

TEN EASY WAYS TO KEEP YOUR JOB



***Ten Easy
Ways
to
KEEP
Your Job***

Teacher's Resource Book

Credits

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Introduction

“In the past, most high school graduates could expect to find steady employment even if they did not finish college. Today, half of all high school graduates have still not found a steady job by age 30.”

Education Week, Special Report

“I’d better get started.”

High school sophomore
First day on the job

Ten Easy Ways to KEEP Your Job introduces your students to important practices they can use to keep any job. Students without job experience often don’t understand what employers are looking for in an employee. This program gives students a look at their on-the-job practices from an employer’s viewpoint. In the process, students begin to understand how they can become valuable employees—and keep any job they may obtain.

The information in this program is useful for any job and any student. Once students understand how to become valuable employees, they can transfer that knowledge to any job they may have in the future.

The 28-minute video is an episode of a late night talk show—complete with band, hosts, and guests. Interspersed within the show are commercial breaks. Two guests—one a career consultant and the other a human resource executive for a large retail chain—give excellent ideas from the employer’s perspective. By the end of the show, students have heard and seen all “ten easy ways to keep your job” and seen examples of how they can be applied at work.

This Teacher’s Resource Book includes a discussion guide for each classroom session and masters of all the worksheets. A list of program materials and a program plan provide alternatives for delivering the program to your class.

Learning Objectives

After viewing the videotape, participating in classroom activities, and completing the homework assignments, students will be able to:

- Understand ten things they can do to keep their jobs.
- Describe an on-the-job example of each of the ten things they can do to keep their jobs.
- Describe three things that could happen if they fail to put these tactics into practice.
- Explain why employers are interested in employees who use these ten ways to keep their jobs.
- Identify things they can do right now to build their job-keeping skills.

Program Materials

You will need these items to use this program with your students.

Videotape

Ten Easy Ways to KEEP Your Job

Equipment

Chalkboard or easel with flip chart

Student In-Class Worksheets

One for each student:

- 1 How to Lose a Perfectly Good Job**
This activity gets students thinking about jobs—how to lose them and how to keep them.
- 2 10 Easy Ways to Keep Your Job**
Students identify the “ten easy ways” to keep their jobs.
- 3 Building Job-keeping Skills**
Students look at things they can do right now to build their job-keeping skills.

Student Homework Worksheets

One for each student:

- 4 You’re the Boss**
Students get a “boss’s” perspective of new employees.
- 5 What Would You Do?**
Students decide how to handle different job situations, while using the job-keeping practices.
- 6 Like It?**
Students learn about ways to determine if they will like a job.

Program Plan

This program is designed to be delivered in two classroom sessions. The following schedule is one example of how you may use the program.

Step	Activity
Preparation 1 week before class	Photocopy worksheets for each student. Review the videotape and teacher's guide.
First class session This session introduces the students to the idea of keeping a job. The in-class worksheet requires them to identify the "ten easy ways to keep your job." The homework reinforces the application of these ten ways.	Complete Worksheet 1. Show videotape. Complete Worksheet 2. Assign Worksheets 4, 5, and/or 6 as homework.
Second class session This session gives you and the students a chance to discuss the homework assignments. It also helps them understand that the job-keeping practices they use now will become habits that help them throughout their working lives.	Review homework assignments. Complete Worksheet 3.
Discussion periodically during the school term	Ask if any students are currently working and if they have applied any of the ten ways in their jobs. If so, discuss their experiences.

Session 1

Time 40 to 50 minutes

This session introduces the “ten easy ways to keep your job.” Students view an entertaining video that gives examples of how they can apply these “ten ways” in their jobs. A discussion following the videotape gives them an opportunity to think about these “ten ways” from several viewpoints.

10 Easy Ways to Keep Your Job

Here are the top “ten easy ways to keep your job,” beginning with number 10.

10. Take initiative.
9. Get more skills.
8. Leave personal problems at home.
7. Get along with co-workers.
6. Help make the company profitable.
5. Develop problem-solving skills.
4. Take directions well.
3. Create good relations with your boss.
2. Go the extra mile.
1. Like it.

Session Introduction

Step Instructions

1 Welcome the students to *Ten Easy Ways to KEEP Your Job*. Explain the schedule for the program and tell them how the program will be used in your classroom.

2 A brief warm-up exercise helps students think about losing a job. Distribute Worksheet 1. As you do, tell students:

I'd like you to think about people who work at a grocery store. Think about these people:

- A stock person
- The store manager
- A cashier
- A carry-out person

Think about the things these people do every day at work. Then, follow the directions on this worksheet. Use the space provided to write an example of one thing each person could do that could cause him or her to be fired. An example is shown to help you.

3 **Tell students:**

I'll give you about five minutes to list easy ways to lose a job. When you've finished, we'll talk about your answers.

As they work, write the four positions described in step 2 on the chalkboard.

Step Instructions

- 4 **After five minutes, tell the students to stop working. Review the example for the first position. Then ask one or two students to give their answers for the second position. As they give their answers, ask them why they think this action would cause the person to lose his or her job.**

When they have finished, ask the students:

Would it have been easy for this person to act differently and keep his or her job? What is one thing this person could have done, instead, to keep the job?

Spend about one minute on this discussion.

- 5 **Continue in the same way for the next two positions. Spend about five minutes answering the questions and discussing the answers.**

- 6 **Summarize by telling students:**

Sometimes people think it's easy to get and keep a job. It can be easy, but you have to work at it, too. Your charm and good looks are not going to keep you working. You need to use several on-the-job practices to become a valuable, productive employee. Once an employer sees you at work, he or she knows you are serious about your job and about the business.

Video Presentation

Step Instructions

1 Introduce the video: *Ten Easy Ways to KEEP Your Job*

Janece Roderick and Ben Roberts are hosting a late night talk show. They will introduce you to *Ten Easy Ways to KEEP Your Job*. Their guests—Dave Steele, the manager of human resources at Herman’s Sporting Goods and Renee Downey, a career consultant—give you insight into employers’ expectations of their employees.

2 Show the video. The video is 26 minutes long. At the end of the video stop the tape.

3 Distribute Worksheet 2. As you do, tell the students:

Let’s list the “ten easy ways to keep your job.” As we do, I’d like you to give me an example of how you can use each practice on a job.

Use the chalkboard to list the ten ways. Ask students to come up with each practice. Tell students to write their answers on the worksheet. In this way, they’ll create their own list.

As you list each practice, ask students to give one example of how to use this practice on the job. They can use examples from the videotape or come up with their own examples.

Be prepared with your own examples, in case students cannot think of any.

Step Instructions

4 For your reference, these are the “ten easy ways to keep your job.”

- 10. Take initiative.**
- 9. Get more skills.**
- 8. Leave personal problems at home.**
- 7. Get along with co-workers.**
- 6. Help make the company profitable.**
- 5. Develop problem-solving skills.**
- 4. Take directions well.**
- 3. Create good relations with your boss.**
- 2. Go the extra mile.**
- 1. Like it.**

5 Tell students:

As students, you are expected to do these same things here at school. It’s one way to practice, every day, what will be expected of you on any job.

Review Questions for Video Discussion

Depending on how much time you spent creating a list of the “ten easy ways to keep your job,” you may have time to use these review questions.

Step Instructions

- 1 **These review questions will help you go through the main points of the video.**

Ask students the following questions.

- ? **Janece told a story about her friend Rick who worked in a restaurant. When times got slow at the restaurant, what happened to him and why?**

Rick lost his job. The other waiter who worked at the restaurant had done all kinds of extra things—taking initiative—and he didn’t lose his job.

- ? **How did Nancy Larson, the viewer from Chicago, get additional job skills?**

She enrolled in a computer class at a local college. She learned new skills she could use in any job, plus she felt better having the skills she needed to do this job.

- ? **In a spoof of a TV commercial three workers talked about their personal problems, which they brought to work. What were they?**

- Toilet overflowing and plumber late; late for work
- Girlfriend angry for no good reason; called her 36 times during work
- Totally bad hair day; nails down to bone; left early

- ? **What’s a pink slip?**

A pink slip is a written notice that you’ve been fired or laid off from your job.

Step Instructions

- ? **David Steele, the human resources manager from Herman's, said he was looking for employees who could work together. What did he call this togetherness?**

He called working together "teamwork."

- ? **David Steele also gave two examples of how employees can contribute to profitability. What were they?**

- Work more efficiently, saving time and money.
- Think of ways to save money and make suggestions.

- ? **According to Renee Downey, the career consultant, what should you do when you come to your boss with a problem?**

When you bring a problem to your boss, always be able to suggest at least one solution.

- ? **We heard how several people get along with their bosses. What was the main message ?**

Maintain a good professional relationship with your boss. Keep things on a polite, professional level. It always helps to put yourself in the boss's shoes.

- ? **What should you do when your boss seems critical?**

Listen carefully and don't take the criticism personally. The boss may just be giving you work direction; you should hear it and respond positively.

- ? **What does it mean, "to go the extra mile"?**

You should find ways to do the job, even if it takes extra effort.

Step Instructions

? **Ben said he thought one thing would help you keep your job. What was it?**

Ben thought the number one way to keep your job is to like it.

2 Summarize the activity by making these points:

- Renee Downey said something very important for young people to understand. If you are right 80% of the time in school, you are considered above average. But, if you are right 80% of the time at work, you are still wrong 20% of the time. That percentage is not acceptable in the business world.
- The most important part of getting and keeping a job is the effort you put into it. If you make a good impression early, your employer will usually be willing to give you flexible hours, higher pay, and more responsibility.
- When you're young, it's easy to think that getting and keeping a job isn't that important. As with anything you do, the more you get into something, the more enjoyable it will be. If you find yourself caring about your work, you'll probably get better at it. The better you get, the more you'll like it. And, the more satisfaction you get from your work, the happier you will be in other parts of your life, too.

Assigning Homework

Three homework assignments are provided with this program. Assign as many as you wish, depending on the time you have allotted for this program. Two homework assignments can be discussed in one class session. If you choose to assign all three homework assignments, you may need another class session to discuss the third assignment with students.

Step Instructions

- 1 Distribute the homework worksheets. Explain the assignment to the students.**

- 2 Here's an overview of the instructions for each assignment. The homework is designed to be discussed in class the day it is due.**

Assignment 1 Worksheet 4

Tell students:

In this assignment, you are given ten different job situations. In each situation, assume you are the boss. Read each situation and answer the question about it. In each case, we'd like to know, from a boss's perspective, what you'd like the employee to do. We will discuss your answers in class tomorrow.

Assignment 2 Worksheet 5

Tell students:

In this assignment, you are given six different job situations. In each situation, assume you are the employee. Read each situation and answer the question. In each case, you will need to apply one or more of the "ten easy ways to keep your job." We will discuss your answers in class tomorrow.

Step Instructions

Assignment 3 Worksheet 6

Tell students:

Liking your job is one of the most important things that will help you keep it. But, it's not always easy to find a job you like. This assignment helps you look at different ways to find jobs you will probably like.

- 3 Ask if anyone has any questions about the assignment(s).**

Session 2

Time 40 to 50 minutes

This session reinforces the concepts presented in the video *Ten Easy Ways to KEEP Your Job*.

Students review their homework and discuss the assignment.

An in-class activity requires them to work together to develop ideas for learning how to put these practices to work right now. It helps them correlate the “ten ways” to things they do in school every day. For those students with part-time jobs, they can think of ways to apply the practices at their current jobs.

Be prepared to help students identify resources within the school and the community where they can learn to build their skills. Some examples are:

- Local colleges that offer low cost courses on specific job skills, like using a specific word processing program.
- Community education classes, which often have a nominal fee, on many topics.
- Companies that offer internships or job-shadowing experiences.
- State or city employment programs that may offer job skills and job-search training.
- Libraries that have books and publications on job-search and job-keeping skills.

You may also need to help students see how they can apply these same practices in their school activities. Give them examples and resources within the school that will help them in areas where they are weak.

Session Introduction

- | Step | Instructions |
|-------------|--|
| 1 | Welcome the students back to <i>Ten Easy Ways to KEEP Your Job</i> . |
| 2 | Tell the students you are going to conduct a short test of their listening and following directions skills. Tell them you want them to follow your directions exactly. |

Give the following directions fairly quickly:

Students in the first and fifth rows, raise your right hand.

All other students, raise your left hand.

Students in the second row, stand up and go to the right side of your desk. Keep your hands raised.

Students in the third row, stand up and go to the left side of your desk. Keep your hands raised.

Everyone else, stand up and stand behind your desks. Put your hands on the back of the chair.

All students with your left hands raised, sit down. Put your hand down.

All students with your right hands raised, sit down. Put your hand down.

All students behind your desks, raise both your hands.

All students with your hands raised, sit down.

Everyone should now be sitting down.

Step Instructions

3 Tell students:

One important part of working is taking directions well. Of course, to do so, you have to listen very carefully.

Sometimes, when you're working, your boss will give you directions that seem to make about as much sense as the directions I just gave you.

If you have questions about what you're doing, or why you're doing it, ask the person who directed you. It's usually easier to follow directions if you know why you are expected to do something a certain way.

Once you've asked questions, you still have to listen carefully and follow what he or she says.

4 Ask the students to take out their homework assignments. Tell them you will discuss their answers as a group. Use the worksheets to guide your discussion.

Homework Review Worksheet 4

Step Instructions

1 Discussion for Worksheet 4.

The point of this worksheet is to look at things from the perspective of a boss. As the students discuss their answers, take the perspective of the boss. If these points are not made through the discussion, make them yourself.

- A boss has one overriding concern—to be and stay in business. This fact usually keeps bosses concerned about money and profitability.
- Bosses always have the expectation that employees will always be working. If they are not working while they are at work, productivity goes down and so does profitability.
- Although bosses may be understanding, that understanding has a limit. Personal problems, illness, conflicting schedules—they are all things employers understand. However, if an employee is marginal at best, that understanding is stretched each time a personal phone call is made, each time an employee calls in sick, or each time an employee leaves early.
- Bosses are people, too. Sometimes they get angry when they shouldn't. Sometimes their expectations are too high. And bosses are not always right. If you don't like your boss or you have trouble doing what you've been told—you can always approach him or her as a human being and try to work out the problems. If, after trying to solve the problems, you find you can't, you'll then need to decide if it's best to get a new job or accept the boss's limitations and stay.

Homework Review Worksheet 5

Step Instructions

1 Discussion for Worksheet 5.

This worksheet helps students see things they can do in any job that will help them keep that job. The students take the perspective of the young or new employee. If these points are not made in the discussion, make them yourself.

- It's best to take as much responsibility as you can. But it's also important to know what you're able to do and what you aren't able to do. Then, you can see where you need to improve your skills.
- Your purpose in working is usually to make money. It's the people who take initiative and go the extra mile who get raises and promotions.
- Bosses are often intimidating, but they're just people. Get used to the fact that you can ask questions, learn on the job, and still do well. Don't be afraid to ask how things should be done—usually it's better to ask and get it right.
- It's hard to like a *job*, but working is a fact of life. So consider the alternative—working at a job you hate. Because you are going to be working anyway, make it enjoyable for yourself and those around you.
- It helps to know as much as you can learn about the company for which you are working—read, ask questions, learn from the customers.
- Always make your best effort. If you can say, each time you go to work, "I did my best," you'll be happier.
- Look for work doing things you like to do; for example, if you like basketball, try working in a sporting goods store.
- You've got a lot to learn.

Homework Review Worksheet 6

Step Instructions

1 Discussion for Worksheet 6.

The point of this worksheet is to help students look for and find jobs they like.

Tell the students:

It's easy to say: *like your job*. However, if people knew the real answer to liking their jobs, everybody would be much happier. You will, if you're like most people, spend a great deal of time looking for a job you like. And then, of course, you'll have to keep it.

A career usually combines the things you like to do with the skills you have. Throughout high school, college, technical school, and even at work, you can take many tests to determine what things you like to do and what skills you have.

This assignment introduces you to some simple things you can do as you look for work now and in the near future. You can start today, without taking risks, exploring both aspects of a career—considering the things you like to do and pairing them with your skills.

2 Use the worksheet as a guide to your discussion. Ask students to share their feelings and ideas about each question.

Ask at least two students:

What did you answer to question ?

How do you think you can use this fact about yourself to find a job you like?

Step Instructions

3 Ask at least two different students:

Now let's consider questions 2 and 3. What did you find out about things you like to do—what is on your list in question 3?

Did anyone have a completely different list?

How do you think you can use this fact about yourself to find a job you like?

4 Ask at least two different students:

What did you find out about yourself in question 4?

5 Ask at least two different students:

What did you find out about yourself in questions 5 and 6?

How do you think you can use these facts about yourself to find a job you like? Can you actually use a school subject or a hobby to help you find a job?

6 Ask for two volunteers to explain how they put all these facts about themselves together to consider jobs they might like or places they might like to work.

Ask for two volunteers to explain how they can use this same approach when they choose careers or full time jobs—sometime in the future.

Step	Instructions
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7	Summarize by telling students:
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- Sometimes, if you can't find the exact job you like, you can find work at a place that you will enjoy. If you like music, for example, you could look for a job in a music store or as an usher at concerts.
- When you're looking for part-time jobs now, explore lots of different places to work and things to do. You'll learn more about what you like to do and where you enjoy working.

Student Activity

Step Instructions

- 1** **The purpose of this activity is to help students see what they can do today to build their job-keeping skills.**

After you have discussed the homework assignment(s), use this in-class activity to help students think about how they can build their job-keeping skills right now.

- 2** **Distribute Worksheet 3.**

Tell students you would like them to divide into groups of three to complete this activity.

Ask them to read through the directions for Worksheet 3. Give them these directions:

- **Work together to come up with ideas for each of the “ten ways.”**
- **Pick the ones that will work best for each of you.**
- **When you are finished, you each should have your own list of ten things you can do today to build your job-keeping skills.**

- 3** **Tell students they have fifteen minutes to complete the activity, then each group will discuss their answers with the class.**

Step Instructions

- 4 Tell the class when ten minutes have passed. After fifteen minutes have passed, ask them to stop working.
- 5 Ask one group to share their ideas for the first of the “ten ways” with the class. Give them about a minute to share their ideas.
- Ask another group to share their ideas for the second of the “ten ways.” Go through all “ten ways” in this manner.
- Ask if anyone has any questions. Take a few minutes to answer the questions.
- 6 Thank everyone for participating in the program. Tell the group that you will check with them periodically throughout the term to see how they are using their job-keeping skills.

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Worksheets

**Make one copy of each worksheet
for each student.**

Worksheet 1

How to Lose a Perfectly Good Job

Think about these people who work at a large supermarket. After each person's description, in the space provided, write one thing that person could do that would cause him or her to lose the job. Think of different ways to lose a job for each person.

For example:

Stock Person *Leaves the tomatoes on the stock cart all day because there isn't any room for them in the cooler. They spoil. The store manager fires her.*

Store Manager

Cashier

**Carry-out
Person**

Worksheet 2

10 Easy Ways to Keep Your Job

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Worksheet 3

Building Job-keeping Skills

You can do several things right now to help you develop your job-keeping skills. Use this form to identify ways you can build your skills—from taking courses, to participating in extracurricular activities, to volunteering or working outside of school.

In the spaces provided, identify at least one thing you can do right now to build your skills in each of the “ten easy ways to keep your job.”

Take initiative

Get more skills

Leave personal problems at home

Get along with co-workers

Help make the company profitable

Develop problem-solving skills

Take directions well

Create good relations with your boss

Go the extra mile

Like it

Worksheet 4

You're the Boss

Think of yourself as the boss in the following situations. Read the situation, then decide which of the “ten easy ways to keep your job” the employee used. Write your answer in the space provided.

Situation 1

You own *Miguel's*, a small catering business. You have an opportunity to take a big job with a new client, but you would have two huge dinners to prepare and serve in the same evening. You'd need extra people to serve the second dinner. Your two most experienced employees are on vacation. The new job would mean extra business today, and possibly a whole new source of business in the future.

What job-keeping skills are you looking for from your employees?

Situation 2

You own *Great Country Canoes*, a company that manufactures canoes. You have twelve full-time employees and four part-time employees. In the spring you could sell more canoes, if you had them built. You'd like to build four more canoes a month, but you don't want to add new workers. The four part-time employees could handle the job if they would each be willing to work just three hours more each week. They would also have to learn to shape the wood you use for the canoe—something none of them have ever done.

What job-keeping skills are you looking for from your employees?

Situation 3

You own a *Kentucky Fried Chicken* restaurant downtown. You notice that the streets outside your establishment are often littered with bags and paper cups from your restaurant. You'd like some good ideas about what you can do to keep customers from littering. You'd also like employees from the restaurant to do a better job of keeping the restaurant looking top-notch. If you can't change the looks of the restaurant, you're afraid that you'll lose business.

What job-keeping skills are you looking for from your employees?

Situation 4

You are the manager of *The Willow Tree*, a nursing home. You often hire young people as orderlies, but it's difficult for them to work at the home because the elderly people who live there are very demanding. However, you know from your own experience that the job can also be very rewarding. What you'd really like is to have your employees like to work with people and to help people. The residents also have many special needs and requirements. Your manager always gives instructions to the staff, both verbally and in writing. Your employees must do exactly as they are instructed. You feel the atmosphere would be much better if all the employees, including yourself, worked together as a team. You think it would also help if they participated in some of the social events at the home.

What job-keeping skills are you looking for from your employees?

Situation 5

You own *Joe's Service*, a gas station with eight employees, including four mechanics on staff to repair your customer's cars. Sometimes the mechanics are hard to work with because they are always under a lot of pressure to do the repairs quickly and do them right. Working all day together in a small place, your employees often get irritable. Lately, you've noticed that customers are starting to complain about your employees' attitudes—they're definitely affecting business.

What job-keeping skills are you looking for from your employees?

Situation 6

You own *Maid-for-You*, a very profitable company that supplies cleaning services for homes. Each day you send out crews of three employees to cleaning jobs all over the city. When they get to a residence, your employees have to read the special directions your customer has left for them. They also have to complete the entire standard work order you send with them to the job. Sometimes, when they begin work, things are not altogether clear. A customer may want the venetian blinds *and* the refrigerator cleaned—in addition to the regular scheduled cleaning tasks. You expect your employees to be able to figure out how to do the job the right way and get everything done in the amount of time for which the customer has contracted.

What job-keeping skills are you looking for from your employees?

Situation 7

You own *Hattie's*, a boutique handling unusual clothing and jewelry from all around the world. You have 27 employees. Because your customers demand excellent service, it's important that at least eight people are on the floor at all times. When your employees are working, you want their entire attention exclusively on the customer and your business. Shoplifting is also a major problem for a small store. If items are taken from your store, it could cost you thousands of dollars. You want your employees to be alert for shoplifters, but not offensive to customers. You also want each of your employees to know about fabrics and fashions from all over the world. They have to know about gemstones and metals, too, to work with the jewelry you sell.

What job-keeping skills are you looking for from your employees?

Situation 8

You own *Clyde's Creamery*, a store that makes and sells hand-packed ice cream. Your ice cream store is a hit with your customers. But—you're having some problems. The air conditioning doesn't cool well enough to keep the temperature down in the hot summers. Some of the ingredients are very expensive and you need ideas for natural substitutes. Certain flavors sell better than others, but you are having trouble tracking the best-selling flavors—especially between the hand-packed quarts and the ice-cream cones and sundaes. Some of the equipment is complex and difficult to operate and you want all your employees to know and understand how to use it.

What job-keeping skills are you looking for from your employees?

Situation 9

You are the branch manager of *First City*, a bank on the edge of downtown. You have 39 employees under your direction. Several facts have become clear in the past three months. Some employees have trouble being on time to work because of day care and transportation problems. You need more employees and you'd like to hire them from the community, but it's difficult to recruit the right people for the job—most of the jobs require math and customer-relations skills. You need a way to recruit qualified employees. It's sometimes hard for your employees to get along together because the jobs demand a great deal of concentration and involve handling large amounts of money. In addition, your employees have many banking rules and regulations to follow each time they make a transaction.

What job-keeping skills are you looking for from your employees?

Situation 10

You are the manager of the *Jimmie Lee Recreation Center*, which serves a two-square-mile area. You have 18 employees and about 1,000 kids and adults participate in your programs each day. You hire people who say they like to work with kids and who like the outdoors, which is key to doing this job well. Many employees work alone and must make decisions without your direction. Working with kids involves doing many extra things—such as solving quarrels, finding lost clothing, or filling in for missing coaches.

What job-keeping skills are you looking for from your employees?

Worksheet 5

What Would You Do?

In the following situations, assume you are the employee. Read through the situations and, using the “ten easy ways to keep your job,” describe at least two easy things you could do to keep your job in this situation.

Situation 1

You work as a recreation aide at the *Jimmie Lee Recreation Center*. A group of girls who come to the center want to start a soccer league but they have no coach, no uniforms, and no money. Part of your job is to find activities for the kids at the center, but you know that a soccer league will be a lot of work. However, another center in the city has a team, and so does a local girls’ club. You think there might be an opportunity here.

What two things could you do in this situation to impress your boss?

Situation 2

You work as a fry cook at the *Kentucky Fried Chicken* restaurant downtown. You’ve noticed that your boss is not interested in recycling—all the hot food containers are Styrofoam or coated with a plastic. He has no recycling bins and no place for cans or bottles to be recycled. The kitchen is spotless, but the eating areas are not cleaned more than twice a day. You’ve also noticed that another cook always makes too much chicken just before closing—meaning that your shift ends up wasting food.

What two things could you do in this situation to impress your boss?

Situation 3

You are a part-time bank teller at *First City*. You work at the drive-through window on Monday and Thursday. You want to do a good job, but you end up answering phone calls from customers because the switchboard transfers customer inquiry calls to your window. Taking phone calls means that your drive-through customers are often kept waiting. You also handle most business deposits because businesses are often depositing their cash from the weekend on Monday. You aren't sure of all the correct procedures because you've never been trained to handle business transactions. You get very tired from standing all day because your stool isn't high enough for you to sit down and still work the window.

What two things could you do in this situation to impress your boss?

Situation 4

You work as a sales consultant at *Hattie's*. You feel your boss expects too much of you but you don't know how to tell her that you can't possibly do everything she is asking of the sales consultants. You notice that turnover at the store is very high—most people don't stay more than two months. You've been there six months and you are one of the more experienced employees. Also, your customers complain that the dresses are overpriced, and you think they might be right. Plus, from learning more about fashion trends, you feel that some of the clothing is out of style.

What two things could you do in this situation to impress your boss?

Situation 5

You work as a part-time employee at *Great Country Canoes*. You love your job but you'd like to learn more about the business. It would help if you could work with the older, more experienced people so you could learn how to build the specialized wooden canoes from start to finish. One of the workers is getting ready to retire. You think it would be good to work with him for a few months to learn his special techniques for shaping the wood and for creating the special finishes. You'd also like to work more hours. You think an opportunity exists for you to go full time but you aren't sure. Your boss may not know that Woody is getting ready to retire.

What two things could you do in this situation to impress your boss?

Situation 6

You work as a server and pastry chef for Miguel Garcia, who owns *Miguel's*, a catering business. You are new to the job and to the catering business, but you like food and you get along well with Mr. Garcia. *Miguel's* is growing fast and you think he could use on-call help. You have several friends from your cooking school who could fill in on an as-needed basis. You also feel Mr. Garcia needs to have more serving equipment. Your uncle owns a restaurant; he's remodeling and he has perfectly good equipment he is trying to sell. You're worried that Mr. Garcia won't listen to you or accept your ideas because you're young and you're new.

What two things could you do in this situation to impress your boss?

Worksheet 6

Like It?

1 Whenever I have time, the one thing I like to do best is:

2 From the pairs given below, put a check beside the item that you would prefer to be doing.

When given the choice, I would rather be:

- | | |
|---|---|
| <input type="checkbox"/> Outside | <input type="checkbox"/> Inside |
| <input type="checkbox"/> With people | <input type="checkbox"/> By myself |
| <input type="checkbox"/> Talking | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Walking or running | <input type="checkbox"/> Standing or sitting |
| <input type="checkbox"/> Lifting and carrying | <input type="checkbox"/> Counting and sorting |
| <input type="checkbox"/> Watching people | <input type="checkbox"/> Watching TV |
| <input type="checkbox"/> Doing math | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Drawing | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Wearing a tie | <input type="checkbox"/> Wearing jeans |
| <input type="checkbox"/> Around adults | <input type="checkbox"/> Around teenagers |
| <input type="checkbox"/> Around little kids | <input type="checkbox"/> Around old people |
| <input type="checkbox"/> In school | <input type="checkbox"/> At work |
| <input type="checkbox"/> At home | <input type="checkbox"/> At work |
| <input type="checkbox"/> At an event | <input type="checkbox"/> At the mall |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Sleeping |
| <input type="checkbox"/> With my friends | <input type="checkbox"/> With my family |
| <input type="checkbox"/> Helping people | <input type="checkbox"/> Helping animals |
| <input type="checkbox"/> Building things | <input type="checkbox"/> Planning things |
| <input type="checkbox"/> Playing a sport | <input type="checkbox"/> Playing music |
| <input type="checkbox"/> Around men | <input type="checkbox"/> Around women |

3 From the things that you checked in number 2, use the space below to write the things that you really like to do.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 List two extra curricular activities you most enjoy participating in.

5 List two school subjects you like the best.

6 List two things you like to do outside of school.

7 Now, think of all the jobs you know about, or even those you don't know too much about. Look at all the things you have listed that you like to do. In the space below, list at least four jobs that would allow you to earn money and still do the things you like to do.

