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# Table of Contents

Introduction	1
Learning Objectives	2
Program Summary	3
Overview: Student Worksheets	5
<b><u>Student Worksheets</u></b>	
Positive Traits, Part 1	9
Positive Traits, Part 2	11
Hiring and Firing	13
Self-Evaluation	15
Heroes and Villains	17
Before and After Role Plays	19
Role Play 1	21
Role Play 2	23
Role Play 3	25
Role Play 4	27
The Saga Continues...	29
Career Times	31
Essay	33
Right and Wrong	35
What's Your Excuse?	37
Getting Motivated	39
Negotiation Fact Sheet	41
The Boss Says Fact Sheet	43
Bibliography	45

# Introduction

It may be surprising to learn that more people lose their jobs because of an inability to get along with others (such as their employers, their fellow employees, or the public) rather than because they are unable to perform their jobs adequately. To put it simply, workers who do not have a background of responsible behavior will have little chance of moving up the job ladder. Indeed, they may have trouble holding jobs at all. High school is our last chance to try to develop the positive attitudes and work behaviors that students will need to become successful.










According to a Bureau of Labor Statistics study released in 1997, there are 6.8 million unemployed Americans. Teenagers account for 16% of the unemployed, the single largest category of unemployed workers. Although school responsibilities and lack of work experience may explain this somewhat, it seems clear that teenagers can benefit from acquiring job-keeping skills along with the academic skills that educators and employers define as essential.

Our job as educators is to help young people who are about to enter today's highly competitive job market avoid some common pitfalls that often keep employees from functioning successfully in the workplace. Young workers who are new to job situations must learn how to negotiate the sometimes tricky pathways of ethics and basic values. Many new job-holders do not realize that being able to make good ethical judgments is just as important as learning how to operate a cash register.

This program was designed to do just that. *Getting Along With the Boss: The Adventures of Business Man* will help your students develop responsible attitudes toward work. This humorous video stresses the attributes that employers value in an employee. It will be particularly helpful for students who have little or no experience in being dependable and productive. Here they will be presented with a variety of positive workplace behaviors in a lively format that will hold their attention. *Getting Along With the Boss: The Adventures of Business Man* will help your students see what is involved in getting along in school, in home, and, of course, on their future jobs.

# Learning Objectives

After viewing the video and participating in the classroom exercises, your students will be able to:

-  list specific interpersonal skills needed for job success
-  identify their own strengths and weaknesses
-  realize the importance of good oral and written communication skills
-  demonstrate the ability to communicate clearly and coherently
-  present an example of effective self-advocacy
-  list some concerns an employer might have
-  explain at least four ethical issues of the workplace
-  differentiate between acceptable and unacceptable workplace behavior
-  understand the importance of meeting an employer's needs

## Note to the Teacher

*Getting Along With the Boss: The Adventures of Business Man* can help students begin to look at their own work habits. Are they punctual, organized, responsible, serious about their work, respectful of authority? Completing this program takes students through all of the basic work values, an in-depth understanding of ethics in the workplace, and helpful practices in self-evaluation. With your help, this program can take students to a newer and more mature level of behavior.

You will find that the exercises in this Teacher's Resource Book are flexible enough to be used with a wide variety of skill levels, and will help you reach students of varied learning styles. The reproducible worksheets lend themselves to being used as homework, as independent classwork, as group activities, or as material for a tutorial session one-to-one with the teacher.

*Remember, you are the best judge of how to use these student worksheets in your classroom. The teaching suggestions on pages 5 - 6 are recommendations only.*

# Program Summary

*Getting Along with the Boss: The Adventures of Business Man* uses both humor and drama to appeal to young people as it underscores the importance of workplace ethics. In this amusing spoof we meet Business Man, a marvelous super hero who will save several misguided workers from some of the common pitfalls of the newly employed.

Ron is habitually tardy to work. When his boss, Mr. Jasper, catches Ron arriving ten minutes late, they find themselves in a heated argument. Super hero Business Man intervenes just in time to explain to Ron the proper workplace behavior in this situation. Mr. Jasper tells Ron that he is “interested in an employee who gets here on time” and that is what Business Man promises to deliver after he has the opportunity to teach Ron the six simple steps that help all employees become successful. The six simple steps are:

1. being punctual
2. developing a vested interest in your work
3. being loyal
4. becoming organized
5. treating your boss with respect
6. developing trust with your boss

These steps are taught to Ron, and the audience, through a series of entertaining vignettes with employees who have just recently entered the work force.

The importance of developing an interest in your work is a quality that many inexperienced workers do not realize. In the second vignette, a confrontation between sluggish employee Ed and his boss, Ms. Baker, shows the audience that there is more to one’s job than just doing the work assigned. You have to care about the job, the boss, and the customers in order to be successful. As Business Man tells young Ed, “You are representing this business, and no one wants the business represented by someone who doesn’t seem to care.” Even though a worker may be hired to work the cash register, the job entails more than just ringing up sales, as Ed soon learns.

The third lesson to be learned about getting along with the boss concerns the importance of employee loyalty. Although a day at the beach sounds wonderful to Tara, she must realize that if she calls in sick to work she will let down her boss and colleagues. It doesn’t matter how important her role in the company is. As Business Man tells her, “You owe it to yourself to develop a professional

# Program Summary continued

attitude like loyalty toward your job. Maybe you don't have a great job right now, but one day you will. And to keep it, you're going to have to make it a priority. You can start that today." Business Man's point is key: It is never too early to develop workplace skills that you will use for the rest of your life.

Organization is another important quality in the workplace. Mrs. Travers becomes extremely frustrated with her worker Al because his desk is a mess. When an employee is unable to do his/her job—or causes a delay in the work of co-workers—simply because of disorganization, it is a waste of the company's time and money. Organization allows for the worker to get the job done in a timely manner and helps the worker be prepared for the boss's requests.

The fifth vignette takes place in a movie theater. It is the job of the usher to clean up the theaters after every performance, no matter how pretty the girl is who is working the candy stand. Treating the boss with respect will help employees maintain their jobs. It is very important for young workers to remember Business Man's words: "Your boss is subject to all the same frustrations you are. He has a job too, and he also has a boss." The lesson to be learned is very simple: an employee should treat the boss the way the worker would like to be treated, for although the levels might be different the attitudes shouldn't be.

When something goes wrong, it might be the employee's first instinct to try to cover it up and let the boss believe that everything is okay. This behavior will not take the employee far in the workplace, as Jill soon learns in the sixth vignette. Telling Ms. Davis the truth might get Jill into trouble, but it is the best possible course of action in the given situation. As Business Man instructs Jill, "developing trust means owning up to something, even when it might not reflect well on you." At times, this is the only way to become a prized employee.

Responsibility plays a large role in the workplace. In the final scenario, Business Man rescues Grant from a tight spot—but not before Grant learns that what the boss says is the most important thing in the workplace. The boss is the one calling the shots in the workplace. It is important for the employee to understand that although you may not understand the reasons behind a particular order, it should be carried out without hesitation. Getting the job done is your job, getting the job done the way the boss wants it done.

As the video ends, young Ron returns to Mr. Jasper with renewed enthusiasm and a healthy respect for his boss. Super hero Business Man has saved the day.

# Overview: Student Worksheets

These pages describe the selection of student worksheets that are provided in the second part of this **Teacher's Resource Book**. For further information, please consult the appropriate student sheets.

## Positive Traits Part 1 and Part 2 pages 9 - 11

This is a three-part exercise. Part 1 on page 9 should be distributed first. After students have had an opportunity to come up with their own lists of positive behaviors, Part 2 on page 11 can be distributed. Students should be instructed to compare their lists to the characteristics described on Part 2. Finally, students must begin a self-evaluation by completing the instructions on the bottom of the Part 2.

## Hiring and Firing page 13

Together with the *Hiring and Firing* worksheet on page 13, you may want to copy and distribute *The Boss Says* fact sheet on page 43. This fact sheet offers a composite of employers' quotes and opinions which, combined, form a basic rule of good employee behavior. It can be used at various times throughout the unit. Students should be encouraged to refer to this fact sheet often—especially as they continue their self-evaluation process.

## Self-Evaluation page 15

The purpose of this exercise is to help students examine their own behaviors in relation to job skills. They may, however, need help in placing their own ratings in perspective. Often young people can not see themselves objectively in relation to others. This exercise may be used in three ways:

1. In a small congenial trusting group, this might be a group activity, students encouraging each other to be forthcoming about their strengths and weaknesses.
2. In a large class or where students do not know each other well, the most comfortable use of this questionnaire would be in a teacher/student personal conference.
3. A third option is to use this as a purely individual homework or class work assignment.

# Overview: Student Worksheets continued

## Heroes and Villains

page 17

After students have seen the video *Getting Along with the Boss: The Adventures of Business Man*, they will enjoy the chance to invent their own business villains, heroes, and heroines. For this activity, students are instructed to examine other negative behaviors that could be dangerous to a new employee.





## Role-Plays

pages 21 - 27

These role plays are provided to help students learn to see both sides of an issue (their own and the Boss's), and also to improve their verbal communication skills. Before beginning the role plays, copy and distribute the *Negotiation* fact sheet on page 41. If possible, read the page aloud to ensure that students understand what it means to negotiate in an appropriate business-like manner.

For every role play, the students will also need a copy of the *Before and After Role Play* sheet on page 19. Depending upon the role they are playing, students should fill out the appropriate half of the sheet.

Each role play is divided into two perspectives: the WORKER and the BOSS. These four role-play situations descriptions can be used in different ways:

-  Everyone in the class is assigned to one WORKER role.
-  Everyone in the class is assigned to one BOSS role.
-  Using these scenarios as a model, students are asked to create other situations and problems to be negotiated.
-  If time permits, allow each student to act out the situation in front of their classmates. Otherwise, assign pairs to act out the situation together with a time limit of five minutes.

After the enactment of these role-plays, students should be given the chance to discuss what they have learned.

## The Saga Continues...

page 29

Students are invited to create their own cartoon in which they describe the saga of Business Man's *next* battle against evil enemies—which they can determine by themselves. This activity may be extended into a classroom skit if desired. Students may also wish to bind their cartoons into a Business Man Comic Book.

# Overview: Student Worksheets continued

## Career Times

page 31

This article-writing activity can be used as an individual assignment or may be easily adapted to small group activity. As a pure writing exercise, it affords an opportunity to stress the components of clear communication. Since news writing must necessarily be economical, students will learn how to deliver the who, what, how, when, where, and why without extra wordiness. As a group activity for your class, you may wish to assign different roles to students: a street reporter, a camera crew, a city newsroom in the local newspaper, a courtroom, or an award ceremony.

## Essay

page 33

Students must select from eight suggested essay topics and write a brief paper in which they examine how employers' expectations and employees' obligations may come into play in the workforce.

## Right and Wrong

page 35

This activity requires students to make their own judgments about what is acceptable or unacceptable in the workplace. Once students have made their own determinations about the behaviors listed, you may want to extend the activity with a classroom discussion or debate.

## What's Your Excuse?

page 37

As students saw in the video, it is not acceptable to give a boss a lame excuse for work done poorly. This exercise requires students to formulate honest answers and to recognize that "the best excuse is no excuse at all."

## Getting Motivated

page 39

This activity invites students to think about how they can motivate themselves to be better employees. Using life experiences, students are encouraged to remember the "tricks" that have helped them stay motivated in the past—even in the face of difficult tasks.

# **Student Worksheets**

# Positive Traits Part 1

Think about the values and behaviors that were stressed in the video. Also think about the traits that help you succeed in school, with adults in your family and neighborhood, and in any work or club experience you have had.

In the space below, list 12 positive traits that would help an employee to get along with the boss. If you believe that you possess the trait, place a check (✓) next to it. If you believe that you need to work on developing the trait, place a question mark (?) next to it.

	✓ or ?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

After you have composed your own list, continue to *Positive Traits, Part 2*.

# Positive Traits Part 2

This list of characteristics described below represent the traits most valued by employers. They are NOT listed in order of their priority. Which do you think are most important? Rank these from 1 to 15, with 1 representing the most important trait, and 15 representing the least important trait in your opinion. How many of these valuable traits did you remember to include in your list?

<b>Traits</b>	<b>Priority (1-15)</b>	<b>On my list?</b>
accepts criticism well		
experienced		
helpful		
honest		
interested in job		
loyal to company		
neat/well-groomed		
organized		
pleasant personality		
punctual		
respects others		
responsible/dependable		
self-respect		
tries hard for success		
willing to learn		

When you have finished, circle all of the characteristics that apply to you. These are your strengths.

*How many characteristics did you circle?* \_\_\_\_\_

All other characteristics are areas in which you need improvement before you enter the job market.

# Hiring and Firing

For this assignment, you must interview someone who is in charge of the hiring and firing of employees. You can interview a local shop owner, a business person, a store manager, or even a parent, relative, or neighbor. Use the space below to write down the answers that you receive from your subject. If you need more room, use the back of this sheet.

1. Employer interviewed:

name	company	date
------	---------	------

2. In your experience, what are some common reasons that people get fired?

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3. What factors do you consider when you dismiss an employee?

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4. What advice would you give to someone entering the job market, in regard to staying employed?

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5. Can you predict ahead of time which employees won't last long? How?

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6. How important are the following attributes to you, on a scale of 1-10 (with 1 being the least important and 10 being the most important)?

honesty	___	reliability	___	professionalism	___	cooperation	___
ability	___	initiative	___	desire to learn	___	other	___

# Self-Evaluation

How much success can you expect in your career? Will you get along with the boss? Rating the statements below will help you to answer the questions above. Be as honest as possible. Use the following key to rate yourself.

*1 for NEED IMPROVEMENT*

*2 for SATISFACTORY*

*3 for ABOVE AVERAGE*

*4 for OUTSTANDING*

## Behaviors

## Rating

I get along well with people in positions of authority over me.	_____
I am usually on time.	_____
I show up where and when I am expected.	_____
When I have a difference with someone, I try to see the other side.	_____
I do the work assigned to me.	_____
I meet my obligations cheerfully.	_____
I can accept criticism and change my behavior accordingly.	_____
I manage money pretty well.	_____
I can control my temper even when I am quite angry.	_____
My assignments are completed and handed in on time.	_____
I begin assignments when they are given rather than wait until later.	_____
I like learning new skills.	_____
I ask questions and listen to the answers.	_____
I am neat, clean, and well groomed most of the time.	_____
I stand up for my rights when it is appropriate.	_____
I meet my responsibilities even when upset by personal problems.	_____
I get along with people in my community.	_____
I am generally in good health.	_____
I enjoy being busy and productive.	_____
My possessions are pretty well organized; I can usually find my things.	_____
I have a good telephone manner.	_____
I have a good school attendance record.	_____
I do not have large or long-term debts.	_____
I can concentrate for a long period of time when necessary.	_____

**Add the total of your ratings:**

**Scoring:** Your score will be somewhere between 25 and 100. If you haven't achieved a score of at least 75, look over your answers. You can use this sheet to help you focus on areas that need improvement. With a score below 75, your future may not be outstandingly successful. Now is the time to begin to make the changes needed.

# Heroes and Villains

Now that you have seen the video *Getting Along with the Boss: The Adventures of Business Man*, you are ready to start fighting against bad employee attitudes by yourself.

For this activity, you must create your own villain—like PartyGirl and Doctor Chronos—an archenemy who has a plan to ruin someone’s business.

What is the name of your villain?

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What evil or inappropriate business behavior does your villain represent?

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What makes your villain dangerous to business?

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What caused your villain to begin his/her life of crime?

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How can Business Man defeat your villain?

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# Role Play 1

**Instructions:** In the following situation, you will be either an employee seeking some advantage or an employer responding to a request. Keep in mind that to be a successful negotiator, you must not only know what you want, but you must be able to understand the other person's concerns as well. Be sure to read the *Negotiation Fact Sheet* on page 41 before your role play.

## The Worker

You have been working in this company for almost a year. Although you have been told that you're doing a good job, there has been no mention of a raise. You have made an appointment to talk to the boss. The day of the appointment is an especially hectic one in the company. You have to decide how and whether to proceed or to change the appointment. You would like a raise or a promotion now but if you are promised something in the near future, you'll be satisfied. Something you know but must decide whether or not to use is that you've heard that someone else just got a raise.

## The Boss

A new (less than a year) employee has asked to speak with you. He/she is a good worker and you would like to address any concerns the worker has, if it's possible. You suspect that it might be a request for a raise. The company is tight for money just now but the future looks good.

You don't want to increase expenses now but you want to be fair and you hope this employee will be with the company for a long time. You wonder whether the worker knows about another worker's recent raise.

Remember, you will be required to fill out the appropriate half of the *Before and After Role Plays* sheet depending upon the role you are playing (BOSS or WORKER).

# Role Play 2

**Instructions:** In the following situation, you will be either an employee seeking some advantage or an employer responding to a request. Keep in mind that to be a successful negotiator, you must not only know what you want, but you must be able to understand the other person's concerns as well. Be sure to read the *Negotiation Fact Sheet* on page 41 before your role play.

## The Worker

You have seen another worker take some company property and conceal it. You feel sure you have witnessed a theft. This co-worker is an unpleasant, angry person and you are afraid to confront him/her directly.

You make an appointment with the boss to report your suspicions. You are very nervous. You realize that there might be an innocent explanation for what you saw.

## The Boss

You are curious about this worker's appointment. The worker seemed upset when making the appointment. When you hear what is reported to you, you must decide how to look into the problem and deal with it without betraying anybody's rights.

You want to reassure the worker that this was the right thing to do without deciding that a robbery has taken place. You are upset because the suspected thief has been an employee for many years.

Remember, you will be required to fill out the appropriate half of the *Before and After Role Plays* sheet depending upon the role you are playing (BOSS or WORKER).

# Role Play 3

**Instructions:** In the following situation, you will be either an employee seeking some advantage or an employer responding to a request. Keep in mind that to be a successful negotiator, you must not only know what you want, but you must be able to understand the other person's concerns as well. Be sure to read the *Negotiation Fact Sheet* on page 41 before your role play.

## The Worker

You have been working at your new job about three months. You like the work and the company. You have just learned that your closest friend is seriously ill several hundred miles away. You feel you have to go visit. Your shift will not be covered. You have to get permission from your boss to take a few days off. You feel you will go regardless of what the boss says. However, you don't want to antagonize the boss.

## The Boss

You like this new worker and are sympathetic to the problem. However, your successful running of the company depends on this worker's attendance. You will have to decide how to meet both your company's needs and be responsive to your employee.

Remember, you will be required to fill out the appropriate half of the *Before and After Role Plays* sheet depending upon the role you are playing (BOSS or WORKER).

# Role Play 4

**Instructions:** In the following situation, you will be either an employee seeking some advantage or an employer responding to a request. Keep in mind that to be a successful negotiator, you must not only know what you want, but you must be able to understand the other person's concerns as well. Be sure to read the *Negotiation Fact Sheet* on page 41 before your role play.

## The Worker

You are in a new job. There is a great deal to learn. Fortunately, your new boss has assigned someone to help you. Unfortunately, your exact job description is not clear to either you or the person you're assigned to. You have to go back to the boss to ask for clarification. You were not able to convince your supervisor to come with you. You have to be able to ask your boss for specifics.

## The Boss

You have so many details to deal with in your highly complex business that you hoped that your new worker would be able to use common sense in knowing what to do and what not to do. You are also annoyed that the supervisor you assigned doesn't seem to know either. During the interview you begin to wonder whether this new employee is going to work out. You do, however, make an effort to solve this problem.

Remember, you will be required to fill out the appropriate half of the *Before and After Role Plays* sheet depending upon the role you are playing (BOSS or WORKER).

# The Saga Continues...

As you saw in the video, Business Man has successfully battled against a variety of evil conglomerates, including the treacherous Red Ink Gang. In the space below, create your own cartoon in which you illustrate the saga of Business Man's latest adventure. When you are finished, your teacher may decide to compile all episodes into one large classroom "Adventures of Business Man" comic book.


# Career Times

Below are two headlines and the outlines of two news stories. Your assignment is to write a longer version of each story, including the background. You must let your readers know how the people in your story got where they are. In this exercise, humor can be used to good advantage. Here are some questions to help you get started:

*What caused the events reported?*

*How many people observed the events that were reported?*

*Was there more than one version of the story being told?*

*What might have caused things to happen differently?*

## **POLICE BREAK UP FIGHT AT XYZ CORPORATION**









Two people—a supervisor and an employee—were arrested yesterday after a discussion about working conditions got out of control. Witnesses said that “bad vibes” had been brewing between the workers for several weeks. The arresting officer commented that this situation could have been avoided. Speaking to reporters, the two people defended their personal points of view.

## **WORKER HONORED WITH EMPLOYEE AWARD**

The highly-prized “Most Valuable Worker Award” was presented yesterday at City Hall. The winning employee had been nominated by the boss. In an interview, the worker expressed surprise at being selected. On a talk show recently, the employer gave several reasons for the selection of this particular employee. The nominee’s co-workers explained to the press why they supported the choice.

As you have seen in the video (and in your own life) there are subtle differences between what the right or the wrong action is in any given situation.

For this writing exercise you must write a 2-3 page essay on one of the following topics:

-  My Responsibility To Myself and Others To Do My Best
-  Why One Should Not Take Advantage When It Is Easy To Do
-  Why The Proper Behavior In The Workplace Is So Important
-  The Importance Of Fulfilling The Boss's Expectations And Standards
-  The Skills Needed To Do The Job Properly
-  Personal Problems And Why They Do Not Belong In The Workplace
-  Accepting One's Mistakes And Constructive Criticism
-  Clear Communication Skills And The Role They Play

# Right and Wrong

In many job situations you will be required to use your judgement about what is right, what is fair, and what is honest. Below is a list of common job behaviors and situations. Please place an  in the column provided to rate each one as:

- OK**                      acceptable, fair, and honest
- Questionable**      not totally acceptable, but not totally dishonest either
- NG**                      no good or unacceptable

<b>Behaviors &amp; Situations</b>	<b>OK</b>	<b>Q</b>	<b>NG</b>
You use your employer's 800 number to call out of town on your breaks or lunch hour.			
You use the 800 number during working time.			
You use the local phone during work hours.			
You know a co-worker has taken some company property but you say nothing to anyone.			
You bring home some scotch tape and a pen.			
You once take money for a coffee out of petty cash.			
You bring your personal mail from home to be stamped and mailed from work.			
You bring your stamped mail into work to send.			
You borrow software, use it at home, and return it.			
You have your oil changed while you are on company business in your own car.			
You use the company car to pick up your laundry.			
You leave early whenever you can.			
You leave early when your work is done completely.			
You let people think someone else is responsible for a mistake you made.			
You don't acknowledge a mistake; it remains a mystery.			
You talk freely about your co-workers.			
You repay the coffee money you had taken.			
You leave your personal problems at home.			

# What's Your Excuse?

We all know that mistakes happen sometimes—even when we're trying our hardest. You may not always perform every task perfectly. In those cases, you owe your employer an honest explanation for the mistake. Don't try to justify it with an excuse. As you've seen in the video, excuses only make matters worse.

For this exercise, read the excuses listed in the left column. For each excuse, write down a direct, honest remark that the speaker should have said instead.

1. I'm in a terrible mood.

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2. I got bored.

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3. Everybody does it.

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4. I didn't hear what you said.

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5. I stayed up too late last night.

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6. It's not my job to do that.

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7. It didn't seem that important.

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8. You gave me too much to do.

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9. I'm worried about my dog.

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10. It's already 5:00. I'll do it tomorrow.

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# Getting Motivated

This worksheet will help you examine what it means to be self-motivated. You have probably already discovered your own “tricks” or methods to keep yourself motivated. Answer the questions below honestly.

Have you ever put off a school assignment until the last minute? How did you motivate yourself to do it?

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Have you ever been assigned a household chore that you hate? How did you motivate yourself to do it?

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Have you ever decided to save your money in order to buy something expensive? How did you motivate yourself to do it?

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Give another example of an occasion when you had to motivate yourself to do something that was difficult or required patience.

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When it comes to self-motivation, what would you say is your strongest point? Your weakest point? How can you improve?

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# Negotiation FACT SHEET

It is important to keep your statements direct and to phrase your sentences in the “I” form. It is better to say, “*I am uncomfortable with...*” instead of saying, “*You have to stop...*” Do NOT make judgements (“*You did the wrong thing*”) or threats (“*If I’m going to continue to work here...*”) Instead, state your case only: “Now that I’ve returned to school at night, I’m not able to manage my expenses on my salary...”

Remember that there is a big difference between these two statements:






1. “You were not clear as to what my job is.”
2. “I’m not sure I understand what my job is.”

In Statement 2 you take the responsibility for understanding your instructions rather than criticize someone else for not being clear (Statement 1). The phrasing of the statement in this manner is not only a more polite way of voicing your concern, it gives you the advantage of presenting yourself as a dedicated worker, eager to do your best.

When negotiating, it is helpful to read the mood and attitude of the other person. If you are facing someone who is hurried, under stress, or irritated, it is not a good idea to beat around the bush. This is not the time for humor or social chit-chat. It would be best to acknowledge that you know the request is taking up time but that you will be as brief as possible.

If you must speak to your employer about an upsetting subject (someone else’s dishonesty or sexual harassment, for example), it is perfectly all right to begin the interview by saying that you are nervous or that you find the subject upsetting. This will help your employer to better understand your behavior (fidgeting or stumbling over words) during the meeting.

Here are a few guidelines for good communication and successful negotiation:

-  be honest
-  be clear
-  try to understand the other side
-  arrive knowing what you want and what you will accept
-  be prepared; have your facts and figures ready

# The Boss Says FACT SHEET

What do bosses care and worry about? Now is your chance to find out. We spoke to several people who have the responsibility of hiring and supervising employees as well as seeing that their businesses remain profitable. They have all contributed to this composite.

*“I always consider the applicant’s attitude. An employee with a poor attitude is very difficult to manage and may have to be fired.”*

*“My experience has been that some employees don’t respect the boss’s authority. I once had an employee who announced that he would be taking off three days that week. He hadn’t asked or explained. When I said that wasn’t acceptable, he walked out and couldn’t be reached for a week. I fired him.”*

*“The ability to learn specific tasks, including technical ones, is very important. If I have workers who are interested in the job and want to learn, I can train them. A worker has to be able to take correction and to learn from it.”*

*“The interview is very important. I look for good speaking skills, someone who can deal with the public on the phone and in person.”*

*“A neat appearance is essential. It demonstrates self-respect as well as respect for the job. A slovenly or sloppy look can turn me off hiring someone.”*

*“The job can be learned on the job but you have to be there! For me, the most important attributes of a good worker are punctuality and reliability.”*

*“Although I can train, troubleshoot, and help, I can only work with trainees who listen and do not pretend to know more than they do.”*

Once hired, a successful worker will demonstrate:

- ☐ good problem solving skills
- ☐ common sense
- ☐ good communication skills
- ☐ reliability and punctuality
- ☐ the ability to be a team player
- ☐ a respectful attitude
- ☐ willingness to help
- ☐ an ability to leave family concerns at home
- ☐ a neat and acceptable appearance

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