Lesson Plan

Initiative and Self-direction:

Exhibiting Motivation

Objective: Students will explore the relationship between exhibiting motivation and the concept of initiative.

Workplace Readiness Skill: **Demonstrate initiative and self-direction.**

Demonstration includes

- *recognizing the importance of proactive, independent decision making*
- *identifying workplace needs*
- *completing tasks with minimal direct supervision*
- *applying solutions.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate integrity.
- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate customer service skills.
- Collaborate with team members.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate professionalism.

Correlations to Virginia Standards of Learning (SOL):

- English: 6.RV, 6.RL, 6.RI, 6.C, 6.LU, 6.W, 7.RV, 7.RL, 7.RI, 7.C, 7.LU, 7.W, 8.RV, 8.RL, 8.RI, 8.C, 8.LU, 8.W, 9.RV, 9.RL, 9.RI, 9.C, 9.LU, 9.W, 10.RV, 10.RL, 10.RI, 10.C, 10.LU, 10.W, 11.RV, 11.RL, 11.RI, 11.C, 11.LU, 11. W, 12.RV, 12.RL, 12.RI, 12.C, 12.LU, 12.W
- History and Social Sciences: WHII.3, WHII.4, WHII.7, WHII.11, VUS.2, VUS.3, VUS.4, VUS.5, VUS.8, VUS.10, VUS.12, VUS.16, GOVT.1, GOVT.3, GOVT.10, GOVT.13, USII.1, USII.2, USII.3, USII.5, USII.6, USII.8, CE.1, CE.9, CE.11, CE.12, CE.13, CE.14

Instructional Steps:

1. ***Review the concept of work ethic.*** Work ethic is demonstrated through a variety of characteristics, such as being punctual, focusing on work-related tasks, taking direction willingly, exhibiting motivation, and taking initiative. Discuss the idea of initiative, motivation, and positive attitudes as they relate to work. Why would these things be important to an employer? Brainstorm reasons.

2. ***Demonstrate initiative and positive attitudes.*** Break into small groups, practice the role-play scenarios on the handout entitled *Demonstrating Positive Attitudes*, and take turns role playing for the class. Discuss each scenario, and how the role play demonstrated positive attitudes.

3. ***Reflect on the lesson.*** Ask students to reflect in writing on the importance of initiative and positive attitude. Use the following prompt:

   A friend has a new job with a company that offers internal promotions and training to employees who exhibit initiative, motivation, and attitudes for success. What tips might you offer to your friend, based on what you've learned in this lesson, to help him or her demonstrate these characteristics?

Formative Assessment**:**

- Gauge student understanding about the importance of motivation and attitude during class discussion.
- Ask peers to assess each other informally during the presentations of the role-playing scenarios by ranking each group on a scale of one to five on their demonstration of motivation and positive attitude.
- Use the *Journal Assessment Rubric* to assess student understanding of the concept as demonstrated in writing.

Options for Adaptation/Differentiation:

- To offer scaffolding to students, complete a whole-group walk-through of the role-play scenarios.
- To offer an extension option to students, conduct mock interviews so that students can practice demonstrating positive attitudes and motivation. Engage a community partner to accomplish this if possible.

Suggestions for Follow-up:

- Ask students to read Carol Dweck's book, *Mindset: The New Psychology of Success*. Discuss the importance of a positive mindset to career success, as well as to success in life. Share a report on lessons learned from the book with another class.

Teacher Resources

- *Mindset: The New Psychology of Success* by Carol S. Dweck
- Workplace Readiness Skills (WRS) Assessment: Virginia Overview, Career and Technical Education Consortium of States (CTECS).
- Workplace Readiness Skills (WRS) for the Commonwealth: Instructional Resources, Career and Technical Education (CTE) Resource Center.

Demonstrating Positive Attitudes

Use the following scenarios to role play workplace situations. In each, the employee should display a positive work ethic by demonstrating motivation and positive attitudes. Think about how verbal language, body language, eye contact, and facial expression communicate a person's attitude.

Scenario 1: June's employer calls to let her know that he will be running late due to a family emergency. The business is supposed to open at 8:00 a.m., but June is not scheduled to begin work until 10:00 a.m. How can June demonstrate motivation and a positive attitude?

Scenario 2: Carlos has a new job as an assistant in an accounting office. Carlos thinks he might want to study to become an accountant someday. One of the firm's vice-presidents offers to walk through some aspects of an accountant's career with Carlos, but Carlos will have to stay after work to do this. How can Carlos demonstrate motivation and a positive attitude?

Scenario 3: Tameka has a job interview. While it is not her dream job, it is close to her family's home, the work hours suit her school schedule, and the pay will allow her to save for a car. The interviewer, Robin, calls Tameka in for the interview. Tameka doesn't know much about the company. How can Tameka demonstrate motivation and a positive attitude?

Scenario 4: John is leaving work on Friday night and heading out to meet friends. As he leaves, he notices the company sign at the front of the building has been damaged. How can John demonstrate motivation and a positive attitude?

Scenario 5: During a performance review, Pari's boss, Cheryl, tells Pari that she needs to improve the quality of her work. Cheryl explains that Pari sometimes makes careless mistakes when counting money in the cash register or when filing receipts. At first, Pari is surprised. How can Pari respond and demonstrate motivation and a positive attitude?

Scenario 6: Lee is getting ready for work at a veterinary office when he gets a call from his girlfriend. During the call, his girlfriend breaks up with him, and he is very upset and angry. Lee considers calling in sick, but he knows the veterinarians are short-staffed that day and are counting on him to show up. Despite feeling upset, how can Lee demonstrate motivation and a positive attitude?

Exhibiting Motivation

Journal Assessment Rubric

	Excellent (4)	**Good (3)**	**Fair (2)**	**Poor (1)**
Student displays conceptual understanding.	It is obvious from the writing that the student understands various facets that make up work ethic.	The student demonstrates an understanding of most of the facets that make up work ethic.	Student understanding is spotty or unclear; student partially grasps the facets that make up work ethic.	The student did not demonstrate a conceptual understanding of work ethic.
Written ideas are fully formed.	Ideas within the journal are developed and clear to the reader.	Ideas within the journal are somewhat developed and clear to the reader.	Ideas within the journal are incomplete or unclear to the reader.	Ideas within the journal are not developed.
Writing is organized and clear.	Student journal is organized in paragraphs and clearly conveys all ideas.	Student journal is somewhat organized in paragraphs and conveys most ideas.	Student journal requires additional organization and attention to detail.	Student journal is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience (teacher). Some slang or simplistic words should be replaced.	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.