

#9174

NO WHINING, NO EXCUSES, PART 2: BUT...

JAMES STANFIELD COMPANY, INC.
2001
Grade Levels: 10-13+
17 minutes
1 Instructional Graphic Enclosed



DESCRIPTION

Bosses want employees who are team players, who ask for help, and who have neat workspaces. Skits and comments from a CEO reinforce appropriate job behaviors, particularly about offering no excuses.

ACADEMIC STANDARDS

Subject Area: Working With Others

- Standard: Displays effective interpersonal communication skills
 - Benchmark: Uses nonverbal communication such as eye contact, body position, voice tone effectively
- Standard: Demonstrates leadership skills
 - Benchmark: Passes on authority when appropriate
- Standard: Contributes to the overall effort of a group
 - Benchmark: Helps the group establish goals

Subject Area: Life Work

- Standard: Displays reliability and a basic work ethic
 - Benchmark: Completes tasks on time
 - Benchmark: Chooses ethical courses of action
 - Benchmark: Does not bring personal problems into work
 - Benchmark: Prepares, plans, and organizes job responsibilities

Subject Area: Self-Regulation

- Standard: Sets and manages goals
 - Benchmark: Identifies resources necessary to complete a goal

INSTRUCTIONAL GOALS

1. To emphasize that continual excuse for nonperformance of job duties will eventually get you fired.
2. To identify the difference between legitimate and illegitimate reasons for not being able to perform job duties as instructed.
3. To model informing the boss of legitimate reasons why a task cannot be performed as he wishes.
4. To stimulate that asking for help when it's needed contributes to the efficiency of the workplace.
5. To observe that a clean workspace contributes to job efficiency and that excuses that emphasize a worker's disorganization contribute to job failure.

BACKGROUND INFORMATION

This video contains three various segments on whining and excuses for not performing a job done right or at all.

In this segment, observe several excuses used when two whiny workers get together to do inventory.

In the second segment, observe how important it is to give the boss notice when you find out that you just can't meet his request. You need to ask for help to get help.

In the third segment, the video dramatizes how keeping the workspace orderly makes it easier to get the job done right.

AFTER SHOWING

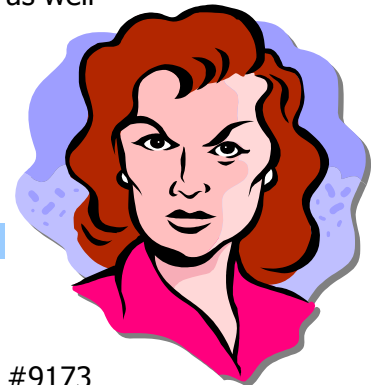
Discussion Items and Questions

1. What excuses does Josh offer for not getting the inventory done?
2. What excuses does Joel offer for not getting the inventory done?
3. How many of these excuses are legitimate?
4. How do these two great workers react when the boss begins to call them on goofing off?
5. How did Aaron let the boss down?
6. What should he have done differently?
7. How does Aaron's inability to get the job on time affect his boss?
8. How did Aaron help his boss this time?
9. How does Aaron's ability to get the job done on time affect his boss?
10. What unnecessary or misplaced items are present in Sloppy Joe's work area?
11. How does Sloppy Joe's work area make him inefficient?
12. What's the worst thing about Sloppy Joe's excuse?
13. What items are present in Neato Ned's workspace?
14. How does Neato Ned's work area contribute to his efficiency?



Applications and Activities

1. Read to the class: "You know, I pay you for results, not excuses. And yeah, you know what? There may be occasional times when you have a legitimate excuse, but 10 to 1, it isn't a legitimate excuse to me. And the moment I start to label you as an excuse-maker is the moment that I'm out looking for somebody to take your job."
Include in your discussion with students legitimate excuses such as real, contagious illnesses as opposed to the "weak ankle" defense offered in this video. Complete the activity. (See INSTRUCTIONAL GRAPHICS.)
2. Read to the class: "All the boss wants to know is if you can get the job done. If you can't get it done, tell him."
Include in your discussion how important it is to convey a willingness to get the job done even while one is asking for help.
3. Read to the class: "This is what I love to see: Somebody is organized. And you know what this represents to me? This represents that they know what they're doing. This represents that they're professional. This is somebody that I like having work for me. Somebody with a messy desk—I can't imagine thinking they can even know what the job is, let alone get it done on time. This, to me, is a real professional, and I'm honored to have him working for me."
You shouldn't judge a book by its cover, but bosses always do. Discuss.
4. Divide into groups of twos. Ask the groups to develop a skit that demonstrates an employee who is an excuse-maker. List on the board the excuses illustrated in Parts 1 and 2 and ask students to come up with their own variations. Have the class vote on who made the most outrageous excuses, and then ask those who lost why they didn't win.
5. Ask your students to make a list of acceptable and unacceptable excuses because of (a) illness and not feeling well; (b) family obligations; (c) personal obligations; (d) unawareness of job requirements; and (e) not understanding instructions. Ask students to end with some outrageous and humorous examples.
6. Have a whining contest. Ask your students at random to do something (e.g., take out your book) and allow them to demonstrate their whining talent with their responses. When everybody's had a turn, ask for a vote on the top three examples of whining. Remind the students that the best whiners pay special attention to their tone of voice and body language as they are making their complaint. Discuss why bosses as well as the entire human race hate a whiner.
7. Break up students into groups of four. Have two of them be whiners, one a nonwhiner, and the fourth will act as someone suggesting different activities for the weekend, e.g., let's go to a show, let's go out to dinner, etc.



RELATED RESOURCES



Captioned Media Program

- No Whining, No Excuses, Part 1: I Would Have Except... #9173
- No Whining, No Excuses, Part 3: Being a Team Player #9175



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE ROCK PILE**

<http://www.hardatwork.com/rockpile/rockpile.html>

Presents real-life workplace situations to assist in solving one's problems. Includes "Employee Participation" where two employees do not have a strong sense of work ethic; and one can get their personal work situation written up on this board.

- **EMPLOYER-EMPLOYEE.COM**

<http://www.employer-employee.com/>

Contains numerous topics for the employer and the employee that relate to the workplace. Included are: "Are You a Mediocre Motivator?" "Curb Employee Absenteeism," "Work Is Not a Spectator Sport," and much more.

- **THE CHARACTERISTICS OF A GOOD EMPLOYEE**

<http://www.sinc.sunysb.edu/stu/kacker/the%20characteristics%20of%20a%20good%20employee.htm>

Lists desirable characteristics of what makes a good employee, including work ethic.

- **BIG DOG'S LEADERSHIP PAGE**

<http://www.nwlink.com/~donclark/leader/leadtime.html>

Lists time-wasting activities and provides tips on time management in order to get one's work done effectively and on time.

INSTRUCTIONAL GRAPHICS

- EXCUSE ME?



Excuse Me?

One of the biggest mistakes an employee can make is make excuses for their poor work or behavior.

Directions: Read the employee's bubbles below. Some excuses are honest and valid, but some are just plain dumb! Cross out the excuses that a boss would not accept.

