# FLIP THE SCRIPT

WRS Level 2

# LEARNING OBJECTIVES

Students will

- define work ethic
- develop methods for successfully navigating job interviews
- determine personal motivation
- set an initial goal and progress
- recognize the importance of having a strong work ethic
- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

# ICEBREAKER


***What motivates you?***

***OR***

***Use the Pre-Activity Process Questions to start a discussion or make a quiz***

# VIDEO

- Optional for teachers who want to go deeper into work ethic and motivation: Alfred Bandura via Scott Geller; "The Psychology of Self-Motivation" https://www.youtube.com/watch?v=7sxpKhIbr0E&ab_channel=TEDxTalks
- See summary in guide.

# DEFINE: WORK ETHIC IS…

a commitment to the value of work and doing one's best, including

1. recognizing the importance of having a strong work ethic
2. demonstrating diligence
3. maintaining dependability
4. accounting for one's decisions and actions
5. accepting the consequences of decisions and actions.

# 1. RECOGNIZING THE IMPORTANCE OF HAVING A STRONG WORK ETHIC

- Employers want employees with great work ethic because they want to know the value of the work matches the compensation and because it means employees are striving to fulfill their role.
- For workers, doing one's best adds meaning to their lives.
- Employees who can demonstrate work ethic cultivate positive morale and overall productivity increases.
- Catalysts of work ethic are often rewarded because they are seen as going the extra mile to support the efforts of the enterprise.
- They are seen as leaders even when they are not in leadership roles. They are true assets of the workplace.

# 2. DEMONSTRATING DILIGENCE

- Working with persistence to accomplish a task.
- Problems and obstacles will be encountered, often with regularity, and things will not go as planned. Those who can…
  - work through problems and see tasks to completion
  - move operations forward, even when difficult
  - deliver quality products or services

…will stand out.

# 3. MAINTAINING DEPENDABILITY

- Being reliable
- Being trustworthy
- Able to handle responsibility.

# 4. ACCOUNTING FOR ONE'S DECISIONS AND ACTIONS

- Taking personal responsibility, rather than ducking or blaming someone or something else

> ***Note**:Try to document decisions and conversations with others, especially those in higher positions that led to those decisions.*

# 5. ACCEPTING THE CONSEQUENCES OF DECISIONS AND ACTIONS

- Complying and keeping positive
- Following directions, orders, and adapting to changed circumstances

…even when it might be difficult to do so.

# DRIVERS, MOTIVATORS, MINDSETS

- (see guide for more)
- Drivers and motivators are inside each of us that cause us to behave in certain ways that shape our character.
- The demonstration of work ethic is an extremely important behavior to encourage while discouraging behaviors that undermine it: malaise, apathy, and resentfulness, for example.
- You may not be employed, and yet you still have examples of work ethic (keeping a positive attitude, doing your best, especially against the odds, taking pride in your effort).
  - How are these "beliefs" or "mindsets" of work ethic shown or demonstrated?
  - Why are they valued by employers?
  - Is a good work ethic always tied in some way to a positive attitude?
  - How is a positive attitude at work spread to coworkers?

# DISCUSSION

**Why do we continue to strive for improvement?**

**Why do we continue to toil when we don't feel like we are getting anywhere, or when the rewards are difficult to see?**

# MAKE IT MEANINGFUL

- Give yourself instant purpose.
- If we believe we are making decisions for ourselves then we will be more responsible for those decisions, and we are more likely to feel better about work and be more productive.
- If, on the other hand, we approach tasks as if we have no choice and we are merely trying to avoid failure, the opposite will occur.
- Therefore, it begins with a mindset.
- It begins with you.

# PROBLEM

You can’t have motivation if you have no goals. How do I get goals?

**The fix:** Even if you lead a life of lazy contentment, you must know that it is unsustainable and awarded to you by someone else. Why work at all? What happens if you don’t find a career? And if you agree to find a career, why not make it satisfying and engaging, or something that suits your interests and values? You have not taken charge of your life and you have no future. Circumstances change and not for the better, especially if you don’t strive to change them. Find out how you are contributing to your circumstance and do something to change it. Write it down. That is a goal. Get yourself enough goals, create a plan to achieve them, stay motivated and disciplined to those goals and those plans, and things will begin to change.

# PROBLEM

You can't be motivated if you think of yourself as a pawn who is only shaped by events or conditions in the big world or your own home.

**The fix**: You are in charge of the change you wish to make. You have a choice no matter how larger events can sometimes sweep you up in them and no matter how much they might change the reality of your goals. If you only allow events to happen to you, even if you get lucky sometimes, you will be ruled by chaos. If you take charge, you will direct your own change. You will learn. You will improve. Think of one small thing you can do today that will make tomorrow less terrible, and do it. Do the same thing the next day but add a little more challenge. Soon, you will be meeting larger and larger challenges to change and to improve your life, and you will learn how to take on challenges and you will learn that you can succeed (self-efficacy).

# PROBLEM

My goal is too monstrously large.

**The fix:** Sometimes, big problems or longer-term tasks seem overwhelming. They can paralyze us. We end up not doing anything or getting further behind due to procrastination. The solution is to break it down. Take just one action, achieve it. Put it on a timeline or schedule to be reviewed at certain days. Achieve the small and build. It will be better the next day. You will build momentum. Rome was not built in a day. Baby steps.

# PROBLEM

I’m afraid of failure.

**The fix:** Fear is a mindset that can trap us, and it should never prevent you from taking a positive change. If you allow fear to control you, you will never achieve your goals. The best way to overcome your fears is to counteract them with positive action, even if it means asking for help. You are not alone and you probably know many teachers, mentors, friends and family that will help you, even if it just means being on your side. Imagine yourself as someone who refuses, out of fear, to become the person they want to be. Sometimes you need to take small steps forward. This gives you a sense of small success. It can also motivate you to take a bigger step tomorrow. Just remember, you got this, and you have people in your corner.

# PROBLEM

I’m not making an impact.

**The fix:** Find meaning within any productive task, no matter how small and be aware of the amplitude of time. There will be days, maybe whole weeks or months when you will work without much to show for it. But you are building something more important: character. Do the day-in, day-out job with regularity and to the best of your ability, because people around you will take note. You will not only be building your professional reputation, but you will be learning self-efficacy—you will be learning that you can be successful when the time comes to make a larger impact. Sometimes it takes years to learn the mechanics of the work day. You give yourself a better chance at success and promotion if you can attach a greater meaning to the mundane. Also, asking for feedback on how you are doing is helpful. This could come in the form of a professional/performance evaluation, which typically has a set schedule. If not, request an evaluation to receive this feedback. It can really ground a person and reset their goals. And don’t disregard the personal acknowledgment of your service on the job.

10 minutes

# ACTIVITY & WORKSHEET WALK-THROUGH

Complete one worksheet or the other.

# INSTRUCTIONS

- Divide the class into groups to complete the activity. Groups of 6 should work best (please modify if you like).
- In a group of six, three will be applicants and three will be interviewers.
- Job interviewers will interview each of the job applicants, confidentially. Job interviewers will complete a part of the "Interviewer's Worksheet" (see worksheet in Materials).
- Each applicant will also complete a portion of their worksheet, which includes an evaluation of each of the interviewers (see Materials).
- Applicants should fill out the answer to their first question ahead of time: "What strengths do you bring to this job?" And they should think about the single question they get to ask of the interviewers at the end.

# INSTRUCTIONS

***Note to those acting as Interviewers***: It is important your questions are focused on learning the work ethic of the applicant.

Re-read the definition of work ethic if you need help.

# EVALUATE

See Post-Activity Process Questions provided as part of this activity to help you create a quiz or discussion.

# HAVE STUDENTS COMPLETE VOCABULARY EXERCISES

On Quizlet