

Instructor's Guide

for

ON-THE-JOB SUCCESS VIDEO SERIES: GET AHEAD IN YOUR JOB

"Success is something different for everyone."

Overview

In this video, you learn how to get ahead in your job and obtain the promotions and pay raises you deserve.

Employers want to keep employees to reduce their costs of training and improve productivity. Longer-term employees provide an environment for teamwork and customer relationship growth. It's in an employer's best interests to promote from within because they already know the person and his or her work, so there's less risk. Still, you have to find ways to encourage your employer to promote you over other employees.

To achieve your goals for advancement and higher salary, you have to create a plan and follow it. The three areas for getting ahead in your new job that are discussed in this video are

- Creating a career development strategy
- Creating a strategy for getting a raise
- Creating a strategy to get promoted

Presentation Suggestions

Hold a discussion about what makes people stand out on the job. In the students' experience, which people get attention and rewards? Which people seem to stay in the same job for years, never getting recognition even though their work may be acceptable?

Make a list of actions or qualities in employees that students think help people get ahead. Keep the list handy to compare with items noted in the video.

When you feel students have begun to understand that an employee can have an affect on his or her own advancement at work, give them the **Anticipation Quiz** to complete prior to watching the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students to make changes to the answers they put down for the Anticipation Quiz while watching the video. If you wish, allow students to do this section-by-section whenever the video suggests a pause.

At the conclusion of the video, ask students to discuss any changes they made to the answers on the Anticipation Quiz as a result of information in the video. Follow up the discussion with the **Activities**.

Use the **Discussion Questions** to request oral or written responses from students, or assign the questions as homework essays.

Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group.

Assign the **Homework Option**, if desired.

Anticipation Quiz

Directions: Answer these questions as completely as possible. You will revise your answers as you watch the video.

1. What can you do to plan for advancement?
2. How can a mentor help you get ahead?
3. What is the built-in conflict in an employee asking an employer for more money?
4. Name the reasons an employer is likely to give an employee a raise.
5. What are most promotions based on?
6. How can you keep track of job openings in your company?
7. How can you be prepared for a job opening when it appears?

Answer Key

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| 1. | Inventory what you have to offer, define your benefits, decide what you want to do, and set goals. |
| 2. | A mentor can give you feedback on your performance and help you learn new skills. |
| 3. | Your employer has a budget to meet and all employees think they deserve more money. |
| 4. | Completion of a probationary period, incentive/performance increase, cost-of-living increase, to keep a good employee, or as part of a new assignment or promotion. |
| 5. | Seniority or merit. |

6. Look at the job bulletin board or Web site or make contacts who can alert you to openings in departments you're interested in working for.
7. Have an updated resume, log of accomplishments, work samples, and letters of reference on hand.

Activities

Activity #1

Title: Preparing for Promotion

Format: Small group

Time: 20-25 minutes

Materials: Paper and pens

Procedure:

1. Break students up into groups of four.
2. Each group should pick one person to be the one seeking a promotion. Ask each member of the group to briefly interview the "seeker" to find out what skills, accomplishments, and talents he or she brings to the job.
3. When students have completed their interviewing, have them work together to build a list of ways in which the promotion-seeker can document his or her benefits to an employer. Include a list of documents the person should have in place in case of a job opening.
4. Have the promotion-seeker from each group stand up and give a short description of the promotion plan the group has come up with for him or her.

Activity #2

Title: Getting a Raise

Format: Small group

Time: 30-35 minutes

Materials: Paper, pen

Procedure:

1. Break students into groups of two. Explain that to obtain a raise it's important to see things from your employer's point of view. You have to show your supervisor why he or she should pay you more money.

2. Have one person be the observer and the other person be themselves, an employee.
3. Have the employee, keeping in mind the employer's perspective, explain to the observer why the company should give him or her a raise.
4. The observer should note the key points the employee makes, indicating which show why the employer would want to give a raise and which show only why the employee wants the raise.
5. Have the two switch roles and perform the same exercise. Hold a discussion to help people differentiate between the arguments they presented that were in their own interests and those that showed an understanding of the employer's perspective.

Discussion Questions

1. Several speakers in the video point out that showing a willingness to learn and asking how you can get ahead are important to advancement. How can you show that you're willing to learn? How can you make sure people at your company know you are interested in advancement?
2. Think of people you have trusted in your life, either in school or at work. How can you use what you know about trust to build your employer's trust in you as an employee?
3. Discuss the various ways that your human resources department can help you get ahead in your job. Do you know the person in HR at your company whom you should contact for advice and help?

Quick Quiz

Note: You may read these questions out loud, allowing time for students to respond, or copy and hand this out as a written exercise. If you read the quiz, write responses on the board/overhead.

Directions: Indicate whether each statement is true or false according to the video.

1. Most promotions are based on seniority and who you know.
2. Many employers have guidelines for equal pay ranges for people performing the same job.
3. Everybody should eventually want to become a manager.
4. A mentor can provide feedback on your skills, attitude, and potential.
5. Once you have created a career plan, you should stick to it and never change it

6. Most employers give raises several times a year.
7. An example of a special effort that might be rewarded with more money is the completion of advanced training.
8. So you can succeed in your career, never overburden yourself by taking on any work outside your job description.
9. Employers sometimes give an increase in pay at the completion of a probationary period.
10. You can sell your benefits to your employer just as companies sell product benefits to customers.

Answer Key

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| 1. | False |
| 2. | True |
| 3. | False |
| 4. | True |
| 5. | False |
| 6. | False |
| 7. | True |
| 8. | False |
| 9. | True |
| 10. | True |

Homework Option

Ask students to create their own career plan, including an inventory of what they have to offer, their own definition of success, and specific goals they want to reach. Have them outline action steps they will follow to accomplish their career plan, such as obtaining a mentor, updating their resume, and so on.