

NEXT STEPS

Lesson Descriptions

Next Steps 1: Freshman Year Survival Guide

What do I need to know to make the most of my first-year living on my own?

Next Steps 2: Tips for Success

How can I successfully deal with the academic, personal, and social issues I'll face next year in college?

Next Steps 3: Winning in the Work World

What do I need to get ahead in the work world?

PLANNING PYRAMID

GRADE 12, Unit 6, Next Steps



Some Students Will:

- Develop coping strategies for college or independent living (for example, ways to manage time as a college freshman.)



Most Students Will:

- Identify at least three resources (for example, resident advisor, registrar's office) for help in managing problems in college or in their community.
- List tips that address some of their college concerns.
- Describe strategies for successfully resolving problems within a large bureaucracy (for example, a disputed item on a college or cable bill).
- Distinguish between workplace behaviors that support and those that get in the way of professional advancement.



All Students Will:

- 
- Anticipate challenges of young adulthood.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org.

Did you know? Just over half of students who start full-time four-year bachelor's degree programs finish the programs – in at least six years.* But some schools have much better graduation rates than others. To see how your school stacks up, visit www.collegeresults.org.

*SOURCE:
National Center for Higher Education Management
IPEDS Graduation Rate Survey 2009

<http://www.higheredinfo.org/dbrowser/?level=nation&mode=map&state=0&submeasure=27>

College: Things to Know Before You Go

As parents, we often warn kids how tough the next step will be. Middle school kids hear this about high school. High school kids hear this about college. Knowing **how** college is different from high school helps students cope with academic demands, manage time, and thrive in a new environment. Here are some tips to help students get ready for the next step.

College has its own culture. Ask college students you know to describe their experience. Check out these websites for more info about campus life:

- www.firstinthefamily.org
- www.collegeview.com/campuslife/
- www.fastweb.com/student-life
- www.quintcareers.com/first-year_success.html

College students spend a lot less time in class, and a lot more time studying outside of class. High

school students spend about 30 hours a week in class. College students spend about half that. But don't be too quick to relax. For every hour in class, college students should spend two or three hours studying outside of class.



Managing time wisely is key to doing well. Get a calendar or day planner and use it. Write in your schedule of classes and assignment due dates. Create time each day for study.

Some of the important stuff happens away from the classroom. From lacrosse to literature, pizza to politics, there's a group on campus to suit every interest. Don't miss the

chance to learn something, develop leadership skills, and make new friends.

Help is available — all you have to do is ask. Colleges are in the business of helping students adjust to campus life. Freshman orientation will help you figure out who to talk to, and where to go for what. If you live on campus, your RA (Resident Advisor) may be right down the hall to answer questions as they come up.

If you're the first in your family to attend college, or are struggling academically or financially, check to see if your school has a special support program for which you qualify.

Life is easier when you can make a budget, balance a checkbook, and do your own laundry. Ask a family member to teach you before you leave home. You'll be glad you did!

Grade by Grade

12th-graders in Roads to Success learn about life after graduation, whether they're headed for school or work. "Next Steps" lessons explore common concerns and identify who solves what problem on campus or in the community. Finally, students find out how to get ahead in the work world and how to solve problems in big bureaucracies — from college to the cable company.

Freshman Year Survival Guide

The **BIG** Idea

- What do I need to know to make the most of my first-year living on my own?

AGENDA

Approx. 45 minutes

- I. Warm Up: Will This Happen To Me? (5 minutes)
- II. What Tops Your List? (5 minutes)
- III. Who's Who At College (10 minutes)
- IV. What If? Then This! (20 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 140, Quiz: Will This Happen To Me?
- Student Handbook page 141, Who's Who At College Notes
- Student Handbook pages 142-143, What If? Then This! Worksheet

FACILITATOR PAGES:

- Facilitator Resource 1, Who's Who At College
- Facilitator Resource 2, What If? Then This! Answer Key

Overhead projector

Index cards (one for each student)

OBJECTIVES

During this lesson, students will:

- Learn what to expect when living on their own next year.
- Understand the roles of freshman-friendly staff in college.
- Anticipate typical college problems.
- Identify steps and resources to resolve college and real life problems.

OVERVIEW

In this unit, students explore what to expect next year when they're on their own, and how to prepare for it. They discover they have many resources — at college, in the workplace, and in the community — to help ease the transition to young adulthood.

In this lesson, students take a quiz to rate predicaments in which they might find themselves. They write down their greatest fears about next year. They learn which college personnel are available to help freshmen, and they identify common college problems. They investigate resources to remedy a variety of situations. They discover tips for surviving — and thriving — in and out of the classroom.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Make overhead transparencies of:
 - **Facilitator Resource 1, Who's Who At College**
 - **Student Handbook page 140, Quiz: Will This Happen to Me?**
- Arrange to hold class in the computer lab so students will have access to the Internet for **Activity IV, What If? Then This!**
- If Internet access is not possible for **Activity IV, What If? Then This!**, then print out college website pages from several schools that describe who-does-what on their campuses (suggested sites can be found on **Facilitator Resource 2, What If? Then This! Answer Key**). In addition, create a list of local community service and youth-based organizations. Make enough copies to hand out to all students.

IMPLEMENTATION OPTIONS

If you prefer, conduct **Student Handbook page 140, Quiz: Will This Happen to Me?** as a class discussion.

For **Activity IV, What If? Then This!**, you may let students complete **Student Handbook pages 142-143, What If? Then This!** in pairs or small groups.

If you feel pressed for time or do not have Internet access, conduct **Activity IV, What If? Then This!** as a class discussion. Distribute the handouts you've made to use as source material and field as many of the scenarios as time permits. Balance the discussion between college and non-college scenarios.

For **Activity V, Wrap Up**, you may choose to continue discussing students' answers for **Activity IV, What If? Then This!** instead of reviewing **Student Handbook page 140, Quiz: Will This Happen to Me?**

ACTIVITY STEPS

I. WARM UP: Will This Happen To Me? (5 minutes)

1. [As students enter the classroom, refer them to **Student Handbook page 140, Quiz: Will This Happen To Me?** Give them a few minutes to complete the sheet.]
2. **SAY SOMETHING LIKE:** Today we start a new unit called “Next Steps” because that’s what you’ll be taking next year, as you transition out of high school into college or the work world. You’ll be living on your own and making decisions by yourself, and you’ll face many of the typical challenges of young adulthood. So, during the next three classes, we’ll investigate good ways to handle them. You’ll learn about people and resources that can help you. You’ll get some tips on how to make the most out of college, and also, how to get ahead at work. But before all that helpful, good stuff, let’s take a look in the crystal ball and see what you think — and feel — about what awaits you out in the world.
3. [Place the transparency of **Student Handbook page 140, Quiz: Will This Happen to Me?** on the overhead projector.]
4. **SAY SOMETHING LIKE:** With a show of hands, how many think it is likely that you’ll have a laundry disaster next year?
5. [Go over the quiz, question by question. Let students say how likely they considered each scenario, and also how upsetting they thought it would be. Be sure to get a representative mix of answers from those attending college next year, and those entering the work world.]

II. What Tops Your List? (5 Minutes)

1. **SAY SOMETHING LIKE:** There’s no doubt about it; you’ll all face problems next year that you haven’t encountered before. And you probably have a mix of feelings when you think about it. On the one hand, you might be excited, because it will be a whole new chapter in your life, and a bold new step toward independence. But, for all the same reasons, you might be a little nervous or afraid. Some of you may be worried about making new friends in college, or handling college-level classes. Others may be afraid that you’ll end up with a boss at work who’s really a jerk and takes advantage of you.

So, what I want you to do, while I'm passing out index cards, is think about what your biggest worry is for next year when you'll live on your own. This could be a specific question about college; for example, what if I'm assigned to a roommate I don't like? Or it could be a question about living in your own place; for example, what happens if I can't pay my rent? What issue – or issues – tops your list of concerns?

2. [Distribute the index cards.]
3. **SAY SOMETHING LIKE:** Now that you've identified your #1 concern, please write it down on the index card. Do not put your name on the card; I want your answers to be completely anonymous. I'll collect the cards in a minute, and next week, we'll address some of these issues. No one will ever know which one was yours, so please be honest and share what you're really thinking.
4. [Give students a minute or two to write, and then collect the cards.]

III. Who's Who At College (10 minutes)

1. **SAY SOMETHING LIKE:** Besides feeling a little nervous, there's something else that's very common among young adults living on their own for the first time. They tend to confuse independence with isolation. So let's explore this for a minute. What does it mean to you to be independent?
2. [Let students answer. Key points:
 - a. Make my own decisions
 - b. Handle situations on my own]
3. **SAY SOMETHING LIKE:** That's right. Being independent means you make your own decisions and deal with daily life on your own. But — and this is really important — successful adults don't make decisions by isolating themselves and shutting off communication. They do the opposite! They find out about their resources, learn how to get help, and, then, once informed, take action.

For example, here in high school, you take independent action every day, because you already know where to go to solve problems. For example, if you come to school late, and don't want to be marked absent, you know who to see in the office. Or, if you have a personal problem, you head to the guidance office. The same is true in the community. If you want to meet friends who share your faith, you know which church or synagogue in the local area to check for youth group activities. And if you'll be staying local next year, you'll be able to use these same resources.

But if you're going away to college, you'll need to find out how to resolve problems on your college campus. The good news is, no matter how big or small your school, most colleges recognize that you'll need help getting used to your new environment. So, many staff members have specific jobs designed to help freshmen. Some will advise you on academics or financial matters, and others can help you with the personal and social issues that arise from the transition to college life. So let's take a look at "Who's Who At College," and learn about the resources available to you.

4. [Place the transparency of **Facilitator Resource 1, Who's Who At College** on the overhead projector. Tell students to turn to **Student Handbook page 141, Who's Who At College Notes** and takes notes as you go over each term.]

IV. What If? Then This! (20 minutes)

1. **SAY SOMETHING LIKE:** OK! Now that we know who's who and what's what, let's take a shot at some troubleshooting and put what you've learned into action.
2. [Instruct students to turn to **Student Handbook pages 142-143, What If? Then This!.**]
3. **SAY SOMETHING LIKE:** On this worksheet you'll find several scenarios you might come across next year. Read through the list, and select four that seem most likely for you. Then, for each selection, do the following:
 - a. Go online to investigate the resources you might use to resolve the problem.
 - b. Write a short answer in the box next to it.

If you're heading to college next year, go online to your college website and look for resources there. For example, in the first scenario, if this happened to you, you would tell the RA, and then follow up as he or she suggests. Since a broken window is a problem in your dormitory, you might go online and look up "residential life" on your college website, and see what resources are listed there. On the University of Southern California's website, for example, there's a link to a page where you can submit a "work order" or request for repair, in case something like this happens.

If you're entering the work world and know where you'll be living, you can look at community websites for resources nearby. For example, if you're going to live here in town, and your laptop is stolen from your apartment, you would report it to the police, and check your insurance policy to see if you're covered. In your answer, I would like to see the address of the nearest police precinct, and the name of your insurance company.

One last note. It's OK to list traditional resources, like family members or clergy you already consult for advice. But pick at least one possible scenario that allows you to research and widen your range of possibilities.

[Note: If Internet access is unavailable, distribute the handouts you made of college websites and local resources and tell students to use these materials.]

4. [Give students 10 minutes to research. Then, call on students to share their answers. Refer to **Facilitator Resource 2, What If? Then This! Answer Key** to inform the discussion. Keep this discussion to about five minutes.]

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Now that you've all turned into expert troubleshooters, and you're ready to take on the world next year, let's look back at the quiz you took during **Activity 1, Will this Happen to Me?** and see if we can find a few solutions to these issues.
2. Have students turn to **Student Handbook page 140, Quiz: Will This Happen To Me?** Go through the list, calling on students to suggest who they might turn to as a resource, and how they would approach resolving the problem.]
3. **SAY SOMETHING LIKE:** Good job today, class. Next week we'll address some of your biggest fears about the transition to living on your own. If you think of any others you want to share during the week, feel free to bring them to class. See you next time!

Who's Who At College

1. **First Year Experience (FYE) Staff:**

Colleges know that the transition from high school is a big one! So many schools have dedicated staff, and often a curriculum course, to help freshmen make the transition. Depending on your school, you may have an individual "FYE" counselor, or there may be an office you can drop into when you need advice on how to get used to the change.

Also, it's common for schools to offer an orientation session, so incoming students can learn about the resources and opportunities available on campus. If your school offers this, definitely attend.

2. **Resident Advisor:**

This is an upperclass student who lives in your dorm and takes care of all aspects of life in the residence hall. He or she acts as your primary contact if you have a problem, question or concern, regarding the physical building, the social atmosphere, or your own personal college experience.

3. **Academic Advisor:**

This is the specific faculty member assigned to help you with your academic choices and problems. Go to him or her to deal with course conflicts, adding or dropping courses, scheduling of classes for future semesters, and deciding on majors and minors.

4. **The Office of the Dean of Studies:**

Generally, the dean is pretty busy. But this is usually the place to go if you need academic support, and also, in small schools, where you should check in if you qualify, or want to qualify, for disability accommodations.

5. **Disabilities Resource Center:**

This department will handle all your needs for any type of qualified disability, from accommodations to transportation. If you are a student with disabilities, you are not required to identify yourself as such, but you must do so to receive special services (for example, a longer time to take a test). Documentation (for example, recent psychological testing to diagnose LD/ADHD) is required.

6. **Bursar:**

If you have a problem with a college bill, or anything having to do with payments for tuition, room and board, and other college-related charges, the bursar is your contact.

7. Financial Aid Office:

You can go to the financial aid office for questions, advice or problems regarding your financial aid, grants, and scholarships.

8. Registrar:

The Registrar maintains your academic records, coordinates course information, provides registration assistance, produces transcripts and enrollment certifications, approves transfer and advanced placement credits, and processes students for graduation.

9. Counseling Center:

This is the place to go if you're struggling with social, emotional or psychiatric problems. Everything is confidential, and you'll receive professional mental health services. If you're suffering from general issues of transition to college, or if you feel depressed, anxious, or have personal or family problems, seek out counseling services.

10. Office of Career Services:

Perhaps you know what you want to be when you grow up. If so, career services can help you achieve your goal. And if you're still not sure, they will help you figure it out. Most colleges have a career counseling office, to help you plan and prepare for your future. They offer career counseling, and help you identify job and internship leads.

11. Office of Campus Safety:

These are the folks that keep you safe, and help you if you have a safety-related problem, 24/7. Your campus safety officers are usually trained in law enforcement, first aid, CPR, conflict resolution, diversity and investigative techniques. They organize campus safety alerts, emergency telephones on campus, and student-assisted safety escort services. Additionally, on some campuses, campus safety staff are trained in rape counseling, sex crimes prevention, and cyber crime investigations.

What If? Then This! Answer Key

For each scenario, in the corresponding box, write down one or more resources you could use to find a solution. If you will be attending college next year, go to your college website and look on the home page or in the site index to find the specific department or staff member you would contact.

For example, if you go to the University of North Dakota website (<http://und.edu/>), you can click on “Future Students” and find links to key resources. If you go to CUNY (City University Of New York) at www.cuny.edu and click on “Current Students,” you will find the same.

What if this happens?	Then I will do this.
A Frisbee breaks my dorm window.	Tell the RA. Follow up as he/she instructs. (e.g., Notify campus safety and the office of residential life)
A baseball breaks my apartment window.	Tell the super. Ask for a timeline when it will be fixed, and make a note of this.
I can't get into the class I want.	Talk to my academic advisor.
I feel homesick.	Talk to the RA or someone in the first year experience office.
I need a book I can't find.	Ask the reference librarian for help.
Someone steals my laptop from my apartment.	Report it to the police. Check insurance policy to see if I'm covered.
Someone steals my laptop from my dorm room.	Call campus safety. Call home and/or check insurance policy to see if I'm covered.
I get a tuition bill I already paid.	Make a copy of the payment (e.g., cancelled check or electronic copy), and go see the bursar.
I get a late notice on a cable bill I think I paid.	Check records. Call the cable company, follow their procedures. If needed, make a copy of the cancelled check or record of online payment. If not paid, pay it, along with the late charges (if any).

I feel depressed or panicky.	Seek counseling services. On campus, visit counseling services. In community, check local resources for community-based mental health services (often available on a sliding scale based on income). Check insurance policy for coverage and network providers.
I miss having a religious life here at college.	Visit the office of campus life and find out what's available on campus or in the community.
I want to find a church or synagogue to attend near where I live.	Look in the local paper or phone book. Go online, and use a search engine to check for churches or synagogues in your community.
I didn't get my grades this semester.	Contact the registrar.
I need extra help or I'll flunk.	Talk to the RA or visit the office of the dean of studies.
I might want to be a doctor, or maybe a singer.	Make an appointment with a career counselor, look into local internships.
I can't get all my school work done.	Ask someone in the first year experience or dean of studies office for help with time management.
I have a disability and need to know how to get more time to take tests.	Go to the office of the dean of studies or disabilities resource center.
My federal grant didn't show up on my bill and the school says I owe more money than I do.	Talk to the bursar and/or financial aid office.

Quiz: Will This Happen To Me?

Using a scale of one to five, with one being the least likely and five being the most likely, rate:

- 1) how likely the following is to happen to you next year
- 2) how upsetting each of these events would be

Event	How Likely	How Upsetting
You create a laundry disaster that turns your white clothes a weird color.		
Your heart gets broken by a romantic interest or friend.		
You have an argument with your roommate.		
You do something fun instead of studying, and regret it later.		
You miss your family and friends.		
You forget to pay a bill, and end up in big trouble.		
You get lost on your way to school or work and show up late (if at all).		
You lose your keys and can't get into your room or apartment.		
You want to sleep and your roommate is having a party.		
You're having a party and your roommate wants to sleep.		
You feel overwhelmed.		
You feel like you don't fit in.		

Who's Who At College Notes

Colleges are communities designed to help students, so you'll have many resources at your fingertips. It's good to know who's who and what's what at the school you're attending, so when you need to troubleshoot you know where to go. The office names and titles may differ from school to school, but here is a general guide to the departments, staff, faculty members and student advisors most likely to deal with your problems freshman year.

As your teacher discusses the following college terms, take notes below so that you can find the right resources when you need them next year.

First Year Experience Staff: _____

Resident Advisor (RA): _____

Academic Advisor: _____

Office of the Dean of Studies: _____

Disabilities Resource Center: _____

Bursar: _____

Financial Aid Office: _____

Registrar: _____

Counseling Center: _____

Office of Career Services: _____

Office of Campus Safety: _____

What If? Then This!

For each scenario, write one or more resources where you could find a solution. If you will be attending college next year, go to your college website and look through the site index to find the specific department or staff member you would contact.

For example, if you go to the University of North Dakota website (<http://und.edu/>), you can click on “Future Students” and find links to key resources. If you go to CUNY (City University Of New York) at www.cuny.edu and click on “Current Students,” you will find the same.

What if this happens?	Then I will do this.
A Frisbee breaks my dorm window.	Tell the RA. Follow up as he/she instructs. (Example: Notify campus safety and the office of residential life)
A baseball breaks my apartment window.	
I can't get into the class I want.	
I feel homesick.	
I need a book I can't find.	
Someone steals my laptop from my apartment.	
Someone steals my laptop from my dorm room.	
I get a tuition bill I already paid.	
I get a late notice on a cable bill I think I paid.	

I feel depressed or panicky.	
I miss having a religious life here at college.	
I want to find a church or synagogue to attend near where I live.	
I didn't get my grades this semester.	
I need extra help or I'll flunk.	
I might want to be a doctor, or maybe a singer.	
I can't get all my school work done.	
I have a disability and need to know how to get more time to take tests.	
My federal grant didn't show up on my bill and the school says I owe more money than I do.	

Tips for Success

The **BIG** Idea

- How can I successfully deal with the academic, personal, and social issues I'll face next year in college?

AGENDA

Approx. 45 minutes

- I. Warm Up: Think About It (5 minutes)
- II. Trouble Zones (5 minutes)
- III. What Do the Pros Say? (15 minutes)
- IV. Group Reports: Tips for Success (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 144, Think About It
- Student Handbook page 145, Trouble Zones
- Student Handbook pages 146-149, What Do the Pros Say Research Guide
- Student Handbook page 150, What Do the Pros Say Worksheet
- Student Handbook pages 151-153, Tips for Success

OBJECTIVES

During this lesson, the student(s) will:

- Identify the main obstacles to freshman success and recognize that many students share their feelings.
- Understand the importance of taking action.
- List tips to address common issues.

OVERVIEW

In this lesson, students delve more deeply into the transitional issues that freshmen face in college. They identify the main areas of conflict – personal, social and academic – and investigate ways to deal with them. They read the advice of experts, and the suggestions of students with first-hand experience. They learn strategies for succeeding in college.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Look at the index cards that students handed in during the last class (**Activity II, What Tops Your List, in Next Steps 1: Freshman Year Survival Guide**). Make sure the students' concerns were either addressed during that lesson, or are represented on **Student Handbook page 145, Trouble Zones**. If they are not, make a note to address them verbally during your introductory remarks to **Activity II, Trouble Zones**.
- Read the articles suggested in **Student Handbook pages 146-149, What Do the Pros Say Research Guide**, so you are familiar with the material and able to update any broken web links.
- Arrange to hold class in the computer lab so students will have access to the Internet for **Activity III, What Do the Pros Say?** If Internet access is not possible, download and print out the first article cited for each topic on **Student Handbook pages 146-149, What Do the Pros Say Research Guide**. When printing resources, please include web addresses and all of the identifying information (title, author, etc.) provided in the original article so that sources are properly credited and students can locate info on their own if needed. Note that health and safety issues like binge drinking and safe sex are discussed, and alert your administrators if their approval is needed. Note that Firstinthefamily.org information is presented via slideshows that require audio.
- For **Activity III, What Do the Pros Say** and **Activity IV, Group Reports: Tips for Success**, preselect groups of students to work together. You should have a total of six groups (with three to six students per group). Assign each group a trouble zone to research (academic, personal, or social) and specify which topics to focus on (1 to 3 or 4 to 6).

IMPLEMENTATION OPTIONS

For **Activity III, What Do the Pros Say?**, if your class is small (18 students or so), instead of preselecting groups, assign each student one question to research.

ACTIVITY STEPS

I. Warm Up: Think About It (5 minutes)

1. As students enter the classroom, refer them to **Student Handbook page 144, Think About It**. Give them a few minutes to complete the sheet.
2. **SAY SOMETHING LIKE:** Welcome, everyone. As you can tell from the handbook page you've just completed, we're going to focus today on some of the bigger issues that occur during the transition from high school to freshman year — issues that tend to lurk in the “fear factor” part of your brain. Last week you wrote down some of your concerns on index cards; today perhaps you even added to the list, by jotting an answer to question 2 on your sheet. Does anyone have a new concern about next year they'd like to share?
3. [Let students share their answers to 2 on **Student Handbook page 144, Think About It**.]
4. **SAY SOMETHING LIKE:** I appreciate the honesty you've shown by sharing your thoughts in class, as well as on the index cards. Like most students looking down the road at the end of high school, you have many real concerns about dealing with life next year on your own. Next week we'll talk about making the transition into the work world. Today we'll focus on adjusting to college. And it doesn't matter if you're the first in your family to go, or you're just plain worried about the workload — the transition to college is a big one. Most everyone feels the pressure. In fact, most of the kids you'll meet next year at school are having the same questions and concerns as you are, right now. So let's take a look at the most common worries about freshman year, and then we'll learn how to tackle them.

II. Trouble Zones (5 Minutes)

1. [Tell students to turn to **Student Handbook page 145, Trouble Zones**.]
2. **SAY SOMETHING LIKE:** As you can see, I've gone ahead and grouped the questions you had last week, and added some others that are most often cited by freshmen. They generally fall into one of three categories, or “trouble zones:” academic, personal, and social. In the academic trouble zone, there are questions like “Do I really have to go to class?” and “What should I do about a bad grade?” In the personal zone, there are worries about managing your time and handling emotions. In the social area, you'll find concerns about making new friends and dealing with roommates.

One thing to keep in mind as you look over this list: over a million students graduate from college every year – which means they successfully navigate their way through these trouble zones, and make it through freshman year! To find out how, we’re going to get some advice from the “pros” — experts who specialize in helping first-year students, and students themselves, who have first-hand experience.

III. What Do the Pros Say? (15 minutes)

1. [Organize students into their preselected groups. Assign them their trouble zone and topics 1 to 3 or 4 to 6. If there are more than three students per group, tell them to double up on the topics, so two students will research the same issue by reading different articles.]
2. **SAY SOMETHING LIKE:** During this activity, you’ll go online to research what the pros say about dealing with each of the topics assigned to your group. After 15 minutes of research, we’ll come back together as a class, and each group will report their findings to the others. That way, by the end of class today, you’ll all have tips for success in every trouble zone, and resources to navigate whatever challenges come your way next year.
3. [Tell students to now turn to **Student Handbook pages 146-149, What Do the Pros Say Research Guide**, and **Student Handbook page 150, What Do the Pros Say Worksheet**.]
4. **SAY SOMETHING LIKE:** As you’ll see, **Student Handbook pages 146-149, What Do the Pros Say Research Guide** provides websites to visit to research each topic. Many of the articles will cover more ground than you need, but the advice is all good, so read the whole article, and then zero in on your topic. If you don’t find exactly what you’re looking for, or if you want a bigger picture, try reading some of the other articles suggested for your zone. Also, please remember that you’ll be reporting your findings to the whole class later in the lesson. So, take notes on **Student Handbook page 150, What Do the Pros Say Worksheet**, and use this sheet as a guide for your report. If you have any questions, raise your hand and I’ll come around. Otherwise, let’s begin.
5. [After 10 minutes, announce that in five minutes they will present their findings to the class, so if they haven’t started to fill out the worksheet, they should begin now.]

IV. Group Reports: Tips for Success (15 minutes)

1. **SAY SOMETHING LIKE:** OK, everyone, let's see what the pros say about dealing with the academic, personal, and social questions you may have next year. In order to keep track of what you're hearing – and so you can go back and refer to it again this year or next – please also take notes on each other's reports on **Student Handbook pages 151-153, Tips for Success.**
2. [Make sure everyone turns to **Student Handbook pages 151-153, Tips for Success.** Then, when everyone's ready, call on each group to give their reports. Go in order so topics 1 to 3 and then 4 to 6 are reported for each trouble zone. Give each group two minutes to read their tips.]

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Thank you all for those great reports; you are now chock-full of information, tips, and resources to help you succeed next year, regardless of how topsy-turvy things may feel. So please take a moment to reflect on what you've learned today, and jot down the most valuable advice you heard. Perhaps you found an answer to a question you raised last week; or perhaps you learned how to address an issue you hadn't thought of before, but you're glad to know how to handle now.
2. [Give students a moment to write their answers. Then, call on a few students to read their answers.]
3. **SAY SOMETHING LIKE:** We covered a lot of territory today, but if there's something on your mind we didn't get to, many of the sites we visited have other articles about college life that might address your question. Or, feel free to ask me, or your school counselor, for help finding resources to guide you. Next week, we'll talk about first steps outside of school, and discover some tips for success in the work world. So have a good week, and I'll see you next time.

Think About It

Last week you were asked to write down the concerns that top your list, when you think about living on your own next year. Then, during class we identified some of the people, and resources, available to help you resolve college, and real life, problems.

1. Please reflect on what you learned, and jot down one or two resources you think you might use next year. Examples: "Academic Advisor, to help me choose classes" or "Counseling Center (college or community) to help me with personal issues."

- Person or resource: _____

Problem they can help me solve: _____

- Person or resource: _____

Problem they can help me solve: _____

2. Please write down any new questions or concerns that have come up during the week that you would like to share with the class.

Trouble Zones

The issues are in **bold**; related questions are in *italics*.

Academic	Personal	Social
<p>1. Attending Class It's up to me. Do I really have to go?</p>	<p>1. Managing your Time So much free time! How do I keep from wasting it all?</p>	<p>1. Making New Friends I don't know anyone. How do I make new friends?</p>
<p>2. Relating to Teachers My class is huge; my teacher doesn't know who I am. How can I relate?</p>	<p>2. First In the Family I'm the first in my family to go to college. I feel lots of pressure. What can I do?</p>	<p>2. Dealing with Roommate What if we don't get along?</p>
<p>3. Types of Assignments There are no homework sheets, just big papers. How do I do this?</p>	<p>3. Homesickness I miss my family and friends. Should I drop out and go home?</p>	<p>3. Partying How will I keep from going overboard?</p>
<p>4. Amount of Study I hardly studied in high school. How come that's not working now?</p>	<p>4. Personal Responsibility I can do what I want, when I want. How can I keep from spinning out of control?</p>	<p>4. Fitting In I'm different from everyone. How can I fit in?</p>
<p>5. Taking it seriously This is just freshman year. Will my grades really matter?</p>	<p>5. Anxiety/Depression I feel scared/sad/panicked/depressed. What should I do?</p>	<p>5. College Activities There's so much to do here, how will I choose? And where will I find time to study?</p>
<p>6. Overcoming Bad Grades Uh-oh. I messed up. How do I fix it now?</p>	<p>6. Staying Healthy Between studying and having fun how can I stay in shape and be healthy?</p>	<p>6. Sports I didn't make the varsity team. Will I have to give up sports?</p>

What Do the Pros Say Research Guide

There are a number of good websites and articles on the Internet where you can find advice to help you adjust to college. Many of these articles are written by college students or recent graduates, who have experienced these issues first-hand. Others are written by college professors, psychologists, and other experts who specialize in helping young people deal with transitions. Use these pages to research the trouble zones you will report on today; keep them as a reference to use later.

Academic

1. Attending Class

http://www.quintcareers.com/first-year_success.html

(A college and career counselor offers 25 tips to survive and thrive your freshman year)

<http://www.mycollegesuccessstory.com/academic-success-tools/classroom-etiquette.html>

(Same counselor as above offers tips for classroom success)

2. Relating to Teachers

<http://frank.mtsu.edu/~chopper/mother.html>

(Academic tips and friendly advice from a variety of sources, including college students)

http://www.quintcareers.com/first-year_success.html

(A college and career counselor offers 25 tips to survive and thrive your freshman year)

3. Types of Assignments

<http://www.helium.com/items/737599-the-benefits-of-using-a-day-planner-in-college>

(A college teacher suggests time management and study skills)

http://www.quintcareers.com/first-year_success.html

(A college and career counselor offers 25 tips to survive and thrive your freshman year)

4. Amount of Study

<http://frank.mtsu.edu/~studskl/10tips.html>

(Study tips and learning strategies from a college Learning Strategies Coordinator)

<http://www.usnews.com/articles/education/best-colleges/2008/08/21/advice-on-how-to-study-in-college.html?PageNr=4>

(14 great tips on how, and how much, to study)

5. Taking it seriously

<http://www.mycollegesuccessstory.com/success-stories/academic-success-tips.html>

(Students offer good advice for freshmen on academic success)

6. Overcoming Bad Grades

<http://www.mycollegesuccessstory.com/success-stories/bad-grade.html>

(Study strategies from students -- tips for overcoming an initial bad grade)

<http://www.collegebound.net/article/v/19598/i-have-to-do-what-college-workload-overload/>

(Professors and successful students give college writing and study tips)

Personal

1. Managing your Time

<http://www.mycollegesuccessstory.com/success-stories/time-management.html>

(Students share their best tips for time management)

http://www.quintcareers.com/first-year_success.html

(A college and career counselor offers 25 tips to survive and thrive your freshman year)

<http://www.collegeview.com/articles/article/overcoming-procrastination>

(Tips for overcoming procrastination)

2. First In the Family

<http://www.fastweb.com/student-life/articles/739-unique-concerns-of-first-generation-college-students>

(Article addressing the unique concerns of first-generation college students)

<http://firstinthefamily.org/collegyears/soundslides/PeerSupport/index.html>

(Video: first-generation college students talk about the importance of peer support)

http://firstinthefamily.org/collegyears/soundslides/Becoming_a_Scholar/index.html

(Video: first-generation college students talk about the opportunities to become part of an academic community)

3. Homesickness

<http://suite101.com/article/college-students-and-homesickness-a21348>

(A writer specializing in college life addresses homesickness)

http://www.essortment.com/all/collegestudent_phu.htm

(10 helpful hints to beat college homesickness)

4. Personal Responsibility

http://collegeuniversity.suite101.com/article.cfm/college_freshman_year_101
(Survival tips for your first semester)

http://www.quintcareers.com/first-year_success.html
(A college and career counselor offers 25 tips to survive and thrive your freshman year)

5. Anxiety/Depression

<http://www.mpoweryouth.org/backtocampus/depression.htm>
(Musicians for Mental Health offer suggestions for dealing with depression in college)

https://www.amherst.edu/campuslife/health/education/mentalhealth/deal_depression
(Symptoms and suggestions from Amherst College)

6. Staying Healthy

<http://www.collegebound.net/content/article/nutrition-101-your-syllabus-to-healthy-eating/1064/>
(Eating healthy in a college environment)

<http://www.livestrong.com/article/82109-eating-habits-college-students/> (Healthy eating habits for college students)

Social

1. Making New Friends

<http://www.collegeview.com/articles/article/the-top-8-ways-to-build-a-social-life-in-college>
(Ways to build a social life in college)

<http://www.collegeview.com/articles/article/meeting-new-people>
(Tips on making friends in college from a college RA)

<http://www.fastweb.com/fastweb/resources/articles/index/102680>
(Students give tips for freshmen, including advice on social life)

2. Dealing with Roommates

<http://psychcentral.com/lib/2006/getting-along-with-your-college-roommate/> (Advice for freshmen on getting along with your roommates)

http://education-portal.com/articles/Tips_for_Living_with_a_College_Roommate.html (Basic guide to living with a roommate)

3. Partying

http://collegeuniversity.suite101.com/article.cfm/knowing_your_limit (Tips to help you prevent alcohol abuse and learn when to stop)

<http://www.collegeconfidential.com/dean/archives/000241.htm> (A college dean gives tips to balance college work with social life)

4. Fitting In

<https://www.ecampustours.com/campuslife/livingonandoffcampus/commuterstudents.htm>
(Tips for commuters but good advice for all)

5. College Activities

<http://www.collegebound.net/content/article/the-advantage-of-activities/2322/>
(Reports on student clubs and how one group of students started their own)

<http://www.collegebound.net/content/article/admissions-office-qa-the-importance-of-campus-activities/2221/>
(Admissions office Q&A: The Importance of Campus Activities)

6. Sports

<http://www.collegebound.net/content/article/how-to-stay-active-in-high-school-sports-throughout-college/4360/>
(How to stay active in sports in college)

http://www.collegeview.com/articles/CV/campuslife/leisure_sports.html
(Article on leisure sports: A Fun Alternative to Intramurals)

What Do the Pros Say Worksheet

Use this page to take notes while you're researching, and to jot down tips to share with your classmates.

1. Briefly describe the problem you're researching.
(example: being homesick; missing your family and friends)
2. Cite the website(s) where you found advice.
(example: http://www.collegeview.com/articles/CV/campuslife/leisure_sports.html)
3. Suggest two or three problem solving tips that will help you and your classmates deal with this issue next year. (example: set up a schedule to call family and friends so you stay connected while you seek out new friends)

- _____

- _____

- _____

- _____

Tips for Success

Take notes as your classmates report on coping strategies for each issue. Write down at least one tip that will help you next year.

Academic

Attending Class:

Relating to Teachers:

Types of Assignments:

Amount of Study:

Taking It Seriously:

Overcoming Bad Grades:

Personal

First in the Family:

Homesickness:

Personal Responsibility:

Anxiety/Depression:

Staying Healthy:

Social

Making New Friends:

Dealing With Roommate:

Partying:

Fitting In:

College Activities:

Sports:

Winning in the Work World

The **BIG** Idea

- What do I need to know to get ahead in the work world?

AGENDA

Approx. 45 minutes

- I. Warm Up: Taking Care of Business (5 minutes)
- II. Beat the Bureaucracy (5 minutes)
- III. True or False: How to Win at Work (20 minutes)
- IV. Group Reports: How to Win at Work (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 19-22, Grade 12 Skills Checklist

STUDENT HANDBOOK PAGES:

- Student Handbook page 154, Taking Care of Business
- Student Handbook page 155, Beat the Bureaucracy Note Sheet
- Student Handbook pages 156-159, True or False: How to Win at Work
- Student Handbook pages 160-161, True or False: How to Win at Work Websites

FACILITATOR PAGES:

- Facilitator Resource 1, Beat the Bureaucracy
- Facilitator Resource 2, True or False: How to Win at Work Website Assignments

Overhead projector

Index cards (one for each student)

OBJECTIVES

During this lesson, the student(s) will:

- Develop strategies for dealing with bureaucracy.
- Know how to get ahead at work.
- Identify common issues for first-time employees.
- Learn how to resolve them.

OVERVIEW

In this lesson, students take a “big picture” look at the work world, and discover what it takes to get ahead. They learn how bureaucracies function, and develop strategies to deal with them. They consider on-the-job behaviors, and decide whether they help, or hinder, success. Then they go online to substantiate their answers with quotes from selected websites. They share what they’ve learned with the class. They write themselves a note with one piece of advice to remember and take into the work world.

PREPARATION

- Bring in enough index cards to distribute one to each student.
- Make an overhead transparency of **Facilitator Resource 1, Beat the Bureaucracy.**
- Read the articles suggested in **Facilitator Resource 2, True or False: How to Win at Work Website Assignments** so you are familiar with the material. Check with school administrators if you’re concerned that any material will be offensive to the community.
- Arrange to hold class in the computer lab so students will have access to the Internet for **Activity III, True or False: How to Win at Work.** If Internet access is not possible, download and print out the following four articles, including identifying information so that sources are properly credited. Make enough copies of the articles to distribute so each student will have one article to read. (NOTE: They will not all be reading the same article.)
 - <http://www.usnews.com/blogs/outside-voices-careers/2008/10/14/7-mistakes-recent-grads-make-at-work.html>
 - http://thephantomwriters.com/free_content/db/i/job-etiquette-rules.shtml
 - <http://www.collegegrad.com/jobsearch/New-Job-Preparation/New-Job-Proverbs/>

- If you will have access to the Internet for **Activity III, True or False: How to Win at Work**, make three to four copies of **Facilitator Resource 2, True or False: How to Win at Work Website Assignments**. Then cut the copies on the dotted lines to create slips of paper to hand out to your students. Each student will need one strip. (NOTE: There are six slips per page, so determine how many copies based on class size.)
- List the day's **BIG IDEA** and activities on the board.

ACTIVITY STEPS

I. Warm Up: Taking Care of Business (5 minutes)

1. [As students enter the classroom, refer them to **Student Handbook page 154, Taking Care of Business**. Give them a few minutes to complete the page.]
2. **SAY SOMETHING LIKE:** Hello, everyone, and welcome to our final lesson. During the course of the Roads to Success curriculum, we've discussed many of the life skills you need to succeed in middle school, high school, college, and beyond. And now that you're on the brink of graduation, it's time to take a really good look at the work world. Just like high school was different from middle school, and college will be different from high school, the work world will be a whole new experience when you enter it full time. So let's talk about the "culture" of the work world, and what makes it unique.
3. [Write "Bureaucracy" on the board.]
4. **SAY SOMETHING LIKE:** With a show of hands, who knows what this word means? What is a bureaucracy? [Let students answer. If they need help, ask if anyone's ever been to the Department of Motor Vehicles, where they filled out forms and waited in a bunch of different lines. The DMV is a bureaucracy.]
5. **SAY SOMETHING LIKE:** A bureaucracy is any administrative system with rules and regulations you have to follow in order to get anything done. Most companies and organizations are bureaucracies, including college administrations. So learning to deal with them is really important! A few minutes ago, you were asked to think about some real-life scenarios that require dealing with bureaucracy. Let's see how you handled them.
6. [Briefly discuss their answers. It's OK if they did not make wise choices; the activity is designed to motivate self-reflection.]

II. Beat the Bureaucracy (5 Minutes)

1. **SAY SOMETHING LIKE:** As you can see, there are many ways to deal with bureaucracy — but some are more effective than others. So, let's go over some tried and true strategies that will help you beat the bureaucracy.

2. [Display the transparency of **Facilitator Resource 1, Beat the Bureaucracy** on the overhead projector. Ask students to turn to **Student Handbook page 155, Beat the Bureaucracy Note Sheet**, and take notes, while you discuss each point.]
3. **SAY SOMETHING LIKE:** Number one is “Respect the Chain of Command.” This means finding out whose job it is to help you, and starting there. Don’t go above this person’s head without giving him the chance to solve the problem. If you follow the chain of command, everyone will be happier and you’ll be likely to get faster results.

For example, don’t call the landlord until you’ve given the super a chance to fix whatever’s broken. The landlord will get mad at the super, because it’s his job to fix things. And the super will get mad at you, because you made him look bad.

Typically, at college, the chain of command starts with your RA. If you have a problem, tell your RA first, and let her lead you to other resources.

4. **SAY SOMETHING LIKE:** Next on the list is “Expect Bureaucracy.” In other words, be ready to deal with administrative procedures and “red tape.” Expect to wait, fill out paperwork, stand in line and wait some more. It’s important to leave plenty of time to deal with bureaucratic situations. Bring your iPod, something to study, maybe even a snack. You’ll get better results if you’re not frustrated, angry, and impatient.
5. **SAY SOMETHING LIKE:** Number 3 is “Think about what you need and how you can ask for it nicely.” This means be prepared and do NOT show up with an attitude. Be patient as you explain the details of your situation; remember, the person listening doesn’t know you and must familiarize herself with your problem before taking action. If you can, fill out the paperwork she’ll need to see in advance. Be kind and pleasant, even if she seems rude or inept. You can rant and rave later to your friends; but keep it in check while you need her to help you.
6. **SAY SOMETHING LIKE:** Last but not least is “Keep Records.” Take notes on every phone conversation or visit you have about a particular issue you’re trying to solve. Keep these notes in a file folder or notebook where you can find them again. Write down who you talked to, their title and phone number, what they said, and what happens next. Then you can read back who-said-what-when, which may help you get results in the long run.

III. True or False: How to Win at Work (20 minutes)

1. **SAY SOMETHING LIKE:** As it turns out, understanding bureaucracies is not only helpful when you're *outside* them, but also when you're *inside* them. In other words, when you enter the work world, it's critical to know how to play by the rules in order to get ahead. In past lessons, we learned a thing or two about how to conduct yourself in the workplace. Who can remember some of these on-the-job "do's and don'ts?"
2. [Call on students to answer. Look for examples like the following:
 - coming in on time
 - calling in sick when you are
 - dressing appropriately
 - not mouthing off to your boss]
3. **SAY SOMETHING LIKE:** Those are good answers. Succeeding in an organization takes all that, *plus* a little more. You *also* have to know how to follow the "unwritten rules" that may be less obvious, but are just as important. These include things like putting the company first, making your boss look good, and gaining recognition *without* being a threat. No matter how smart or skilled you are, you can derail your career by not understanding or following these rules. So, let's spend a little time investigating them.
4. [Ask students to turn to **Student Handbook pages 156-159, True or False: How to Win at Work.**]
5. **SAY SOMETHING LIKE:** This next activity is about workplace behaviors that can help, or hurt, your career. It has two parts: first, you'll read a list of statements, and decide if each is true or false. Then, you'll go online, read articles about how to succeed at work, and choose a quote to back up – or disprove – your choice of true or false. You'll jot down the quote, with the website address where you found it. During **Activity IV**, we'll share these quotes, giving everyone a bigger picture about how to get ahead at work.
6. [Hand out the assignment slips you made from **Facilitator Resource 2, True or False: How to Win at Work Website Assignments.**]
7. **SAY SOMETHING LIKE:** Each slip of paper has two websites, and the slips vary, so we'll have a range of answers for our discussion. Go to the sites on your paper, read the articles, and search for appropriate quotes. If possible, choose words of wisdom that not only support your true or false choice, but also elaborate on the topic. For example, if you think #1 is false, look for a quote that says asking questions is a good idea, and

perhaps also suggests something related, like finding a mentor who can show you the ropes. One other thing before you start: there are many more websites listed on **Student Handbook pages 160-161, True or False: How to Win at Work Websites**. Feel free to check them out if you have extra time today, or remember the list is there for the future.

8. [Give students the remaining time for this activity to work.]

IV. Group Reports: How to Win at Work (10 minutes)

1. **SAY SOMETHING LIKE:** All right, class. Let's see what you, and the authors of your articles, say about how to win at work. As we go over each statement, I'll call on one or two people to read their quotes. If you disagree with the answer, or have a quote that offers a different take on the subject, please raise your hand and share it.
2. [Call on students to read the statements, say if they chose true or false, and share their quotes. Remind students to speak up if they have another point of view to share.]

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** And there you have it, folks: the inside scoop on how to win in the work world. If you follow the advice you've learned today, you should have no problem getting ahead at work, and racing up the ladder of success. But, as we all know, advice can only help if you remember it.
2. [Hand out an index card to each student.]
3. **SAY SOMETHING LIKE:** Please take a moment to reflect on one piece of advice you heard today, that you'd like to make sure you remember. Write it down on the index card, as a note to yourself. No one will see it except for you, so please be honest and pick something that you, personally, will find useful.
4. [Give students a moment to write.]
5. **SAY SOMETHING LIKE:** Now, I want you to keep this card. Tuck it away in a safe place, like your wallet or pocketbook, and bring it with you to your first "real" job in the work world. That way, you will always have one good piece of advice that you know you can count on, to help you get ahead.

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 19-22, Grade 12 Skills Checklist**. Have students complete the skills checklist questions for Next Steps skills.

NEXT STEPS

I can...

Identify resources to solve problems at college or in the community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe two or more strategies for dealing with bureaucracy.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List three tips or strategies for a successful freshman year.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List three tips or strategies for success at work, and three behaviors to avoid.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

6. **SAY SOMETHING LIKE:** And now, there's only one thing left to say: Congratulations! You have successfully completed the Roads to Success program, and you are ready to conquer the world! Next week will be our last class together. There's nothing to prepare, because we are going to celebrate! Have a great week, and I'll see you next time.

Beat the Bureaucracy

1. Respect the Chain of Command

Find out the right place to start, and start there. It generally aggravates people when you go above their heads without giving them a chance to solve the problem.

- For apartment repairs, ask the super before the landlord.
- For college issues, start with your RA.

2. Expect Bureaucracy

Be ready to deal with lots of administrative procedures and “red tape.” Expect to wait, fill out paperwork, stand in line and wait some more.

- Don’t leave it until the last minute.
- Give yourself more than enough time to complete the task.
- Bring something to do while you wait.

3. Know What to Say and How to Say It

Think about what you need and how you can ask for it nicely. Do NOT show up with an attitude, or act like you deserve special treatment. Assume the person you’re talking to wants to help.

- Fill out the paperwork they’ll need to see in advance.
- Be patient as you tell them the details of your situation.
- Be pleasant, even if they seem rude or inept.

4. Keep records

Take notes on every phone conversation or visit you have about a particular issue you’re trying to solve. Keep these notes in a file folder or notebook where you can find them again.

- Write down who you talked to, their position, and phone number, what they said, and what happens next.
- Be ready to read back who-said-what-when, so the next person you speak to will be up-to-date on the history.

True or False: How to Win at Work Website Assignments

<http://www.collegegrad.com/jobsearch/New-Job-Preparation/New-Job-Proverbs/>
New Job Proverbs (some corny, some useful)

http://www.quintcareers.com/Real_World.html
The Real World: What Entry-level Workers Wish They'd Known When They Graduated

<http://www.fastweb.com/fastweb/resources/articles/index/101163>
First Job Dos and Don'ts

http://www.quintcareers.com/succeeding_in_business.html
Beyond The Apprentice: What Young Employees Really Need to Know to Succeed in the Business World

http://careerplanning.about.com/cs/firstjob/a/first_job.htm
Your First Job

http://thephantomwriters.com/free_content/db/i/job-etiquette-rules.shtml
Job Etiquette Rules: How Many Do You Know?

<http://www.corporateclassinc.com/blog/2012/09/06/10-workplace-etiquette-tips-for-a-happier-office/>
10 Workplace Etiquette Tips for a Happier Office

http://www.quintcareers.com/first_days_working.html
How to Make a Good First Impression

<http://www.career-success-for-newbies.com/working-attitude.html>
Working Attitude That Gets You Well Liked By Everyone

<http://www.usnews.com/blogs/outside-voices-careers/2008/10/14/7-mistakes-recent-grads-make-at-work.html>
7 Mistakes Recent Grads Make at Work

http://careerplanning.about.com/cs/firstjob/a/post_grad.htm
How to Make the Transition to Your First Job After College Graduation

<http://career-advice.monster.com/in-the-office/Starting-a-New-Job/Make-the-Most-of-Your-First-Job/article.aspx>
Advice for Starting Your Job Off Right

Taking Care of Business

Once you start living on your own, you'll have to deal with all the problems that arise in everyday life. Read each of the following statements, and choose the reaction that best describes how you'd most likely handle the situation.

#1: It's the last day to drop/change classes at college. You have a class to drop.

- a. I'd go first thing in the morning, to avoid the rush.
- b. I'd put it off until the end of the day.
- c. I'd go whenever I felt like it, and just cut in line.
- d. I'd go when I had plenty of time, and bring something to do while waiting.

#2: You wake up, it's freezing cold, and there's no heat in your apartment.

- a. I'd call the landlord's main office.
- b. I'd call the landlord at home.
- c. I'd call the local news and report it.
- d. I'd contact the building super immediately.

#3: You work in a big company and there's a mistake in your paycheck.

- a. I'd go to the payroll department, throw it on someone's desk, and demand he/she fix it immediately.
- b. I'd go to the payroll department and ask for help. I'd have the incorrect check and a copy of my last (correct) paystub with me.
- c. I'd call the payroll department and say I want to speak to the stupid jerk who writes my checks.
- d. I'd go to the payroll department and try to be nice, but scream at the secretary if he/she was incompetent and wasted my time.

#4: You get an incorrect notice that your phone bill is overdue. You talk to a customer service rep and mail in the documents he suggests. Next month, your bill still says "overdue" and includes a fee for late payment.

- a. You ignore it, because you already talked to someone.
- b. You call again and get really mad when the new person tells you there's no record of payment.
- c. You look up your notes from the customer service call. You find the name, title, and advice of the rep, and call again, with this information.
- d. You investigate other companies in search of one with an accurate billing system.

Beat the Bureaucracy Note Sheet

Use this sheet to take notes about how to deal with bureaucracy.

1. Respect the Chain of Command

2. Expect Bureaucracy

3. Know What to Say and How to Say It

4. Keep Records

True or False: How To Win At Work

Part 1:

Decide if the following statements about how to win at work are true or false. Mark each with a "T" or "F".

Statements:

- 1. If you don't know something at work, pretend you do. Asking questions makes you look dumb.
- 2. Volunteer for interesting projects, and keep your eyes open for any professional-development opportunities both within and outside the organization.
- 3. Participate in office gossip so you can know everything and tell the boss.
- 4. Don't ever do something extra for your supervisor. Just get your job done.
- 5. Always be the last to show up, and the first to leave work.
- 6. Show everyone how smart and clever you are by publicly disagreeing with your boss.
- 7. Have a positive attitude, and show your enthusiasm for being part of the team. Learn what your company goals are, and respect them.
- 8. Dress and act however you want. It's not like you're the president or anything!
- 9. Learn your place in the organization, and be prepared to do whatever your boss or supervisor assigns. Accept work willingly, even if it seems uninteresting or beneath you.
- 10. Don't take notes; if you make a mistake it won't matter.

Part 2:

Go online and read your assigned articles. Find one quote to support — or disprove — your choice of true or false for each statement. Look for quotes that elaborate on the topic, and give good advice.

Example:

1. *If you don't know something at work, pretend you do. Asking questions makes you look dumb.*

This quote supports/disproves my choice of true or false. (circle one)

Source: <http://www.career-success-for-newbies.com/working-attitude.html>

Quote:

"If you feel lost, ask. But never say you cannot do it."

___ **1. If you don't know something at work, pretend you do. Asking questions about it makes you look dumb.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **2. Volunteer for interesting projects, and keep your eyes open for any professional-development opportunities both within and outside the organization.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **3. Participate in office gossip so you can know everything and tell the boss.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **4. Don't ever do something extra for your supervisor. Just get your job done.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **5. Always be the last to show up, and the first to leave work.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **6. Show everyone how smart and clever you are by publicly disagreeing with your boss.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **7. Have a positive attitude, and show your enthusiasm for being part of the team. Learn what your company goals are, and respect them.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **8. Dress and act however you want. It's not like you're the president or anything!**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **9. Learn your place in the organization, and be prepared to do whatever your boss or supervisor assigns. Accept work willingly, even if it seems uninteresting or beneath you.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

___ **10. Don't take notes; if you make a mistake it won't matter.**

This quote *supports/disproves* my choice of true or false. (circle one)

Source:

Quote:

True or False: How to Win at Work Websites

If you'd like to read more about winning in the work world, here are some sites with excellent articles.

http://www.quintcareers.com/Real_World.html

The Real World: What Entry-level Workers Wish They'd Known When They Graduated

http://www.quintcareers.com/succeeding_in_business.html

Beyond The Apprenticeship: What Young Employees Really Need to Know to Succeed in the Business World

<http://www.fastweb.com/fastweb/resources/articles/index/101163>

First Job Dos and Don'ts

http://careerplanning.about.com/cs/firstjob/a/first_job.htm

Your First Job

http://thephantomwriters.com/free_content/db/i/job-etiquette-rules.shtml

Job Etiquette Rules: How Many Do You Know?

<http://www.corporateclassinc.com/blog/2012/09/06/10-workplace-etiquette-tips-for-a-happier-office/>

10 Workplace Etiquette Tips for a Happier Workplace

<http://www.career-success-for-newbies.com/working-attitude.html>

Working Attitude that Gets You Well Liked by Everyone

<http://www.usnews.com/blogs/outside-voices-careers/2008/10/14/7-mistakes-recent-grads-make-at-work.html>

7 Mistakes Recent Grads Make at Work

<http://www.collegegrad.com/jobsearch/New-Job-Preparation/New-Job-Proverbs/>

New Job Proverbs (some corny, some useful)

http://www.drewsmarketingminute.com/2007/03/help_me_give_co.html

Help Me Give College Grads a Chance

(readers comment on their own experiences)

http://careerplanning.about.com/cs/firstjob/a/post_grad.htm

How to Make the Transition to Your First Job After College Graduation

<http://career-advice.monster.com/in-the-office/Starting-a-New-Job/Make-the-Most-of-Your-First-Job/article.aspx>

Advice for Starting Off in a Job Right

http://www.quintcareers.com/first_days_working.html

How to Make a Good First Impression

Use these pages to keep track of the skills you're building.



Grade 12 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions below.

INTRODUCTION

I can ...

List three ways Roads to Success will assist me in making plans for the year following high school graduation.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Determine whether or not I'm on track to graduate from high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List three ways college is academically different from high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Track important college application and financial aid deadlines.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

APPLYING TO COLLEGE

I can ...

Identify and keep track of the admissions requirements at the colleges of my choice.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Complete a college application.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify one or more personal strengths of interest to an employer or college admissions officer.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify an experience that provides appropriate evidence of one or more of my personal strengths.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Create an essay that effectively conveys my personal strengths.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

FINDING A JOB

I can ...

Identify the most effective job-hunting methods.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Name at least 15 people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Make a cold call to find out if a company is hiring.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research companies that interest me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Create a resume that describes my skills and relevant experience.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a cover letter that connects my skills to skills needed by an employer.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the purpose of writing a thank-you note following an interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Organize and track my job-hunting efforts and their results.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

FINANCIAL AID

I can ...

Rate the merits and drawbacks of different kinds of financial aid.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Find and apply for scholarships suited to my needs.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use an online tool to calculate the monthly payments on a student loan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand the consequences of defaulting on a student loan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Complete the FAFSA.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare financial aid awards from two or more schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can...

Understand the purpose for creating and revising a budget.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List expenses associated with attending college or living on my own.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify hidden housing and transportation costs (that is, other than rent and a car loan).	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand the importance of health insurance, and identify ways to obtain it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Create a budget for the year following high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

NEXT STEPS

I can...

Identify resources to solve problems at college or in the community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe two or more strategies for dealing with bureaucracy.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List three tips or strategies for a successful freshman year.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List three tips or strategies for success at work, and three behaviors to avoid.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well