# Discussion Topics

# Chapter 2: Avoiding the New-Job Blues

The following Discussion Topics correlate with *Job Savvy*, sixth edition. Discussion Topics provide directions to help you in instructing your students during class time.

Activities Supplements are provided in the ebook to offer students guidance to complete activities found in the margins of their workbook. You may want to present these as in-class activities or as homework assignments. Review Activities are provided in separate handouts to instructors only. The questions found therein may be used in the classroom or as review activities (graded or not).

# Discussion Topics

## Reporting to Work (page 19)

Have the students read the introduction to chapter 2 and the section titled “Reporting to Work” on pages 19–20. Discuss the typical first-day activities listed. Students should fill out the “Dress for Success Checklist.” Note: There are several checklists in this chapter. Students may use either a current or imaginary job when filling in the checklists. Have them answer as many of the questions as possible.

## Starting the Day (page 21)

Have each student read the sections titled “Starting the Day,” “Paperwork,” and “Be Prepared” on pages 21–22. Complete the checklists in each section.

## Onboarding (page 22)

Have the students read and discuss the sections titled “Onboarding” and “Personnel Information” on pages 22–23. Students may practice completing the “Immigration and Naturalization Service Form I-9 Employment Eligibility Verification Section 1” found on *Job Savvy* pages 25–26. Federal law requires employers to keep this form on file for every employee.

Note: Students will practice filling out the form by completing section 1, Employee Information and Attestation. The employer is required to fill out page 2 of the form, which is not shown here. **To avoid identify fraud, do not write Social Security numbers or information in section 4 on the form.**

## How Job Savvy Are You? (page 24)

After students have answered the questions, discuss each situation.

## Payroll Requirements (page 27)

Students should read the information under “Payroll Requirements” (pages 27–29). Discuss the information about taxes and pay information. It’s important for students to understand this information. Allow time for questions and answers.

Be sure the students fill out the W-4 form on pages 29–30. Discuss the information needed to complete the form, especially the number of personal allowances. Note: The form may change slightly from one year to the next, but this sample will be useful for practice. Complete the form with personal information to determine the tax withholding. **To avoid identify fraud, do not write Social Security numbers on the practice form.**

## How Job Savvy Are You? (page 28)

Students should complete this activity. Discuss the personal allowances that should be chosen and the reasons for the decisions.

## Benefits and Policies (page 30)

After reading the information about benefits and paid time-off (pages 30–33), students will fill out the list “Benefits and Deductions You Want.” During class time discuss the reasons students choose these benefits and deductions.

## Required Benefits (page 34)

Read the information about required benefits, voluntary deductions, and employee services. Discuss each topic. Students will complete the checklist “Check the Benefits Your Employer Provides” (page 36).

## How Job Savvy Are You?

Have the students complete the case studies on page 34. Share the benefits each of these individuals need. Discuss the two situations.

## Introduction to the Job (page 37)

Have the group read the “Introduction to the Job” section on pages 37–40. Discuss the material using the following questions:

**Work Instructions**

* What is your supervisor’s responsibility on your first day at work?
* Why is it important to ask questions when instructions are given?
* How can you know what your supervisor expects of you?

**Supplies and Equipment**

* What would a new worker need to know about supplies and equipment?
* Why is it important to the organization that an employee know the rules about supplies and equipment?

**Communication Systems**

* What might a new worker need to know about the communication systems?
* Why is this knowledge important to the company?

**The Computer System**

* What would a new worker need to know about accessing the computer system?
* What would a new worker need to know about an organization’s computer and Internet policy?

**Building Security**

* What would a new worker need to know about building security and restricted areas in a business?
* What would a new worker need to know about key and keycard use in a business?

**Breaks**

* What does a new worker need to know about breaks?
* What are appropriate reasons for taking breaks?

## Off to a Good Start (page 40)

### After students have read this section, discuss the various suggestions to adjust to a new job.

## How Job Savvy Are You?

Allow time for your students to read the case studies on page 42. Divide the class into small groups. Ask each group to share responses to the case studies.

## Active Listening (page 42)

Students should review this information. Discuss what *active listening* is. Talk about how to practice active listening.

## Summary Discussion Topic

Discuss this question with the class: What can you do to make your first day on the job go smoothly?

# Additional Resources

### Videos

Use the provided Video presentations to share helpful, chapter-specific visuals and information with your students.

### Additional Resource

In the Additional Resources document you will find links to important sources of information related to each chapter of *Job Savvy*. You can find more information about job search and success at <https://JIST.com>.