

Chapter 3: Attitude

Objectives

- Recognizing your attitude in the workplace.
- Noticing the effects of your attitude.
- Fixing your attitude.

Working Vocabulary

- **Attitude:** An attitude is an automatic feeling toward something. It can also be your manner or state of mind.
- **Trait:** A personal characteristic.

For Discussion

Your attitude affects your feelings, which affect your productivity, which affects company profits. Many employers say that attitude is more important to them than work skills. Do you know why? A good employer with a good training program can usually improve your skills, but employers have little control over your attitude. Only you can control your attitude.

Now you might be saying, “My attitude is my business, and as long as I do my job, it is nobody’s business but mine. Right?” Wrong! Your attitude affects your work and the people around you. Performing your job duties is only one part of being a good employee. Another important part is being an asset to your workplace. A poor attitude is not an asset. Your employer cannot afford your bad attitude. It is a risk, and others can catch it or will not want to be around you. Teamwork and customer service are important. A bad attitude hurts both, and it hurts you.

When a bad attitude works against you, you might justify it and say you are misunderstood. But this is your job—your livelihood—and you must change a bad attitude to survive. No one can have a good attitude all the time, but you can take steps to fix your attitude when needed.

Remember: Your attitude always shows. Be honest about your attitude. It is your survival tool.

Presentation Suggestions

Use with Pages 38–39

Focus attention on the definition of attitude. Allow some quiet time (5–10 minutes) for students to reflect in their own way on their attitude. This reflection may include sketching, writing, meditating, and so on. Be prepared to provide any materials necessary for the reflection choices that best fit the group. Then have students complete the Stop and Think on pages 38–39 individually.

Use with Pages 39–45

Re-create the “**Productivity Chart**” on the board or overhead. Then write the following on the board or overhead:

Attitude affects productivity, profits, and co-workers.

Ask students to give a positive outcome and a negative outcome to the worker reaction for each area mentioned. After the graphic presentation, allow time for students to break into small groups and complete the Stop and Think exercises on pages 40–41 and 42–43.

Ask students to list ways they can tell that someone they work with has a bad attitude. These are also signs of a person’s character and job ethics. List these on the board or overhead. Compare with the list on page 44. Then ask students to complete the Stop and Think on pages 44–45 individually.

Use with Pages 45–53

Instruct students to complete the exercises on pages 45–48. There is little to discuss in these pages because much of the context is self-discovery. Allow as much as 25–35 minutes to complete.

Write the words “POSITIVE” and “NEGATIVE” on the board or overhead. Explain that an automatic response to something is a feeling—in other words: attitude! It is possible to concentrate on good feelings and get rid of the bad. Complete the Stop and Think on page 49 together as a class.

In addition, you can use the activity “**Situation Switch**” to help students see how their attitudes might affect their work.

Invite a student to read aloud the section of page 49 about optimists and pessimists. Have students individually complete the Stop and Think on page 50. Can being an optimist make you a happier person?

Guide the class to the “Fix Your Attitude” section. Remind students that it is possible to change a bad attitude both quickly at work and more in-depth at home. Ask a student to read the Example on page 51. Then add to the board or overhead any other appropriate suggestions the class may provide. Ask students to complete the Stop and Think exercises on pages 51–52 individually.

Have students read pages 52–53 silently and complete the Stop and Think on page 53. Give each student an index card on which to write his or her three attitude fixers. Instruct students to place the card in their yellow folders.

As a supplemental exercise or to wrap up the chapter, use the **“Paired Insights”** activity.

Until Next Time

Have you ever felt that there was something you could do better than most people? Something you enjoy enough to make a career out of it? Something that isn’t pro basketball, pro football, acting, or singing? Before the next class, consider all the things you do well. Make a mental list of these skills that you could bring with you to a job.