

3

Learn the Skills You Need to Succeed in a New Job

TRANSITION OBJECTIVE

Students will learn the skills they need to succeed in their first job.

RELEVANCE TO SUCCESSFUL TRANSITION

The first three months on a job are critical. It is important to make a good first impression and show everyone that although you don't know the entire job yet, you are willing to learn and work hard. Take responsibility to learn the job and show that you are a self-determined employee.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can make a good first impression by . . .

❑ STEP 2: Convene Roundtable

"One way I can show I am a hard worker is ____."

❑ STEP 3: Advance Organizer

"Today you will learn about the types of skills you need when you start a new job."

❑ STEP 4: Activity - 20 Minutes

Ask for a show of hands to find those students who have had a job. Ask them to talk about their first days on the job and what was most important for them to do and know. Tell students they will go over a list of the most important skills and behaviors to have when starting a new a job. Remind them that these skills should become habits if they are to keep their job. Go over the advanced organizer **Tools of the Trade**. As you read and explain each item, have students mark what they need to learn and practice before they start a job in their career area.

143



CAREER MANAGEMENT: Unit 3

LESSON 3

Tools of the Trade

Communicate Positively with Everyone

Understand Your Job Position

Know Your Job Duties

Work with Others as a Team Member

Do Your Part and Go the Extra Mile.

Solve Conflicts and Get Along

Know Your Rights

Leave Your Job with Style

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103

THE TRANSITIONS CURRICULUM

143

144



CAREER MANAGEMENT: Unit 3

LESSON 3

The First Day

lunch break, Stephanie stayed at the office and ate the lunch she'd brought. She made sure to be back on duty five minutes early.

When Stephanie noticed a patient in the next room had been waiting longer than usual, she went in to say hello and say it wouldn't be much longer. She asked the patient if he would like a drink of water or a magazine. Linda thanked her later for helping out with that patient. Stephanie straightened up the break room during her afternoon break, rinsing out coffee cups and wiping the table. At the end of the day, Stephanie asked Linda if there was anything she could do to help get ready for the next day. Linda told her to lay out supplies in the examination rooms. She checked every room and then said goodbye to Dr. Wallace, thanking him for a great first day.

Stephanie was nervous as she left for work. This was her first day on the job at Dr. Wallace's office. She had passed her state dental assistant board examination the month before. She had been offered this job after interviewing with eleven local dentists. She was excited and anxious to make a good first impression.

The traffic was backed up and Stephanie had only 12 minutes to get to work on time. She had planned to be early but now she'd be lucky to make it on time. She arrived one minute late and apologized to the office manager, Linda. Linda showed her where to put her things and then took her on a tour of the office. Stephanie asked questions and listened carefully to Linda. When Dr. Wallace came in, Stephanie introduced herself, shook his hand and told him she was excited about working in his office.

Stephanie met the other dental assistants and technicians in the office. They had all worked there for at least a year, and Stephanie felt like the "new kid." The other girls were nice, but Stephanie knew it would take time to get to know them. She decided to be friendly and made sure to call each one by name. Stephanie watched for extra things to be done and made sure she cleaned up all of her work areas. During her break, she noticed the coffee pot was empty and asked Linda how to make more coffee. For her

As she said good-bye to everyone, she felt a little worried about the other two dental assistants. They had not been very friendly and had talked in whispers around her. She decided to be friendly and not take it personally. The next day she would watch for a chance to help them if possible. Stephanie knew that if she tried too hard, they would call her "boss' pet." On the other hand, Stephanie wanted to make a good impression and do a good job.

Stephanie knew she wanted to continue her training to eventually become a dental hygienist. Meanwhile, she wanted to work into the lead dental assistant in the office. This goal would bring more responsibility and higher pay. She wanted to reach this goal in two years, which meant dedication and hard work. She hoped to become a hygienist in five years by going to school in the evening.

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103

THE TRANSITIONS CURRICULUM

144

□ STEP 5: Activity - 25 Minutes

Read the story about Stephanie, **The First Day**. As you or a student read the story aloud to the class, have students underline issues that show good employee skills. Also tell students to circle those issues that are a problem for the characters in the story. Discuss the story with the class, listing the positives and negatives on the board. Have students help write the statements on the board, then copy the statements on their story handouts. Check those areas that need more work. Using the handout **Tools of the**

Trade, have students, in pairs or individually, identify situations from the story that match each of the areas on the handout. Discuss this with the class and compare answers.

□ STEP 6: Evaluate Outcomes

One important skill for a new employee is "_____."

□ STEP 7: Connecting Activity

Students interview an adult to find their opinion of the three most important skills for a new employee.

KEY WORDS

tools**impression****organization****accomplish****MATERIALS AND PREPARATION**

- Student Handouts: **Tools of the Trade**, page 143; **The First Day**, page 144.
- Prepare a screen image of the handout.
- Prepare to explain the skills on the handout.
- Prepare to discuss the story by applying it to the skills on the handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Reasoning, Problem Solving
- Personal Qualities: Responsibility, Sociability