

#9253

HOW TO SUCCEED ON THE JOB

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Grade Levels: 10-13+
31 minutes



DESCRIPTION

Want to be a success at work? Develop good work habits such as: positive attitude, punctuality, appropriate dress, task dependability, and honesty. Employers want workers who cooperate, communicate well, and contribute.

ACADEMIC STANDARDS

Subject Area: Life Work

- Standard: Displays reliability and a basic work ethic
 - Benchmark: Establishes an acceptable attendance record
 - Benchmark: Maintains a sense of congeniality at work
 - Benchmark: Practices appropriate hygiene and dress at work
- Standard: Operates effectively within organizations
 - Benchmark: Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness
 - Benchmark: Develops and carries out strategies to make personal skills and abilities more visible to an organization

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: Contributes to the overall effort of a group
 - Benchmark: Contributes to the development of a supportive climate in groups

INSTRUCTIONAL GOALS

1. To illustrate good work habits in order to maintain a job.
2. To model workplace-related behaviors to ensure cohesiveness.
3. To examine necessary personal responsibilities such as arriving on time, appropriate dress, and legitimate excuses.

AFTER SHOWING

Applications and Activities

1. After viewing the video, divide viewers into teams of 4-6. Have each team select a leader to keep the discussion moving. Ask each team to select a recorder/reporter who will take notes on the discussion and report back to the entire class. Have teams discuss the following:
 - a. Give examples of how team members have observed someone with a poor attitude (at school or at work); then have the group describe how to change the response to show a positive attitude.
 - b. Have team members share how they ensure they are on time (for work, school, appointments, meetings, etc.).
 - c. Ask the team to brainstorm reasons for being late for work. Then have them discuss these to determine which are legitimate reasons and which ones are not and why.
 - d. Have team members discuss appropriate dress for the following occupations: receptionist in an office, warehouse worker, waitress in family-style restaurant, retail sales, and computer technician.
 - e. Have team members discuss how they would respond if they saw someone stealing from their employer. What do they consider "stealing" in the workplace?
2. This can be done as a class or team activity. Have viewers role-play the following situations in the workplace:
 - a. Employee with a bad attitude talking to supervisor who asked him/her why she was 20 minutes late returning from lunch; the same situation with a positive attitude.
 - b. Both positive and negative ways to teach a new employee about your job (you both have the same job).
 - c. Your boss has just informed employees in your department that some of you will be laid off. Respond in a way that will convince the boss that you are a valuable employee.
 - d. Both positive and negative ways to handle a customer complaining about a product that isn't operating.
3. Use the steps in the problem solving process to solve a personal or work-related or school-related problem.
 - a. Define the problem.
 - b. Determine the alternatives. (List all the options.)
 - c. Gather information about each option.
 - d. Make a decision/choose a solution.
 - e. Take action.
4. Have viewers work with a partner or in small teams of 3 or 4. Have a supply of newspapers and magazines. Members of each team will select any article from the newspaper or magazine and read it. Each person should read a different article. They should make a few notes of important facts and information; then share what they have learned with their teammates. Team members may ask questions for more information. Then have team members switch roles until all persons have shared their stories and asked questions.

RELATED RESOURCES



Captioned Media Program

- Integrity at Work, Part 1: No Second Chance #9176
- On Time #9493

- Putting It All Together: On Time, Appearance and Pride #9490
- The Quality Worker #9495
- Workplace Manners & Boundaries, Part 2: Workplace Conduct #9183



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.

- **TEENSHEALTH**

http://www.kidshealth.org/teen/your_body/take_care/hygiene_basics.html

Provides information for teenagers on hygiene basics and know how to deal with greasy hair, perspiration, and body hair. Contains an additional, and separate, section for females.

- **WOMENSHEALTH**

<http://www.intelihealth.com/ih/ihth/whsihw000/9103//9103.html?k=navx408x9103>

Extensive explanation, symptoms, factors, prevention tips, and suggestions are given on women's appearance. Areas covered include: skin, cosmetic safety, piercings, and heels.

- **MENSHEALTH**

<http://www.intelihealth.com/ih/ihth/whsihw000/9105/28953.html>

Extensive explanation, symptoms, factors, prevention tips, and suggestions are given on men's appearance. Areas covered include: dental, hair, skin, and weight.