

# 8

## Understand Workplace Rules

### TRANSITION OBJECTIVE

Students will know how to identify their position in the company and the rules they must follow.

### RELEVANCE TO SUCCESSFUL TRANSITION

To be smart and successful at work, it is important to know where your position fits into the company as well as the official and unofficial rules of the company.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One way I will be a good employee is . . .

### ❑ STEP 2: Convene Roundtable

"One thing I need to know about a new job is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn how to determine where your new job fits into the company, including the official and unofficial rules."

### ❑ STEP 4: Activity - 20 Minutes

Explain to students how important it is to adjust well to a new job situation. Tell them there are specific things to look for when starting a new job. Go over the handout **Know Your Position**, answer each question and give examples. To illustrate each question, ask students who have worked to offer examples that fit the item. Use examples from beginning jobs you or others have held.

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CAREER MANAGEMENT: Unit 3

LESSON 8

### Know Your Position

It is important to be savvy about your job. This means you need to get details about your job that will help you to be successful. Answer the following questions about your job and become a valuable employee.

- Who is your boss?
- Who are your immediate co-workers?
- Who can you talk to when you have questions?
- What are your official job duties?
- How does your position fit into the company?
- What are the official rules?
- What are the unofficial rules?
- What can you do to fit in with the other employees?
- How can you learn your job duties?

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THE TRANSITIONS CURRICULUM

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CAREER MANAGEMENT: Unit 3

LESSON 8

### Understand Your Position & the Rules

Lauren started her new job at the medical clinic last week. She was learning her job duties very fast, but she didn't feel that she was fitting in with the other employees. At the end of her second week, Mrs. Lee, her supervisor, called her to go over her training plan.

Mrs. Lee asked how things were going on the job. Lauren explained that she was getting comfortable with her job duties. She also told Mrs. Lee that she wanted to feel more comfortable with her co-workers. She asked Mrs. Lee to explain how her position fits in with the other positions at the clinic.

As Mrs. Lee explained it, Lauren began to see that as a medical office assistant, she was to serve the patients and support the doctor and nurses. Lauren's first duty was to take care of patients as they checked in for appointments. Next, she would be responsible for handling phone calls and making appointments. When she had time, she would file patient charts.

Lauren asked Mrs. Lee what rules she needed to know working at the clinic. Mrs. Lee told her it was important to check in five minutes before her shift started. She also encouraged Lauren to be ready to help the other office assistant when she had time. To be nice, Mrs. Lee told her that the doctor and nurses would appreciate any help she could give, including picking up the back office or running errands.

During her lunch break, Lauren talked with two of the assistants. They told her things she could do to make her job easier. The most important was to help patients immediately. If the check-in line was longer than two people, she was to call for assistance.

They also told her to keep her work area organized and neat. The head doctor wanted all of the desks and counters to be orderly, including the break room. In addition, every one was supposed to park in the side parking lot and enter the office through the side door. Lauren was relieved to get this information before she made a mistake.

Working at the medical clinic was a challenge for Lauren. Over 40 people worked there and she wanted to get along with everyone. Some of the assistants who worked in the office with her were not very friendly. Instead of being friendly, Lauren acted very friendly to everyone. She watched for opportunities to be helpful, often answering phones even when it wasn't her turn. She carefully kept her work area neat and clean and helped out whenever she could.

Lauren felt good about her job. She was learning the unofficial rules as well as the official rules of the job. She knew everything would work out as long as she listened carefully and asked questions.

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**□ STEP 5: Activity - 25 Minutes**

Have students read the story **Understand Your Position and the Rules**. Students can take turns reading aloud or you may read the story to the class. After the story, have students answer the questions on the handout **Know Your Position**, using Lauren's job as a reference. Have students answer the questions individually or in pairs. After they have finished answering the questions, ask students if there are other things they need to know about working. Have them add these to the list on the handout. Ask students if they

think Lauren will be successful on her job. Why or why not?

**□ STEP 6: Evaluate Outcomes**

The most important thing to learn about a new job is "\_\_\_\_\_."

**□ STEP 7: Connecting Activity**

Using the questions from the handout **Know Your Position**, students interview a friend or family member.

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**KEY WORDS**


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**position****official****unofficial****adjust****MATERIALS AND PREPARATION**

- Student Handouts: **Know Your Position**, page 154; **Understand Your Position and the Rules**, page 155.
- Prepare for discussion about adjusting to a new job.
- Prepare for activity.

**SCANS FOUNDATION SKILLS**

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