

Instructor's Guide
for
GETTING THE JOB YOU REALLY WANT VIDEO SERIES

Getting to Keep the Job You Find

Overview

This program focuses on how to do well and get ahead in any job you find. Those who only meet the minimum requirements of a job are not likely to get ahead and could soon find themselves hunting for another one. On the other hand, those who go above and beyond employer expectations not only find greater success on the job, but also unlock additional career opportunities leading to even more satisfaction.

The video presents ten tips for meeting and exceeding an employer's expectations:

- Correct weaknesses in basic skills.
- Dress and groom for success.
- Arrive early and stay late.
- Be positive and enthusiastic.
- Set clear goals.
- Ask for more responsibility.
- Ask for advice in getting a promotion.
- Never stop learning.
- Achieve measurable results.
- Keep networking to find a mentor.
- Keep your personal life from affecting your work.
- Promote yourself.

In addition, the video addresses workplace ethics—doing the right thing—and how employees can take responsibility for their own actions and the welfare of their organization.

Of course, the next job your students get more than likely will *not* be their last. This video touches on the best way to leave a job—doing so professionally so as to ensure continued career success.

Presentation Suggestions

Write the following headings on the board or overhead: Keep Your Job and Get Promoted. Ask students to make a list of attitudes and actions required to do both. For every “Keep Your Job” requirement, be sure students think of a matching “Get Promoted” recommendation. Use these lists to show that getting ahead on the job often requires you to *exceed* employer expectations.

When you feel the students have begun to think about what it takes to be successful at work, give them the **Anticipation Quiz** to complete prior to viewing 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. At the conclusion of the video, ask students to discuss any changes they made to their answers on the Anticipation Quiz.

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. Finally, you can assign the **Homework Option**, if desired.

Anticipation Quiz

Directions: Answer these questions as completely as possible. You may revise your answers as you watch the video.

1. What things can you do to get ahead on the job?
2. Give some examples of workplace ethics violations.
3. True or false: You should only start looking for work after you’ve quit your current job.

Answer Key

1. Answers will vary but should include some of the bulleted items listed in the “Overview.”
2. Answers will vary but may include being dishonest, stealing money or property, misusing company resources, using alcohol or drugs, harassing a customer or coworker, and bringing weapons to work.
3. False. Start looking when you realize it’s time for a change, but don’t quit your current job until an opportunity comes along.

Activities

Activity #1: From Weak to Strong

Format: Individual

Time: 15–20 minutes

Materials: Pen, paper

Procedure:

1. Ask each person to write down two or three skills that he or she could improve in order to be more successful at work. Give examples such as interpersonal skills, writing, math, computer skills, or time management.
2. Ask students to write down five actions they could take to improve in each skill area (for example, take classes, role-play with friends, read a book, volunteer, attend a workshop, ask a coworker for assistance, practice on their own, etc.).
3. Ask a few volunteers to read their action list and share ideas with each other.

Activity #2: Because I'm Worth It

Format: Individual, pairs

Time: 20–30 minutes

Materials: Paper, pen, timer

Procedure:

1. Tell each student to think of a job they'd like to have. Then have them imagine that they've been at the job for six months and they have scheduled a meeting with their supervisor for a performance review. During this meeting, they will ask for a promotion.
2. Using pen and paper, have students brainstorm some of the reasons they "deserve" that promotion. Be sure they give specific examples. Encourage them to draw on past successes they've had in real jobs.
3. Once students have had a chance to outline their case, give them time to role-play the meeting. Each student should have a turn as the employee and the supervisor. Give them five minutes each.
4. When everyone has had a chance to ask for a promotion, come back together as a class and discuss both positive and negative strategies used. What kinds of comments, actions, or attitudes resonated most with the "supervisors"? If this were a real scenario, do they think they would have promoted their "employee"? What could "employees" have done differently to better make their case?

Discussion Questions

1. The video talks about the value of lifelong learning. What is lifelong learning? How can you become a lifelong learner? Keeping your industry in mind, what are some ways that you can continue to improve your skills?
2. Obviously you have control of whether or not you do the right thing at work. But what happens when you see someone else—a coworker or even a supervisor—act unethically at work? What should you do? Why?
3. How can having a career plan and setting goals help you be more successful at work? Why is it important to think long term in your career?
4. How do you define career success? Is it always defined in terms of promotions or increased earnings or are there other ways to measure success in your career?

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 or overhead.

Directions: Indicate whether each statement is true or false, according to the video.

1. Once you get a job you are satisfied with, you don't have to keep learning new skills.
2. It's okay to use the company phone for personal conversations as long as they don't go on for hours.
3. Asking for additional responsibility often leads to a promotion.
4. As long as you meet the basic requirements of your job, you will probably move up in your company.
5. A mentor is someone you are responsible for training.
6. When leaving a job, you should always give at least two weeks' notice.
7. How you look—your dress and grooming—has a direct impact on your success at work.
8. You don't need to worry about networking once you've landed a job.
9. You should always try to keep your work and personal lives separate.
10. If you are thinking about leaving your current job, you should be sure to let everyone in the company know.

Answer Key

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| 1. False | 6. True |
| 2. False | 7. True |
| 3. True | 8. False |
| 4. False | 9. True |
| 5. False | 10. False |

Homework Option

Tell students that they need to find a mentor. Review that a mentor is someone more experienced who can give them advice on their job and career. Have students write down the name of someone that might be willing to mentor them and ask students to contact that person and set up a meeting or informational interview.