

Instructor's Guide

for

ON-THE-JOB SUCCESS VIDEO SERIES: GET GOING ON YOUR JOB

"Being a successful employee starts with being a successful you."

Overview

In this video, you learn how to approach your new job with the right attitude for success.

Within every company, most workers are required to deal with three key relationships: you manage yourself and interact with your boss and your co-workers. Getting started in a new job requires that you control how you look and how you feel about the work; how you interact with and prove your worth to your boss; and how you act as a member of a team of workers.

The three areas for getting started right in your new job that are discussed in this video are

- Building yourself up
- Building a relationship with your boss
- Building relationships with others

Presentation Suggestions

Hold a discussion about what makes people feel good about themselves. Do some people feel good when they dress up and look good? Do some feel more confident when they have acquired the skill or knowledge required to take on a task? Do people feel better when they are managing their diet, exercise, and relaxation time effectively?

Suggest that taking on a new job with self-confidence and self-esteem can be the foundation of on-the-job success. Ask for ideas about how people can feel their very best every day.

When you feel students have begun to understand the value of self-confidence and self-esteem in succeeding in the workplace, 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 personal habits may be inappropriate in the workplace?
2. What different ways do people learn?
3. Name at least two things you can do to be well groomed.
4. Name a few ways you can build a positive relationship with your boss.
5. When you encounter a problem, what should you do?
6. What are some ways to be a good team member?
7. How can you get to know your co-workers?

Answer Key

- | | |
|----|--|
| 1. | Smoking, chewing gum, listening to music on headphones. |
| 2. | Observing others, asking questions, reading written instructions, performing hands-on activities. |
| 3. | Bathe and wash hair, comb hair, brush teeth, and use deodorant. |
| 4. | Don't blame your boss; don't fight your boss; use initiative; accept responsibility; tell the truth and don't quibble; do your homework. |
| 5. | Do what you can to solve the problem, follow company procedure for reporting the problem, communicate the problem to your boss, and admit your responsibility. |
| 6. | Ask how you can help; come up with good ideas; support the good ideas of others; say positive things to others. |

7. Take your meal or other breaks together; listen to their goals and interests; if they do a good job be supportive; let them know you want to fit in.

Activities

Activity #1

Title: Getting Along with Your Boss

Format: Individual

Time: 20–25 minutes

Materials: Paper and pens

Procedure:

1. Write this list on the board:
 - Don't blame the boss
 - Don't fight the boss
 - Use initiative
 - Accept responsibility
 - Tell the truth and don't quibble
 - Do your homework
 - Be willing to implement the suggestions you make
 - Keep the boss informed
 - Fix problems as they occur
 - Put in an honest day's work
2. Have each student pick one item from this list and write a description of a situation at school or work where they effectively used this approach with their teacher or supervisor.
3. Instruct students to pick another item from the list and write a description of a situation at school or work where they did not use this approach, including the results.
4. When students have completed their writing, you can ask for volunteers to read their descriptions and discuss the scenarios with the class.

Activity #2

Title: Being a Team Member

Format: Small group

Time: 40–45 minutes

Materials: Paper, pen, and various materials as needed for Activity 2 projects

Procedure:

1. Break students into groups of 5 or 6 people.
2. Assign each group one of these projects:
 - Design and create a draft of a poster (a rough sketch will do) advertising an annual community event.
 - Come up with a mission statement for a non-profit homeless shelter.
 - Create an advertising slogan for a new cell phone provider which specializes in sleek fashion color phones with unique ringtones.
 - Draft a list of items to be managed for an upcoming annual meeting; break down tasks into categories such as food and location.
3. Advise students to do the following as they work on the task and have one student in each group document how they dealt with these areas:
 - Determine team roles
 - Assign tasks
 - Set up a way to communicate progress
 - Resolve problems or conflicts as they occur
4. Take a few minutes at the end to ask students what they observed about being a member of a team. Did the groups achieve their goals? Did they encounter problems? How did they solve them?

Discussion Questions

1. One speaker in the video says that many people enter a new job the same way they exited the old job. What does that mean? If you've had a bad job experience, why is it important to put that behind you when you start a new job?
2. What does the phrase "as a team, if one person fails, you all fail" mean? Is it also true that if one person succeeds, you all succeed? In what sense could that be true on the job?

3. What methods can you use to understand your job from your boss's perspective? How can you learn what issues your boss has to deal with in his or her job?

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. If you have a problem, you should solve it and never let your boss know it happened.
2. A little gossiping on the job is acceptable.
3. If you don't understand why you're being asked to do something, never question your boss about it, just do it.
4. One way to get your boss to notice your work is to come in early or leave late.
5. If you interact with customers, be aware of limits for activities such as chewing gum or listening to music.
6. What you do outside of your job has no impact on your job performance.
7. After initial training, it's your boss's responsibility to make sure you know how to do your job.
8. It's your responsibility to know the basics such as how to use the copier, phone, or fax.
9. One way to deal with a conflict with a co-worker is to put it off and hope it resolves itself.
10. At work, you should avoid using the phone and e-mail for personal business.

Answer Key

- | | |
|----|-------|
| 1. | False |
| 2. | False |
| 3. | False |
| 4. | True |
| 5. | True |

- | | |
|-----|-------|
| 6. | False |
| 7. | False |
| 8. | True |
| 9. | False |
| 10. | True |

Homework Option

Watch a sports team on television or go to a live game. Notice the ways in which the team members interact. Create a list of two or three specific examples of how they

- Were supportive of each other
- Followed their assigned roles
- Stayed in communication with each other
- Resolved conflicts or problems