

Chapter 13: Changing Times and Trends in the Workplace

Objectives

- Understanding that changes in today's world are constant; we must expect the unexpected.
- Seeing how and why the job market has changed.
- Preparing for future trends.

Working Vocabulary

- **Change:** To change is to cause to be different (alter).
- **Globalization:** The increasing interconnectivity and interdependence of countries around the world.
- **Multitasking:** Performing more than one task at a time.
- **Automation:** Machines doing the work of people.
- **Trend:** A direction of movement (a course).
- **Downsizing:** When a company reduced its number of employees.

For Discussion

As I said in Chapter 1, there is one thing that we can always depend on in the working world: Constant change.

It is often difficult to predict change and changing trends. However, we do have signs and can make predictions based on what is happening in the changing world, such as international trade, the internet, automation, outsourcing of jobs, and the integration of multinational cultures.

Changes have affected working people everywhere. We have not been prepared for all of these changes. Many come about due to unexpected events, such as those that came from bad lending practices in the housing market, which ultimately led to a recession. Because we cannot always predict change, the most important thing is to prepare for the possibility. That means knowing how to cope with changes and turn them into new opportunities.

Ask students, “Can you name some signs of workplace change?” Write them on the board. List as many as you can.

Presentation Suggestions

Use with Pages 196–197

Discuss the vocabulary words. Have students complete the Stop and Think on pages 196–197. Ask several students to share what they were doing on 9/11. Lead into an open discussion on how their lives have changed personally and in the world of work.

Ask students to think about more recent changes to the country and the economy. You might bring in current statistics on unemployment, consumer spending, and other relevant economic factors. Ask them how the downturn in the economy impacted them directly. Remind students of how rapidly change can happen. Remind them that they are often not the cause of these changes, but that doesn’t mean they aren’t affected by them.

Use with Pages 197–199

Have the students read silently pages 197–199 up to “Prepare for the Future.” Discuss how downsizing, multitasking, automation, and temporary services have affected the job market. If there is time, consider using the “**Multitasking**” activity included to get students thinking about ways that their everyday jobs are changing and becoming more complicated.

If students listed other examples of workplace change during the opening discussion, you can take some time to discuss one or more of them in more depth here. This is a good opportunity to address concerns students have with forces and events outside of their control. Just remind them that their futures are still theirs to decide and that they can adapt to the changes and turn them into opportunities.

Use with Pages 199–200

Have a student read “Prepare for the Future” aloud. Ask some or all of the following questions:

- What kinds of jobs are most attractive to you right now?
- What jobs seem to have the best prospects for the future?
- If you could go to college and get a degree, what would you study?
- What is preventing you from furthering your education?

Now ask them to think about the next two or three years. What do they need to do to make sure they keep their jobs and get ahead in their careers? What can they do to

make sure they are seen as skilled, educated, valuable workers that companies will want to hire?

Have students complete the Stop and Think on page 200 individually. If possible, bring in some resources that students can use to research education options. Finally, as an end-of-chapter review, use the “**Future Jobs**” activity.

The final thoughts included in the workbook are my own and are meant to be encouraging and empowering. Of course, you will have your own wisdom and advice to give, so you can just direct students to read the last few paragraphs themselves if they like.