

C16-L2

<b>Preparing for Job Concerns</b>		<b>Core Competency: C16</b>	<b>Level 2, Intermediate</b>
Identify problems of new employees			
Time to complete: 120 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: 1. Understand what to expect on the first day on the job. 2. Understand how to cope with problems at work. 3. Understand the purpose of performance appraisals.		
<b>Cross Competencies</b>	G41 Apply critical thinking skills G48 Demonstrate an openness of change G51 Demonstrate politeness and civility G53 Exhibit work ethics and behaviors essential to success G55 Apply the problem solving process to complex problems G56 Demonstrate an ability to analyze the strengths and weaknesses of self and others H61 Demonstrate initiative and proactivity H62 Demonstrate how to work effectively with others H63 Demonstrate an attitude that attracts the attention of management H67 Demonstrate good reasoning skills that result in thinking first, then taking action H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2 and 5 Workplace Competencies: Content Standards 1, 2 and 4		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>		<b>Other Supplies Required</b>	<b>Supplemental Resources</b>
<ul style="list-style-type: none"> <li>C16L2HO1 First Day on the Job</li> <li>C16L2HO2 Performance Appraisals</li> <li>C16L2WS1 On the Job Problems</li> <li>C16L2ACT1 What Would You Do?</li> <li>C16L2ACT2 Resolving Workplace Problems</li> <li>C16L2Q1 Are You Ready for Your New Job?</li> <li>C16L2 I-9</li> <li>C16L2 W-4</li> </ul>		<ul style="list-style-type: none"> <li>Flip chart paper or alternative recording method and markers</li> </ul>	

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
			Decision Making Critical Thinking



<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>The first day on a job can be pretty intimidating for even an experienced worker. For young people who haven't ever held a job it can be overwhelming. Knowing what to expect on the first day of a new job can help new workers be better prepared.</p> <p>This unit will provide students with information regarding potential problems they may encounter on their new jobs as well as insight into ways to solve these problems.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• Flip-chart paper or alternative recording method and markers</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
<ol style="list-style-type: none"> <li>1. Break students into teams of 3.</li> <li>2. Ask each team to develop a list of topics they would cover with incoming freshman or others new to your high school.</li> <li>3. After teams develop a list, have each team share their topics with the class.</li> <li>4. Use the generated topics to develop an agenda for orientation day for incoming freshmen.</li> <li>5. Ask students to share what they were nervous about the first day of high school? What unwritten rules did they learn after starting? What weren't they told in orientation that they had to learn?</li> <li>6. Explain that new employees also have a learning curve when joining a new company. Employers may develop orientation courses to give employees needed information, but employees need to think through and make a plan for those first days on the job.</li> <li>7. Break students into groups again. If possible assign groups so students with actual job experience are able to partner with students who may not have formal job experience.</li> <li>8. Ask the groups to write a list of questions, problems, or first day activities they will need to know or be prepared for.</li> <li>9. Have each group share their ideas with the class. Using flip chart paper, an interactive board, or the white board will help kids engage during this activity.</li> <li>10. Distribute <a href="#">C16L2HO1 First Day on the Job</a>. Review information with students. What information on the list had they not thought about?</li> <li>11. <a href="#">C16L2 I-9</a> and <a href="#">C16L2W-4</a> may be completed with students to provide practice with these documents</li> </ol>		

12. Break students into partners.
13. Distribute C16L2WS1 On the Job Problems to students. Direct students to read through the scenarios and discuss with their partners what they would do in the given situation. Assign each group a scenario to report to the class on.
14. After groups have discussed their scenarios, bring students together to report on their scenarios. You may want students to role play these scenarios rather than just report.
15. After students have reported, discuss some traps that new employees may fall into:
  - a. Being afraid to ask questions
  - b. Trying to cover something up so they can fix it later
  - c. Making excuses
  - d. Not talking to their supervisor about concerns
  - e. Not communicating immediately when a problem occurs
  - f. Not planning ahead or having a backup plan
16. C16L2ACT1 What Would You Do and C16L2ACT2 Solving Workplace Problems provide more scenarios for students to practice solving real workplace problems.
17. Ask students how do they know if they are doing a good job at school? How will they know if they are doing a good job at work?
18. Distribute C16L2HO2 Performance Appraisals to students. Use the information described to describe a performance evaluation to students. You might make the analogy to a report card at school, however performance evaluations are often more subjective.
19. Ask them to rate themselves on the form as if they were a manager evaluating their performance in their JMG class. Technology Note: This form could be completed on the computer rather than by hand.
20. Discuss student responses.
21. Distribute C16L2Q1 Are You Ready for Your New Job.

<b>Assessment</b>	C16L2Q1 Quiz	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Use <a href="#">C16L2HO2 Performance Appraisals</a> to practice performance evaluations. Have students role play as employee and manager holding an employee Performance Review meeting.</li> <li>• Do a document check with students. Some of the documents may be added to a job or career portfolio. If students do not have access to required documents, provide information or assistance in finding the appropriate agency and documents for obtaining copies.</li> <li>• Have the students share experiences of their “first day on the job.” You could also invite former JMG students to share their “first day” experiences, especially how they overcame problems.</li> <li>• Invite an employer to speak to the class about “a typical first day on the job” and “typical problems or concerns of new employees.”</li> <li>• Ask the students, individually or in groups, to research the “reasons why employees lose their jobs” and report back to the class.</li> <li>• Invite an employer to discuss performance appraisal systems.</li> <li>• Use a performance appraisal system to grade students in JMG class for a given period of time. Monitor student progress and hold a performance review about halfway through the given time period, and a final review at the end of the time period.</li> </ul>	