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Understand Employer Expectations for New Employees

TRANSITION OBJECTIVE

Students will learn typical employer expectations and how their own performance affects job retention.

RELEVANCE TO SUCCESSFUL TRANSITION

Knowing your job duties and what is expected of a new employee will help you succeed on a new job. It is important to immediately identify and meet employer expectations when starting a new job.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

My employer will expect me to . . .

❑ STEP 2: Convene Roundtable

"When I do a job well I feel ____."

❑ STEP 3: Advance Organizer

"Today you will learn what employers expect of new employees."

❑ STEP 4: Activity - 20 Minutes

To help students understand how to learn a new job, as well as become a good employee, go over the handout **How to Keep Your Job**. Using a screen image, read through each of the items, comparing the first column, *Ways to Keep Your Job*, with the second column, *Ways to Lose Your Job*. Point out the following: "Learning your job is an ongoing process. We never finish learning the job because most jobs change and evolve over time. If you do not change and grow with a new job, you may no longer be needed." From the first column, have students select five of the most important attributes for learning and keeping a job, then rate these from one to five, with one being the most important.


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CAREER MANAGEMENT: Unit 3
LESSON 9

How to Keep Your Job

Every job has a set of duties or tasks that need to be done. The position was created to fill a need and to help the company get a job done. The bottom line is understanding that employers hire you to make money for them. If you do not learn the job well, you will cost the company money and you won't last long.



Ways to Keep Your Job	Ways to Lose Your Job
Be There Every Day	Take Time Off
Be on Time for Work & After Breaks	Come in when You Want
Be Honest	Lie or Steal
Take Initiative	Wait to Be Told to Do a Job
Be Willing to Learn & Grow	Be Content with Your Skills
Find a Mentor	Don't Develop a Support System
Ask Questions	Act Like a Know-It-All
Listen to Anyone & Everyone	Ignore Co-workers' Suggestions
Be a Team Player	Be a Loner
Work Hard	Slack Off when You Can
Take Pride in Your Work	Never Recheck Your Work
Do Extra Work when Needed	Do Only What You Have to Do
Never Watch the Clock	Only Work when You Have to Work
Have a Positive Attitude	Complain & Blame Others
Be Tolerant of Others	Be Critical of Others
Give Credit to Others	Take Credit & Do Not Compliment

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CAREER MANAGEMENT: Unit 3
LESSON 9

Starting a New Job

Marcus and Carl were friends from high school. They met in the graphics technology class and had helped each other with projects. Marcus also had dated a cousin of Carl's who was attending their high school.

During their senior year, Marcus and Carl had visited a graphics technology training program at a local training center. They also had toured the graphics program of the local community college. After talking it over with their teacher, both decided to take the six-month training at the training center and get jobs. They both talked about going to the community college program later, after they had more experience.


Marcus found a job at PIP Printing within two weeks of finishing his training. He worked with his job developer from a high school program he attended. He would start as a copy machine operator and could work his way up doing layout and design.

Marcus loved doing design and was told by his teachers that his designs were good. He was willing to be patient and start at the bottom. Carl was not having much luck finding a job. He didn't call the job developer for help and even missed a meeting with him.

Carl also had been offered a job at PIP like the one Marcus took. He turned it down because he wanted to go into design and was not willing to waste his time on copy machines.

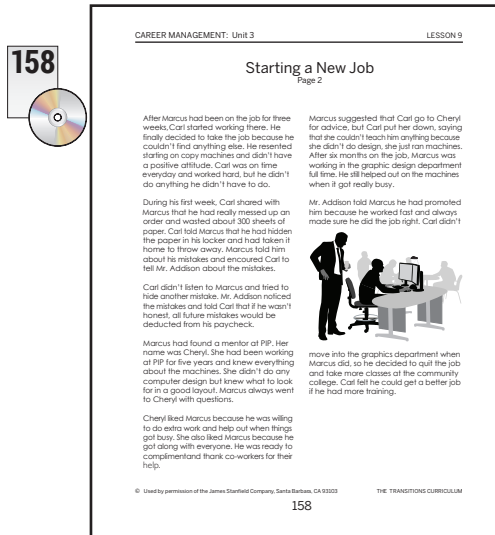
During his first week, Marcus made sure he got to work early, took short breaks and stayed for 15 to 30 minutes after his shift was over. He wanted to learn everything he could about the business, so he asked lots of questions and listened when the other employees explained how to do something (even if they were talking to someone else).

Although it was hard, Marcus even admitted his mistakes. On the fourth day of his job, he entered the wrong directions on the copy machine and waited about 200 sheets of paper before he caught the problem. He went to his supervisor, Mr. Addison, and offered to pay for the paper he had wasted. The supervisor told him not to worry about it because they gave everything three chances to learn about the machine. The supervisor thanked Marcus for being so honest and gave him a warm handshake.



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❑ STEP 5: Activity - 25 Minutes

Have students read about Marcus and Carl in the handout **Starting a New Job**. As students read the story, have them underline the attributes exhibited by the characters from columns one or two of the handout **How to Keep Your Job**. Go over the story with the students and have them share their findings. Remind students that they might make mistakes, but the important thing is to recognize them and do better the next time.

❑ STEP 6: Evaluate Outcomes

One way to keep a new job is "_____."

❑ STEP 7: Connecting Activity

Students talk with an employer or adult about the most important things to do to keep a new job. Discuss their findings as a warm up to the next session.

KEY WORDS

initiative

attitude

tolerant

suggestions

compliment

MATERIALS AND PREPARATION

- Student Handouts: **How to Keep Your Job**, page 156; **Starting a New Job**, pages 157-158.
- Prepare to describe the skills needed to learn a new job.
- Prepare to discuss the story.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving, Reasoning, Knowing How to Learn
- Personal Qualities: Self-Management, Responsibility, Sociability, Self-Esteem