

Chapter 9: Job Responsibilities

Objectives

- Knowing your primary job responsibility.
- Knowing your secondary job responsibility.
- Understanding the structure of the workplace.
- Seeing where workers fit in the structure of the workplace.
- Understanding the importance of your job.

Working Vocabulary

- **Responsibility:** Taking responsibility means that you accept the positive and negative aspects of a job.
- **Primary:** Anything that is primary comes first or most often.
- **Secondary:** Anything that is secondary comes after others or less often.
- **Distraction:** A distraction can draw attention away from what you are doing.
- **Focus:** When you have focus, your attention is on what you are doing.

For Discussion

Do you know your own job responsibilities? Your primary job responsibility is what you were hired to do. Any other job you perform on the work site is secondary. Only your manager or assistant manager can change this.

Do you know the job responsibilities of the people in your workplace? If you do not understand the structure of your workplace, then you cannot understand what part each job function plays in the total success of the business. You cannot understand how the business makes a profit and how each job affects the business's success. If a business does not make a profit, there will be no job for you. Until you put the total picture together, your job is just a job and not a part of the business's success. It has no importance to you.

It takes teamwork to make a business successful. People work together for a common goal. Knowing why your job is important to the team and the big picture can make you feel good about what you do.

Presentation Suggestions

Use with Pages 144–151

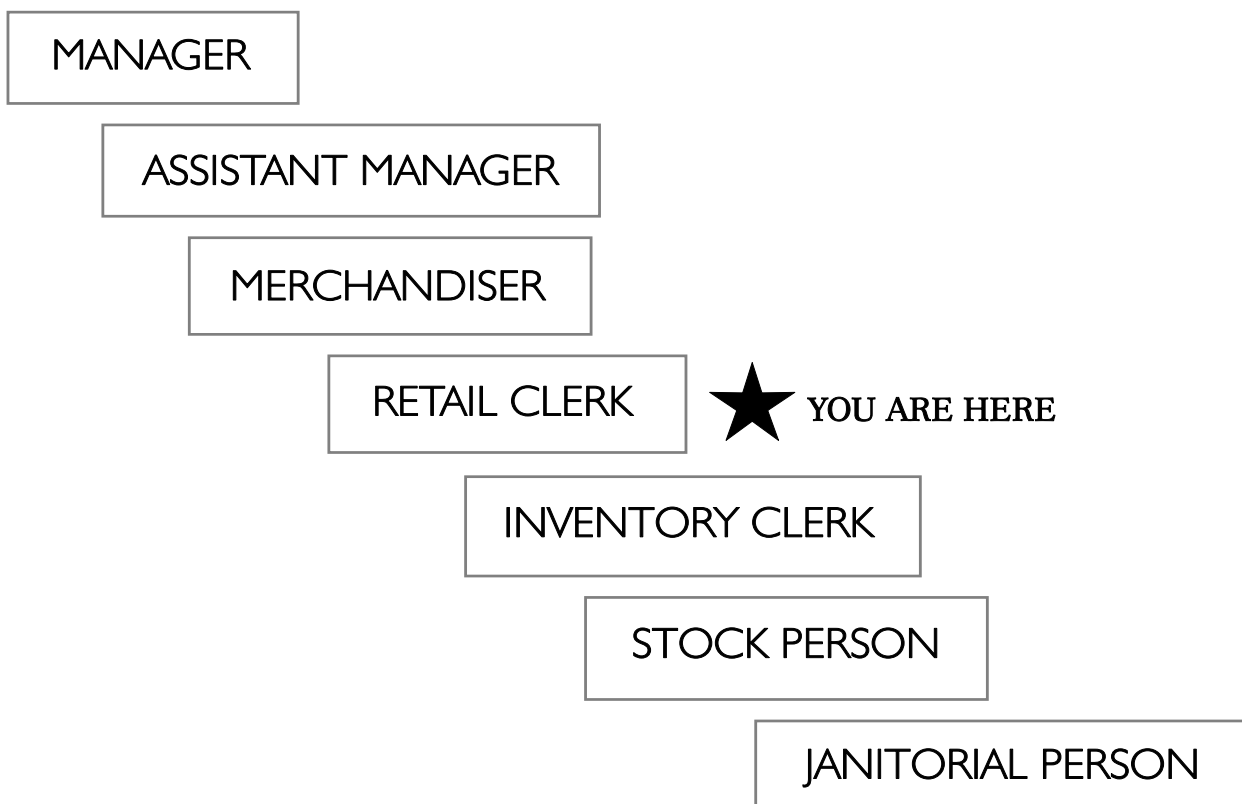
Discuss the vocabulary words. Be certain students are clear on the difference between primary and secondary responsibilities.

Read the top of page 144 aloud to the class. Then ask students to find partners and complete the Stop and Think exercises on pages 144–147.

Upon completion of the Stop and Think exercises, ask students to discuss their responses. Address any differences that occur due to personal interpretation. Remind the students that such differences are the main reason to ask employers for clarification of primary and secondary responsibilities if necessary.

Invite a student to read aloud the Example on page 148. As the student reads, write the workplace structure on the board or overhead in a schematic manner, as shown in the following example:

Use schematic maps to complete the Stop and Think on page 148 as a class.



Then have students complete the Stop and Think on page 149 individually. For students who are currently unemployed, assist them in deciding on a job title that interests them. Discuss these together as a whole group. You may invite student volunteers to draw their setups on the board or overhead before or during the discussion. Students should place a copy of their workplace structure schematic maps in their yellow folders.

Have students complete the Stop and Think on page 150. Emphasize how it is the employee's responsibility to know his or her primary and secondary job duties. Ask students whether they've ever taken jobs where the duties wound up being different from what the students thought they would be.

Review the definition of secondary jobs. Write it on the board. Then direct the class to complete the Stop and Think on page 151 individually. Ask for volunteers to share their responses when they have finished.

If there is time, use the activity **"Classified Responsibilities"** to help students understand how primary and secondary job responsibilities work in a variety of work settings.

Use with Pages 152–153

Emphasize to the students that teamwork is important in all workplaces. Sometimes these are assigned teams formed to address a specific purpose or need. Sometimes they are simply a workplace where people must cooperate with each other.

Invite a student to read the top of page 152 aloud. Ask students to complete the Stop and Think exercises on pages 152–153 individually. These two exercises are closely related. Then discuss both exercises as a whole group.

Review the definition of "goal" from Chapter 5. Read the top of page 154 to the class. Ask students to provide examples from real life that illustrate how someone on a team—in a workplace or involved in a sport—may have distracted others on the team and prevented them reaching a goal. Share and discuss.

Have students complete the Stop and Think on page 154 individually. Provide each student with a 4-by-8 index card. On the blank side, have them write "GOALS." On the lined side, have them copy their responses from page 154. Have them place the cards in their yellow folders.

As a form of review, use the **"I Will Survive"** activity.

Until Next Time

Before the next class, think about all the places where you must follow a specific set of rules. How do you feel about rules? Are rules the same as rights? Is there a difference between legal rights and given rights? Think about these questions until next time.