ask, “Which communication skills do you need to develop?” Elicit from students the following **key points** that were taught in this lesson:

- Business phone calls should be friendly enough to put the caller at ease, but also be professional.
- It is important to remember to take thorough messages if a caller wants to speak with someone who is not available.
- Workplace writing should be clear and businesslike and should use effective and appropriate language.

Student Assessment

1. Describe the difference between how you talk on the phone at home and how you should talk on the phone at work.
2. List three things someone can do to provide good customer service.
3. List three positive ways to handle an unhappy customer.

LESSON EXTENSIONS

Using Quotations

“Excellence, then, is not an act, but a habit.” –Aristotle, Greek philosopher

Have students create a list of guidelines for making excellence on the job a habit.

Addressing Multiple Learning Styles

Practice telephone etiquette with students. Callers should always identify themselves: “Hello, this is _____. May I speak with _____?” Stress the importance of identifying yourself on the phone. It’s polite and saves people from asking who is calling. When answering, a pleasant hello and “May I take a message?” are effective.

Have students practice answering the phone. Have them assess each other’s performances.

Writing in Your Journal

Have students practice their handwriting in their journals.

Have students critique and examine their own handwriting by identifying numbers, letters, and words that they can write more legibly. Discuss the importance of legible handwriting to workplace communication.

Using Technology

Have students practice and record outgoing messages that would be appropriate for voice mail systems at work. (For example, “You have reached the voice mailbox of _____. I am unable to answer your call at the moment. Please leave a message, and I will get back to you as soon as possible.”) Have students practice good articulation and tone in class, ensuring that they speak clearly and slowly.

Have students assess each other’s recordings or performances.

Homework

Have students create a list of the different forms of communication they might use on the job.

Discuss the various forms of communication used in the business world and why it is beneficial to be an effective communicator at work.

Additional Resources

Read or hand out excerpts from *How to Win Friends and Influence People* by Dale Carnegie.

Ask students if they think Carnegie’s advice is valuable or not. Have them describe ways they can utilize his advice in the workplace.

WRITING FOR THE WORKPLACE

Characteristic	Explanation	Example
Starting point	Think about the need your letter addresses.	I'm writing to apply... As you requested...
Purpose	You'll be solving problems, completing work, or asking for action through sharing ideas and information.	A possible solution to the problem is... We may need to modify our procedures for...
Audience	Think about your reader. Know your reader's position, needs, and knowledge. Craft the message accordingly.	The staff at Three Oaks Day Camp appreciated the honor of the mayor's presence at our benefit dinner last week. On behalf of the Hawks Little League team, I wish to thank you for the tickets you sent. We had a great time at the Lakers game.
Form	Most workplace writing has a standard format: (1) three-part structure explaining purpose, giving details, and suggesting action, and (2) data, including strategies, numbers, and visuals.	I'm writing for information about your new photocopier machine. Our company is small but makes at least 100 copies per day. Please call (969) 555-1756 Monday through Thursday and ask for me, Julio Vaca. We offer the following services: <ul style="list-style-type: none"> • Window washing • Carpet cleaning • Floor waxing
Voice	Be conversational but direct. Do not be too formal or too personal.	We welcome you to the Pasadena business community. I could set up a news conference that will give us good publicity.

WHOOOPS

1. That was a cool presentation.
2. I don't mean to rock the boat.
3. Our product will appeal to the lower class.
4. All persons employed by this company should make certain to schedule their commutes to ensure that their arrivals are in compliance with their agreed-upon start times.
5. Our department will have to go back to square one.
6. Ms. Herman is burned out, so I suggested she take her vacation early.
7. Contractor may not assign or delegate their duties hereunder.
8. Chicks will be allowed to play on the company softball team.
9. I put the stuff you asked for in this envelope.
10. In consideration of your payment of \$1,000.00, receipt is hereby acknowledged.

MANAGING TIME, MONEY, & PEOPLE



AGENDA

- Starter
- Mind the Money
- Keeping Records
- Can't Do It All
- Conclusion
- Student Assessment

Objectives

Students will identify strategies for successfully managing money on the job.

Students will recognize the importance of keeping written records of their work.

Students will recognize the importance of keeping managers informed and asking for help when needed.

Materials Needed

- One copy of the “To Do” activity sheet for each student (Starter)

Starter (3 minutes)

Distribute copies of the “To Do” activity sheet.

Say to students, “Imagine that you have a job at a clothing store. During your shift today, these are the tasks that your boss has asked you to complete. Your shift is four hours long.”

Ask students to describe how they are going to get all of these tasks done in four hours. Ask them to identify ways to make sure that they don’t forget anything or run out of time. Remind students that a to-do list will help them manage their time and ensure that they don’t forget a task or responsibility.

Tell students that their boss has also asked them to count the money in the cash register drawer and match the amount against the receipts. Have students list any special concerns about handling money and state how they will fit this additional task into their to-do lists.

Part I Mind the Money (15 minutes)

Purpose: Students identify effective money-management techniques.

1. Students identify resources that they might have to manage on a job.

Ask students to consider the following scenario:

You have been working at a local retail store for the past year. One of the managers recently quit, and your boss has asked you to be responsible for closing at night until he hires another manager. You have been in the store when others have closed but have never done it on your own. Closing is a major responsibility and the first step to becoming a manager.

Explain that at the end of the day, there are many tasks related to closing a retail store or any place of business. Ask students to name those tasks. (Students might respond: vacuum or mop the floors, fold clothing, straighten merchandise on shelves or racks, lock the doors, take out the trash, close out the register.)

Ask students to explain what the word “resources” means in the context of a job situation. (Students should say that it means the time, skills, people, or objects needed to complete tasks.) Remind students that they learned how to manage time in *Module Six: Skills for School and Beyond*, and that time is considered a resource. Ask students to identify other resources that they will have to manage now that they have been given the responsibility of closing up. (Students might respond: equipment, merchandise, people, security, money.)

2. Students identify strategies for managing money on the job.

Ask students to identify situations in which they might handle money on the job. Write student responses on the board. (Students might respond: closing out a cash register, running errands for the office, giving change to customers.)

Ask students to focus on one situation listed on the board.

Have students raise their hands when you read the item they have chosen. Group students interested in the same situation together.

Have each group write a dialogue or screenplay that explains why its situation requires effective money-management skills and demonstrates effective money-management strategies. If students are having difficulty generating reasons for having these skills, offer the following suggestions:

- Match receipts to register tapes, checks, credit card slips, and cash.
- Make sure you can account for every penny spent doing errands.
- Customers must get the correct change.

If students are having difficulty generating money-management strategies, offer the following suggestions:

- Count money very carefully.
- Keep an eye on the money drawer.
- Report any discrepancies immediately to a supervisor.

Part II Keeping Records (15 minutes)

Purpose: Students recognize the importance of keeping written records and of managing their relationship with their supervisor.

1. Students learn some of the reasons for keeping written records.

Tell students that the misplacement of memos and other communiqués is a frequent occurrence in an office. Ask students to list strategies for solving this common problem. Elicit from students that copies of the memo or an electronic file will usually solve the problem. Having a record in a log that shows when the memo was sent will also help.

2. Students learn other ways and reasons to keep written records.

Tell students that there are other reasons for keeping written records. Ask students to imagine that they have used their prioritized to-do list, but that they are coming to the end of their shift and haven't done everything on the list. They decide that they've accomplished the most important things and that they'll finish the rest when they come in tomorrow. When they walk in the next day, their boss says, "How much were you able to accomplish yesterday?"

Ask students to respond to the boss's question. (Students should respond: showing the boss the to-do list to indicate what has been accomplished, stating their strategy of completing what could be done.)

Ask students if there are other constructive ways to handle the situation. List additional student responses on the board.

3. Students understand the concept of managing their relationships with their supervisors.

Lead students to understand that the best way to handle the situation is to keep the boss informed. In this example, leaving a note at the end of the shift that details what they had done, what was yet to be completed, and when they expect to complete a task would have made the boss feel that they were managing their time.

Explain to students that this is an example of anticipating the boss's needs and trying to meet them. Help students recognize that if they are proactive about managing their relationship with their supervisor, the supervisor is likely to think of them as good employees.

4. Students understand the importance of keeping completed to-do lists.

Suggest to students that they always keep their to-do lists, even when they have completed them, since they provide a record of what has been accomplished on the job. Ask students to suggest ways to keep all the to-do lists so that they are easily accessible. (Students might respond: keep them in a manila folder, in a computer folder, or in a planner.)

Part III Can't Do It All (15 minutes)

Purpose: Students recognize the importance of asking for help.

1. Students see the impact of scheduling conflicts.

Tell students to refer again to their to-do lists. Tell them that the manager has just come in and has one more thing he wants them to do. This task is significant and seems to conflict with their other scheduled tasks. Ask students if they think that they are getting overbooked.

2. Students discuss ways to deal with scheduling conflicts.

Ask students to suggest solutions to this problem. Write student responses on the board. Lead them to understand that:

- Doing nothing means the problem will not be solved. In addition, the boss will be upset because he will expect the task to be done.
- Students need to ask for help, but they need to do it in the right way, using good communication skills.

3. Students learn how to ask for help.

Ask students how they feel about asking their boss for help. Write student responses on the board. Explain that sometimes people think it is a weakness to ask for help. Tell students that a responsible employee will bring scheduling or priority conflicts to their boss for help resolving them as soon as they are known.

Ask students if they see a good way to bring this problem to the boss's attention. Elicit from students that the best way to approach their boss is to have the problem laid out so that it is easy to understand. One of the best ways to do this is with their to-do lists. They should show the boss how they have prioritized everything and estimated the time required to complete each task. The boss will more quickly understand the problem and will help with prioritizing or changing some tasks.

Point out to students that this involves managing the relationship they have with their supervisor. Putting the scheduling conflict in writing will help the boss more quickly understand the conflict and demonstrates respect for the boss's time.

4. Students practice asking for help.

Ask students to find a partner. Tell each pair to alternate being the boss and the employee. Have them role-play asking a boss for help with prioritizing all of the new tasks they have been given. Remind students to practice managing their partners by anticipating their needs and trying to make their jobs easier.

Conclusion (2 minutes)

Ask students to list strategies for managing time, money, and the people they work with at their job. Elicit from students the following **key points** that were taught in this lesson:

- Planning, scheduling, and managing money are very important on the job.
- Keeping written records of your work can contribute to a good relationship with a supervisor.
- Asking a manager for help on the job can be important to success.

Student Assessment

1. Describe two strategies for organizing your time.
2. List three reasons why you should keep written records of your work.

LESSON EXTENSIONS

Using Quotations

“A stitch in time saves nine.” —Benjamin Franklin

Explain to students that while making lists and prioritizing is effective, sometimes you must drop everything to take care of something more urgent. Brainstorm with students about how to handle these situations.

Addressing Multiple Learning Styles

Have students think about the day as divided into thirds: eight hours rest, eight hours work, eight hours of free time. Ask, “Is this schedule possible or impossible to keep?” Explain to students that although this is the ideal, there will be times in their life when this will not be possible.

Have students create pie charts and bar graphs comparing the actual division of their day to the ideal division of their day.

Writing in Your Journal

Have students write about how long it takes them to get ready in the morning. Have them consider how much time they spend looking for something to wear, homework, or change for the bus.

Have students figure out what they can do the night before that would make their mornings easier. Have them make a checklist and stick with it. Have them see if they save time and are less stressed in the morning by doing some preparation the night before.

Using Technology

Show students how a desk calendar or planner—seemingly low-tech devices—are time savers and important to any business.

Invite students to investigate and report on other types of organizers, from a simple telephone list to a contact list and calendar in Microsoft Outlook.

Homework

Have students keep track of the time they spend on activities that they choose to do and those that they must do.

Discuss how students' time is spent. Ask students if they have ever heard someone say, "Do the things you have to do so that you can do the things you want to do." Have students describe how this saying relates to them.

Additional Resources

Divide students into groups to investigate time in sports and leisure. Have one group list sports that rely on time. Have another group list leisure activities that rely on time (such as TV shows, films, or songs).

List the findings on the board. Which activities have more flexibility regarding time? Why?

TO DO

The following is a list of tasks that you must complete by the end of your shift at the clothing shop. Each task has an estimated amount of time that it will take to complete. You are working for a total of four hours. Pay close attention to the description of each task. Order these tasks so they can all be accomplished.

To Do List:

Task	Time It Will Take
<input type="checkbox"/> Vacuum. This must be done at the end of the shift, just after the store closes.	(45 minutes)
<input type="checkbox"/> Clean mirrors. This must be done just before the vacuuming.	(20 minutes)
<input type="checkbox"/> Record items moved from stock to shelves.	(50 minutes)
<input type="checkbox"/> Wipe down counters with damp cloth. This must be done at the end of the shift.	(15 minutes)
<input type="checkbox"/> Empty dressing rooms and put clothes back on hangers. This must be done throughout the shift, not necessarily for 45 consecutive minutes.	(45 minutes)
<input type="checkbox"/> Water plants.	(10 minutes)
<input type="checkbox"/> Create signs for a big sale.	(45 minutes)
<input type="checkbox"/> Refold clothes on shelves. This must be done throughout the shift and at the end, not necessarily for 45 consecutive minutes.	(45 minutes)

How will I get these tasks completed?

ADVANCING ON THE JOB



AGENDA

- Starter
- The Numbers Game
- Strategy
- Moving On
- Conclusion
- Student Assessment

Objectives

Students will develop a strategy for job advancement.

Students will demonstrate how to ask for a promotion.

Students will determine how to leave a job properly.

Materials Needed

- A blanket (Starter)

Starter (2 minutes)

Before students arrive, select a typical classroom object, such as a book or file cabinet, and cover it with a blanket. Make sure that the covered item's form does not reveal what is underneath the blanket.

After students have arrived, ask them, "What is under this blanket?"

Let the students guess for a while. Then, ask them to formulate questions to ask that will reveal what is under the blanket. Lead them to understand that questions such as "May I see what is under the blanket?" or "May I have what is under the blanket?" would reveal the answer.

Explain to students that asking the right question at the right time can be a key to advancing in the workplace. It may not be any more difficult than asking to look under the blanket.

Part I The Numbers Game (10 minutes)

Purpose: Students recognize the need to plan ahead.

1. Students participate in a numbers game.

Divide students into pairs. Explain to students that they are going to play a numbers game. The rules of the game are as follows:

- Each partner will take turns counting out loud. The winner is the person who reaches 30 first.
- You can say one or two numbers per turn. For example:
 - Player A: "1"
 - Player B: "2, 3"
 - Player A: "4, 5"
 - Player B: "6"
 - Player A: "7"

Allow students to play a few rounds.

2. Students understand the meaning of the numbers activity.

Ask students to identify the trick of the game. (Students should respond that the trick is to get their partners to say either 28 or 29 so that they can say 30.)

Tell students that they can win if they figure out the strategy: plan ahead and play smart. Point out that this is the same strategy they should use to get a promotion.

Part II Strategy (20 minutes)

Purpose: Students learn how to ask for a promotion.

1. Students define “promotion.”

Explain to students that you talked about asking the right questions in the starter and about the need for a strategy in the first activity. Explain that you’re now going to combine those into a plan to request a promotion.

Ask students to define “promotion.” (Students might respond: job advancement, increased responsibilities, sometimes an increase in pay, etc.)

2. Students review the characteristics of a good employee.

Tell students that they’ve already discussed the need for a long-term strategy to get a promotion. Ask them to name some things that might be part of that strategy. Lead students to understand that part of their strategy could be keeping a checklist of what good employees do and making sure that they do those things. Ask students to recall from past classes some of the characteristics of good employees. (Students might respond: ability to manage resources effectively, communicating well with coworkers, being honest, getting to work on time, following company rules, etc.) Write student responses on the board.

3. Students discuss some of the guidelines they need to follow to be considered for a promotion.

Tell students that in addition to these examples of good employee behavior, there are some guidelines that they need to follow. Ask students to name some of the guidelines that they have discussed in previous sessions. Elicit from students the following guidelines:

- Use good listening and communication skills on the job.
- Ask for feedback from your supervisors. Be open to comments and constructive criticism.
- Look for a person who has been at your job longer than you have. Ask that person to teach you about the job and listen to their advice—their experience can help you avoid mistakes.
- Since a strategy is a long-term plan, it’s important that you continue to reevaluate and ensure that your strategy is working.

Write student responses on the board.

4. Students find ways to show their boss that they deserve a promotion.

Ask students to think of additional ways that they can show their boss that they are ready to be promoted. Write student responses on the board.

Explain to students that another part of their strategy for advancement might be to ask for increased responsibility. This shows that they're eager to learn and work hard. It also shows that they believe in their own abilities.

5. Students learn how to ask for a promotion.

Explain to students that even when they prove themselves worthy of a promotion, their boss may not realize how well they are doing. Supervisors have a lot of responsibility and might need to be reminded of an employee's worth to the company.

Ask students what they think would happen if they went into their boss's office and said, "I deserve a raise. I expect more weekends off, money tomorrow, and a new car."

Help students to recognize that aggressive behavior will not lead to success when asking for a promotion. Explain that the best way to let their boss know about their skills and accomplishments is to be assertive and to tell them about how they have handled their increased responsibility. One suggestion is to outline the steps they've taken and what they've achieved for the boss.

6. Students role-play requesting a promotion and recognize the importance of timing.

Ask for two volunteers to come to the front of the class and role-play asking for a promotion. Tell one volunteer to play the owner of an ice cream parlor. Tell the other volunteer to play an employee who wants a promotion to the manager position.

Tell the volunteers to begin the role play and ask the class to observe how the employee tries to convince the owner that they are worthy of a promotion. After the volunteers have finished their role play, have the class share their observations.

Tell students that they are going to watch another role play. Ask for two new volunteers. Tell the new volunteers that the roles and situation are the same, except that it is the afternoon and there are groups of children screaming for ice cream. The owner has just run out of ice cream cones. Tell the volunteer playing the employee to ask for the promotion. If the role play doesn't demonstrate the situation well, give the two students additional directions to make the scene more stressful (e.g., the freezer broke and the ice cream is melting, the cash register will not open).

When the second set of volunteers finish their role play, ask the class to explain what was wrong with the employee asking the owner for a promotion when they did.

Lead students to recognize that timing is an extremely important part of their strategy. Tell them to make sure that their boss is in a receptive mood, that operations are running smoothly, and that the boss isn't too busy and is able to listen to what they're saying.

Part III Moving On (15 minutes)

Purpose: Students learn how to leave a job properly.

1. Students discuss when it's time to leave a job.

Ask students to imagine that they have done everything they can to move ahead at their current job, but their boss still hasn't given them a promotion. What should they do?

Ask students what the consequences would be if they quit. Point out that if they quit, they won't be getting a paycheck. If their strategy for advancement within their current company isn't working, they need to rethink their overall strategy and create a plan for advancement outside the company.

Ask students if they think that it is easier to find a new job if they are not working. Have them consider this from the perspective of an employer by asking, "If you were an employer, would you be more likely to hire someone who is working or someone who isn't? Why?"

Remind students that employers look for someone who can work hard and show responsibility. Point out that having a job and good references makes it easier for them to demonstrate those qualities.

2. Students learn the proper way to leave their current job.

Have students imagine that they have been offered a new job at a different company. Ask students what they should do about their current job once they've accepted the new job.

Emphasize to students the need for good references. Since they have been good employees, they should not lose the opportunity to use their current boss as a reference. Explain that it is important that they treat their current boss and company with respect no matter how unhappy they are with the job. Employees should generally give two weeks' notice when leaving a job.

Tell students that when they decide to leave a job, they should go to their boss and explain their plans. They should be prepared to explain their reasons for leaving. If they have to resign in writing, they should take care to use good written communication skills to explain their reason for leaving.

Conclusion (2 minutes)

Ask students to explain how and when to ask for a promotion. Elicit from students the following **key points** that were taught in this lesson:

- Planning ahead is important when considering a job change.
- Timing is an important part of the strategy of asking for a promotion.
- When leaving a job, it's important to treat your boss and your company respectfully.

Student Assessment

1. List five characteristics of a good employee.
2. List three things you can do to show your boss that you deserve a promotion.
3. Describe how you could appropriately and effectively ask for a promotion.

LESSON EXTENSIONS

Using Quotations

“Advancement only comes with habitually doing more than you are asked.” —Gary Ryan Blair

Tell students that it is a good idea to periodically make a list of their accomplishments on the job. Have them list skills that they have learned and recent projects that they have handled successfully. Ask them to consider ways that they can improve their performance or handle more responsibility. Discuss the value of keeping track of success at work.

Addressing Multiple Learning Styles

Read these quotes to students:

“Opportunity is missed by most people because it is dressed in overalls and looks like work.” —Thomas Edison;

“Diligence is the mother of good luck.” —Benjamin Franklin;

“The world is full of willing people; some willing to work, the rest willing to let them.” —Robert Frost;

Have students interpret these quotes (or others) by creating drawings, songs, etc.

Writing in Your Journal

Show students a job board with local openings. Have students write their own posting describing their skills, the kind of job that they would like, and where they would like to work.

Using Technology

Have students type emails to a supervisor, either thanking that person for an experience or sharing an achievement.

Have students send the messages to each other and respond to them. Discuss the effects of praise and recognition in the workplace.

Homework

Have students research what positions are available in the career they wish to pursue.

Have students draw flowcharts that depict advancement within a chosen career.

Additional Resources

Have students read *I Could Do Anything If I Only Knew What It Was: How to Discover What You Really Want and How to Get It* by Barbara Sher.

Have students describe their goals and what they really want out of a job and life.

GLOSSARY

accountable: responsible for; required to account for one's conduct.

company policy: the standards and procedures set by a business organization to influence and determine decisions and actions.

credibility: the quality of being trusted and believed in.

demeanor: 1. the way in which a person behaves. 2. the attitude with which one carries oneself.

ethical behavior: behaving in accordance with the accepted principles of right and wrong that govern the conduct of a person or the members of a profession.

jeopardize: to expose to loss or injury.

legible: possible to read or figure out; clear.

mandatory: required; necessary.

notation: a brief note or summary used for convenience.

personal ethics: a person's own set of principles of conduct.

recommendation: a favorable statement concerning a person's character or qualifications.

slang: a kind of language occurring mainly in casual or playful speech.

verify: to determine or test the truth or accuracy of something.

work ethic: a set of principles of conduct that involve respect for the rules of the workplace.