

Complete
**Job
Search
System**

**Succeeding
on the Job**



Introduction

This Instructor's Guide provides information to help you get the most out of *Succeeding on the Job*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

Succeeding on the Job, the final film in the five-part series *Complete Job Search System*, starts viewers on the next adventure—actually accepting a position of employment and finding success as a newly hired employee. While the intense and time-consuming process of the job search might seem like the hard part, the challenge is only just beginning. Performing as an effective, impressive employee takes effort, ambition, integrity, and personal skills. This program starts viewers with the process of considering and accepting job offers, and moves through success on the job. Remember, the goal is not just to find your dream job, but to keep it!

Learning Objectives

After viewing the program, students will be able to:

- Demonstrate how to take various job offers under consideration
- Reflect on immediate job benefits versus long-term growth potential
- Understand how to keep getting better while on the job
- Demonstrate effective and appropriate behavior on the job
- Comprehend what is needed to not just get a job, but to keep it

National Educational Standards

English Language Arts

This program correlates with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Gathers and uses information for research purposes.
- Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade)
- Uses discussions with peers as a way of understanding information.
- Uses listening and speaking strategies for different purposes.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Life Work

This program correlates with *What Work Requires of Schools* from the Secretary's Commission on Achieving Necessary Skills (SCANS). The content has been aligned with the following educational standards and benchmarks from this organization.

- Interpersonal: Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- Information: Interprets and Communicates Information: Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.

- **Systems: Understands Systems.** Knows how social, organizational, and technological systems work and operates effectively within them.

Educational Standards from What Work Requires of Schools reprinted with permission.

Technology Standards

The activities in this Teacher’s Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Complete Job Search System: This comprehensive, concise five-part job search series is ideal for introducing job-seekers to information and techniques that will be helpful in selecting a career and getting a job. Designed to be of use to a wide variety of viewers including secondary, vocational, and trade school students, these programs are entertaining and informative.

Succeeding on the Job: While you might think the hard part is over after you receive a job offer, in truth the hard part is just beginning! This film shows viewers not only how to survive on the job, but how to succeed and get ahead. Attitude, timeliness, dress, ethics, grooming, teamwork, conflict resolution, and cooperating with co-workers are among the topics covered in this film. As throughout the series, interviews with real-life employers and employees bring the common-sense narration to life.

After viewing this program, and indeed, the entire *Complete Job Search System* series, students see the job search process come full circle, and begin to think ahead to acting as effective employees, not just job applicants. It’s not over once you land the job; in fact, your effort and ambition really kick into gear once you are on the job. Employees need to act appropriately and with integrity, be prepared for personality conflicts that require respect and a positive attitude, and work hard to do their share of the work and more. All of this in addition to constantly finding ways to get better and move ahead! From considering and accepting job offers to excelling on the job, this program helps students effectively move to the next stage of their careers.

Fast Facts

- When a company makes a job offer, you may have the opportunity to negotiate and possibly adjust the salary and/or benefits originally offered.
- Always wait to get the full offer before turning it down.
- Think beyond current salary and benefits—consider a job’s long-term potential, such as future promotions and pay raises.
- It is estimated that new graduates will have 3 to 6 careers throughout their lifetime.
- While on the job, keep finding ways to get better. Do your current job well, but work well with others, demonstrate ambition, and let it be known that you want to learn and take on more challenges.

- As you continue to improve, you may work out of your role into a new job with more responsibilities.
- Always remember to be appropriate on the job, especially in regard to your Internet use.
- You might face personality conflict with co-workers—patience, personal skills, respect for others, and a positive attitude go a long way in resolving or avoiding issues.
- Always use good manners, help others, and do your share of the work and more.
- Remember—the goal is not just to find your dream job, but to keep it!

Vocabulary Terms

ambition: Drive and desire to succeed and get ahead.

appropriate behavior on the job: Watching what you say and how you say it, using the Internet properly, behaving with integrity, demonstrating patience and respect, and having good manners with co-workers.

job offer: Employer asking you if you want the position for which you interviewed, and providing you with the salary and benefit information about it.

job potential: Opportunity for growth and promotion within a company.

personality conflict: Disagreeing with a colleague or having two opposing ways of solving problems or addressing issues.

salary negotiations: Opportunity to ask an employer to reconsider a salary offer and possibly be offered an adjusted salary rate.

Pre-Program Discussion Questions

1. If you were offered two different jobs, what might help you decide between the two?
2. Is salary the only thing to consider in a job offer?
3. How do you think you would act as an employee on the job? What would work colleagues notice about you?
4. What is job potential or long-term growth opportunity on a job?
5. Why is it important to behave with integrity on the job?

Post-Program Discussion Questions

1. Could you picture yourself negotiating a job offer? Why or why not?
2. How could you continue to find ways to get better on the job? How can you demonstrate ambition and show that you want to succeed and get ahead?

3. What would you do if you had a personality conflict with a colleague at work?
4. What are good work manners? How can you show your co-workers that you are eager to help and collaborate with them on projects?
5. When you start a job and really love it, what should your goals about that job be?

Group Activities

On-the-Job Success

Talk about what on-the-job success looks like and feels like to your students. When they are successful, what are they doing? What are they saying? What are they thinking? How are they feeling? Encourage students to really picture what they are doing and how they are succeeding on the job.

Write “On-the-Job Success” at the top of the board. One at a time, have students come up and write down something that means success while working to them. This could connect to a particular career, a way they are looking, how they might be feeling, how other people might be responding to them, etc. Have the whole class create a full list.

Once all students have contributed, read through the list and discuss. How are students feeling? Inspired? Overwhelmed? Excited? Look carefully at the entries—is anything missing? Encourage students to go back up and write in anything they think still belongs on the list.

On-the-Job Behavior

This film discusses what appropriate on-the-job behavior looks and feels like. What did students think about the behavior described? Did it sound reasonable? Too restrictive? Unrealistic? A good match with job success? Encourage them to think about the specific behaviors mentioned, such as around Internet use or dealing with personality conflicts.

Divide students into groups of five or six. Each group should write and perform a skit that illustrates one example of inappropriate work behavior and one example of appropriate work behavior. Groups should make the skits as humorous as possible.

Have groups perform the skits for the rest of the class. What do students think about the types of behaviors depicted? Encourage everyone to reflect on what will be challenging or different about behavior on the job versus the way they behave now at home or with friends.

Considering Job Offers

If a job applicant is lucky enough to receive two (or more) job offers, he or she could have a difficult decision to make. Job offers are not just about salary and benefits, though those aspects are very important. Applicants should be sure to select an offer with a company that will offer them growth potential, long-term opportunities, and a work environment that is a good fit for their personal priorities.

Divide students into four groups. Each group has two tasks. First, groups should create and design two competitive job offers that a hypothetical candidate might find him- or herself deciding between. These might be two jobs with very similar attributes, but one has a better salary and the other has better benefits. Or, the two jobs could have two very different job environments, but identical compensation. The only requirement is that a potential candidate could find it very hard to decide between the two jobs offered.

Next, each group should pair up with one of the other groups and exchange job descriptions. Now, it is the responsibility of each group to review the two job descriptions they have received and decide which they will choose and why. After groups have decided which offer they will select as the hypothetical applicant, they should share their choice with the rest of the class and explain the reasoning behind the choice.

Individual Student Projects

Job Search Diary

Now that students have been exposed to all the steps of the job search process, they can design and keep a personal job search diary. In accordance with the outline of the *Complete Job Search System* series, students should separately track (1) their efforts to find good career matches for their personalities; (2) research evaluating the suitability of different career opportunities; (3) their work at finding job postings and actual job opportunities; (4) preparation for and experiences at interviewing for jobs; and (5) any success with job offers and experiences actually on the job.

In addition to tracking each of these steps and their personal progress through them, students should also take care to record their emotions, reactions, and feelings throughout this process. Tracking how they responded to each achievement and setback will help them manage their emotional reaction to the process the next time around, and also help them to track and remember what resonated with them in the job search process and what wasn't as good of a match.

The Job Search Process—Full Circle

Review with students what they've learned from watching the *Complete Job Search System* series. Take them through each step and assess what they remember from each film, anything they have applied to their own lives so far, how all of the steps connect, etc. Make sure that students are clear on and familiar with all five steps of the process and can visualize how the steps would play out in their own job searches.

Ask each student to design and execute a 5-Step Job Search Poster which should include a depiction and explanation of each of the steps, as well as how all of the steps connect to each other. Students should also fill in any tips for each of the steps, or any "connector" tips that fit between two of the steps as part of the process. Students should make sure that their posters are colorful, clear, concise, and easily understood by a peer who did not watch the film series. As appropriate, hang the completed posters around the room.

Research Paper

As informative and effective as the five films in this series are, there is a great deal of additional information out there about specific job industries and the job application process in general. Invite your students to share any previous knowledge they might have about the job outlook for their industry of choice, any other job-hunting tips they may have heard, or advice they have read about succeeding on the job.

Invite students to become even more knowledgeable about a specific field and the job search process in general by writing a research paper. The paper should focus on career opportunities, job outlook, and the job search process for the field of their choice. Students should utilize a variety of sources, including books, trade publications, Internet sites, and magazines. If possible, have students give an oral report summarizing their research.

Internet Activities

An Internet Hunt

Ask your students what they wish they had known about the job search process when they were a little younger. Is there any advice they have learned through viewing this series that might have come in handy earlier, even if just for finding and choosing the best summer job or internship opportunity?

Invite students to create an Internet scavenger hunt for slightly younger peers. This scavenger hunt should direct the students utilizing it to various Web sites and links connected to all stages of the job search process. The hunt could take a number of different forms depending on the designing students' preferences. For instance, the hunt could send participants to particular Web sites and ask them to answer questions based on information on those sites. Or, students could instead formulate questions that participants need to answer and then participants would hunt for the best sites to answer the questions. Encourage students to have their scavenger hunts connect to as many applicable job search Web sites and other online resources as possible. Have students run their scavenger hunts with multiple groups of participants and have participants share their reactions. Do these participants feel they have learned something new about the job search process?

Pull the Resources Together

Throughout working on this series and related projects and questions, students have searched for and utilized many different job search-related Web sites and other online resources. Remind students that they want to ensure that they are tracking these sources and organizing them for future use.

If your students have worked on earlier projects from this series in which they recorded and organized the Web resources they have found useful, ask them to find and add any sites, links, articles, or blogs that relate to accepting an offer and succeeding on the job. They should then review the entire catalog of resources they have put together and ensure that it offers a generally balanced number of sources for each job search topic. Students should then fill in any gaps they identify.

If students have not already worked on a project to collect all of their job search-related Web resources, you might instruct that they do so in an organizational method that makes the most sense for the class.

Assessment Questions

Q1: How many careers is it estimated a new grad will have in his or her lifetime?

Q2: What skills can help you avoid or overcome personality conflicts at work?

- a) Patience
- b) Respect
- c) Positive attitude
- d) All of the above

Q3: How can you keep finding ways to get better on the job?

Q4: If a company makes you a job offer, what are some of the next steps you might take?

Q5: How can you determine if a job has long-term potential?

Q6: Why is it important to be careful what you say and how you say it on the job?

Q7: You should use the Internet at work for personal reasons _____.

- a) occasionally, if no one is looking
- b) sparingly, and with permission
- c) only in emergencies
- d) never

Q8: If you are ambitious at work, you _____.

Q9: Is the job search harder then succeeding on the job? Why or why not?

Q10: What is the ultimate goal of the job search?

Assessment Questions Answer Key

Q1: How many careers is it estimated a new grad will have in his or her lifetime?

A: 3 to 6

Feedback: Even though you might change careers (and change more than once), it doesn't mean you shouldn't strive to succeed in every job you hold.

Q2: What skills can help you avoid or overcome personality conflicts at work?

- a) Patience
- b) Respect
- c) Positive attitude
- d) All of the above

A: d) All of the above

Feedback: It's always challenging dealing with conflicts. Remember you are on the job to learn, get better, and succeed—not to always be right.

Q3: How can you keep finding ways to get better on the job?

A: Varies depending on job, but always includes wanting to learn and get ahead and being willing to do more than your share of the work.

Feedback: Always strive to get better. When you stop trying, you won't be able to keep succeeding.

Q4: If a company makes you a job offer, what are some of the next steps you might take?

A: You might accept the job, you might turn down the job in favor of another offer, you might ask for time to consider the offer, you might negotiate salary and benefits.

Feedback: Wait to get the full offer before turning it down.

Q5: How can you determine if a job has long-term potential?

A: Find out the opportunities for growth, promotions, new positions, and salary increases.

Feedback: In some situations, long-term potential with a company might be more important than the salary offer.

Q6: Why is it important to be careful what you say and how you say it on the job?

A: You should always be professional on the job and behave appropriately with colleagues and customers.

Feedback: Treat your time at work as your professional time where you act with maturity and calm confidence.

Q7: You should use the Internet at work for personal reasons _____.

- a) occasionally, if no one is looking
- b) sparingly, and with permission
- c) only in emergencies
- d) never

A: Depends on the job and the instructions of your supervisor, but typically the answer is "sparingly and with permission."

Feedback: If you are unclear on a company policy or how to act on the job, always consult with your supervisor or human resources department.

Q8: If you are ambitious at work, you _____.

A: Want to learn and get ahead

Feedback: Temper your ambition with doing your current job well, being willing to learn from others, and doing more than your share of the work when necessary. When you first start a job you are there to learn from others and *work* your way up.

Q9: Is the job search harder than succeeding on the job? Why or why not?

A: No—succeeding on the job is harder because it takes a brand-new skill set, daily hard work, and a commitment to succeeding every day that you are on the job.

Feedback: A job offer is just the beginning. Always remember that the hard work is still to come!

Q10: What is the ultimate goal of the job search?

A: To find and keep the job of your dreams.

Feedback: Getting the job is one thing—proving you have what it takes to keep the job and keep succeeding takes even more energy and effort.

Additional Resources

Job Success and Etiquette

www.baruch.cuny.edu/careers/students/job_success/index.htm

Workplace Survival and Success

<http://careerplanning.about.com> (Click on “Workplace Success” under “Topics”)

Workplace Success Group

www.karenspeaks.com

Emotional Intelligence—Vital for Success in the Workplace

<http://hodu.com/business-communication.6.shtml>

The Workplace Survival Guide: Tools, Tips and Techniques for Succeeding on the Job

by George T. Fuller, Prentice Hall Trade, 1996. ISBN: 0133416607

How to Succeed in Your First Job: Tips for College Graduates

by Elwood F. Holton III and Sharon S. Naquin, Berrett-Koehler Publishers, 2001. ISBN: 1583761667

Keeping Your Job: Survive and Succeed in a New Job

by Ronald C. Mendlin and Marc Polonsky, Jist Works, 2000. ISBN: 1563707047

Additional Resources at www.films.com

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Career Advantage: Strategies for Success

- 26-part series
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The series includes *Introduction to Career Advantage; Where Are You Now?; Self-Knowledge and Beliefs; Career and Life Values; Personality and Interests; Knowledge, Skills, and Abilities; Keeping Track of Self-Knowledge and Exploration; Introduction to Career and Educational Exploration; The Changing Workplace: Technology and Globalization; What Employers Want: Skills and Attitudes; What's Out There: How the World of Work is Organized; Generating Career Options; Researching Career Options: New Technologies and Current Techniques; Informational Interviewing and Networking; Evaluating Career Options; Overcoming Barriers to Employment; Lifelong Learning; Introduction to Career Planning and Implementation; Decision-Making Strategies; Goal-Setting and Action-Planning; Finding Opportunities: New Technologies and Current Techniques; Staying on Track in Your Work Search; Resume Preparation; Interviewing Strategies; Interview Follow-up; Career Advantage: Series Conclusion.*

The Complete Career Clusters

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- Correlates to national science education standards
- Order # 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. A Cambridge Educational Production. The series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance.* (16-24 minutes each) © 2002-2007.

Cambridge Career Center

- **CD-ROM**
- **Preview clip online at www.films.com (Search on 32736)**
- **Correlates to the Life Work standards published in “What Work Requires of Schools” from the Secretary’s Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.**
- **PC platform: Windows 95, 98, NT4, Me, 2000, XP**
- **Macintosh platform: OS 8.x, 9.x, Classic**
- **Order # 32736**

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor’s Occupational Information Network (successor to the time-honored *Dictionary of Occupational Titles*)—America’s primary source of career information. Includes the fastest-growing careers highlighted in 80 video clips and an overview of 23 job categories. A Cambridge Educational Production. (200 minutes of video, with 20 minutes of audio narration) © 2004.



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