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# Do the Right Thing

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.  
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## Understanding and Goals

### Unit Understandings, Themes, and Concepts:

#### Enduring Understandings:

Students learn the importance of a mature attitude and making decisions to do the right thing. Doing the right thing often means having a mature attitude and focusing on the group good rather than on the "I" or "me."

#### Primary Learning Goals:

#### Essential Questions:

- How can Generation Y use their traits to their advantage in the work place? What do they need to be careful about?
- How does doing the right thing relate to having a mature attitude?

#### Students with disabilities:

For students with disabilities, each instructor should refer to the student's IEP to be sure that the accommodations specified in the IEP are being provided within the classroom setting. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation within any given instructional activity or requirement.

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## CSP Mini-Lesson 16, Spring 2008

**Mini-Lesson Standards:** (1) Identify expectations of employers for employees.  
(2) Demonstrate appropriate work habits. (3) Recognize work ethics needed for success on the job.

**Mini-Lesson Correlations:** Critical thinking, problem solving, work ethics, working with people

### Do the Right Thing

Employers expect employees to do "the right thing" in every situation. They say that being successful at work depends on how well workers are able to judge what "the right thing" is. Good judgment is more important to them than how well employees apply their job skills. The "right thing" is often referred to as "a mature attitude" toward work.

Mature and immature points of view are given below. Look at each pair of attitudes and discuss with a classmate how a worker with an immature attitude could run into problems at work.

## Do the Right Thing (Continued)

### Mature Points of View

1. The day ends when the work is done.
2. Give a full day's work for a full day's pay.
3. "Do-overs" are expected until the final product is approved by the supervisor.
4. Handle no personal business at work.
5. Employees are expected to fit in.
6. Raises are based on exceptional performance.

### Immature Points of View

- The day ends at a designated time.
- My company expects too much.
- The supervisor should do the work himself if he doesn't like the way I do it.
- When can you do your personal business if you're always at work?
- The company should let me do things my way.
- Everyone deserves a raise every year just for doing the work.

Would a supervisor consider your attitudes toward work to be "mature" or "immature"?  
What can you do to change any immature attitudes that might cause you difficulties at work?

## Do the Right Thing (Continued)

Attitude that could be a problem for me: \_\_\_\_\_

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Changes I need to make: \_\_\_\_\_

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## Knowing What You Don't Know

A new or young employee sometimes is viewed as "a know-it-all" or "arrogant" when his or her intentions are actually good. One employer recently called this "Not Knowing What You Don't Know".

## Knowing What You Don't Know (Continued)

What do you think the employer meant by the following statement: "You really get smart when you start understanding how much you don't know."

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Why do you think "not knowing what you don't know" might create problems for a new worker?

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## It's Not about "I" or "Me"

Some employees only a few years older than you are showing work characteristics that managers dislike. Known as *Generation Y'ers*, this group of new employees is respected for its ability to use technology easily and to get a job done quickly. This group is criticized for its focus on "I" or "Me".

*USA Today* in 2005 reported on *Gen Y'ers* in this way:

Unlike the generations that have gone before them, *Gen Y* has been pampered, nurtured and programmed with a slew of activities since they were toddlers, meaning they are both high-performance and high-maintenance.

You, too, are a *Gen Y'er*, but you can learn to become a "high performer" instead of a "high maintenance" person. High-maintenance behaviors are shown on the next page.

## It's Not about "I" or "Me" (Continued)

Here are some reported Gen Y behaviors that managers dislike:

1. Viewing what "I" want or feel, instead of what the company needs
2. Expressing a heated opinion without adequate experience
3. Making decisions without authority
4. Showing impatience
5. Arguing an opinion, without full information
6. Being too persistent when others disagree
7. Being "pushy" with supervisors
8. Asking for personal favors
9. Wanting personal exceptions
10. Feeling entitled to having things a certain way

From the list of characteristics, choose any two and write why you believe the characteristic would limit a person's job success.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## Instructor's Guide

Generation Y'ers inexperience in the workplace and entitlement attitude, plus the different expectations among generations are prominent topics that employers' debate. In order to prepare your students for "the real world," these concepts need to be addressed.

To expand the lesson, ask students to interview employers in your town and ask the employers what they consider to be "immature attitudes" and "mature attitudes." List all the responses on the board. Discuss the similarities among the employers' responses.

Continue the survey by having students ask employers what they wish new workers "knew" before ever beginning a day of work. Discuss the most surprising answers and the most common answers. Ask students what they learned from the responses and how they can use them to assure their personal success at work.

To further expand the lesson, encourage students to learn more about Gen Y'ers, their attributes and their problems at work. Remind students that they can learn from previous graduates. Ask a graduate who has been out of school more than five years to return to the classroom to talk about how his or her attitudes have changed from the first full-time job.

The Web site below provides some additional insight into Gen Y. Ask students to identify their own characteristics that match those in the article.

[http://www.csuchico.edu/pub/inside/2\\_05\\_05/pause.html](http://www.csuchico.edu/pub/inside/2_05_05/pause.html)



## Solutions to Activities

### Do the Right Thing

Students' answers will differ; however, their answers will provide outstanding discussion material. You should guide their thinking toward what is "the right thing".

### Knowing What You Don't Know

Being smart means recognizing what you have to learn in order to be able to express an opinion that holds merit.

"Not knowing what you don't know" might create problems for a new worker.

Other workers will quickly begin to ignore the opinions of someone who speaks without authority or knowledge. Worthwhile opinions may be overlooked because of what others' perceive as arrogance or a "pushy" demeanor.

### It's Not about "I" or "Me"

Students' answers will differ. The importance of this section is to help students see that their job success, to a large degree, will require them to adjust their thinking when they enter a workforce environment that does not naturally match their expectations. During the discussion, make students aware that companies are developing methods and procedures to adjust to Gen

## Solutions to Activities (Continued)

### It's Not about "I" or "Me" (Continued)

Y'ers, but that GenY'ers have a responsibility to try to fit in to the existing workscape. Historically, companies are slow to change, so expectations for "the perfect work environment" are unrealistic.



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