

# FIRST IMPRESSIONS: ETIQUETTE AND WORK HABITS FOR NEW EMPLOYEES

## Teacher's Guide



## INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *First Impressions: Etiquette and Work Habits for New Employees*. The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

The purpose of this program is to familiarize viewers with the basic skills they need to conduct themselves properly in the workplace. *First Impressions* explores the importance of making a good first impression on their colleagues, their superiors, and the organization that hires them. Learning the value of making a positive first impression will help viewers enter a new work environment confidently and appropriately.

## LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Identify and describe the key behaviors of successful entry-level employees
- Discuss the basics of business etiquette as they pertain to:
  - work ethic and ethics at work
  - interpersonal skills
  - office politics
- Provide examples of poor business etiquette skills and describe their effect on making a positive first impression in a new work environment

## EDUCATIONAL STANDARDS

### NATIONAL STANDARDS

#### Family and Consumer Sciences

This program correlates with the Family and Consumer Sciences Content Standards from the National Standards for Family and Consumer Sciences Education. The content has been aligned with the following educational standard from this organization:

- Demonstrate transferable and employability skills in community roles and responsibilities.

*From The National Standards for Family and Consumer Science Education. Reprinted with permission.*

#### Business

This program correlates with the Business Standards from the National Standards for Business Education. The content has been aligned with the following educational standards and benchmarks from this organization:

- Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
- Relate the importance of workplace expectations to career development.
- Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
- Develop strategies to make an effective transition from school to career.

*From the National Standards for Business Education © 2001 by the National Business Education Association, 1914 Association Drive, Reston, VA 20191. Reprinted with permission.*

## English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English:

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

*Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.*

## Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

*The National Education Technology Standards reprinted with permission from the International Society for Technology Education.*

## PROGRAM OVERVIEW

For people who don't believe in the hard dollar benefits of civility, courtesy, etiquette, and respect at work, recent studies prove the enormous value of these qualities. A 1997 study by Manchester Partners International indicated that 40 percent of new management hires fail, and 82 percent of these hires lose their jobs due to their inability to build good relationships with peers and subordinates. Demonstrating the ability to work well with others can help young, eager job candidates rise above their competition and hold the positions they're offered.

*First Impressions: Etiquette and Work Habits for New Employees* is a video program that introduces viewers to the importance of exercising professional etiquette and strong work habits whenever they enter a new job. It also teaches the skills that will help employees make a positive and lasting professional impression on their colleagues, their superiors, and the organization as a whole. By learning to avoid common professional blunders, viewers will be poised for professional success.

## MAIN TOPICS

### Topic 1: The First Impression

Throughout your professional life, people will tend to make their initial impression of you within the first ten seconds of meeting you. In that short amount of time, they will look to your appearance, body language, and verbal and non-verbal communication styles for clues about who you are and whether or not you are likeable. First impressions are very important, and they often affect long-term perceptions and reputations. While you never have a second chance to make a first impression, you are always contributing to or detracting from your current reputation with how you demonstrate business etiquette.

### Topic 2: Work Ethic

The work ethic is a cultural norm that advocates being personally accountable and responsible for the work that one does, and is based on a belief that work has intrinsic value. Regardless of the context, work ethic is usually associated with people who work hard and do a good job.

### Topic 3: Interpersonal Skills

Interpersonal skills include the habits, attitudes, manners, appearance, and behaviors we use around other people that affect how we get along with them. Sometimes we need to examine our own impressions on others to better prepare for success in life as well as for a productive career.

### Topic 4: The Grapevine

Just as every school has students who like to gossip, so does every workplace. Being part of the office gossip mill, also known as "the grapevine," can be a quick way to develop a poor reputation in any new work environment. People who gossip are viewed as untrustworthy, and participating in gossip could cause your co-workers to refrain from developing a healthy working relationship with you. In this program, you will learn how to avoid being part of the grapevine and how to politely respond to its members.

## FAST FACTS

- A 1997 study that documented respect and civility as an employability skill is the one released by the National Association of Manufacturers with Grant Thornton, LLP. This study showed 63% of employees lack basic job skills such as arriving on time, calling in sick, and staying all day, but only 31% of the manufacturers have implemented programs to correct the deficiencies.
- MJN Consulting conducted a survey of 500 office professionals and asked them to rank the top ten common office discourtesies according to their aggravation level. They are:
  1. Not returning phone calls, voice mail, email, or pages in a timely manner
  2. Using the last piece of paper in the printer or copier and not refilling paper trays
  3. Showing up late to meetings or answering cell phones during meetings
  4. Making a mess of the microwave and not cleaning it up
  5. Setting the copy machine for special copy features and not changing it back
  6. Cruising the office visiting people instead of doing work
  7. Clogging the email system with long messages
  8. Borrowing coworkers' office supplies and not returning them
  9. Taking the last cup of coffee and not making more
  10. Playing the radio or CDs too loudly or constantly
- Most college grads will switch positions or companies many times before the age of 30.
- School rewards individual performance. Employers reward team performance.
- The *Wall Street Journal* reported (12/07/99) "...many companies that significantly boosted the number of people they hired straight from college are discovering the downside to having a significant chunk of their workforce so fresh from an environment where 'etiquette' mostly meant not cutting ahead in the beer line at a frat party. So companies are increasingly sending young hires to manners camp or bringing in etiquette trainers for what are usually half-day to daylong crash courses."
- Researchers at the University of North Carolina Kenan-Flagler Business School have concluded that "workplace incivility can damage the bottom line."
- *"Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are."*—John Wooden, former coach of the UCLA Men's Basketball team
- *"Most people say that it is the intellect which makes a great scientist. They are wrong: it is character."*—Albert Einstein, Physicist, Nobel Prize recipient
- *"No change of circumstances can repair a defect of character."*—Ralph Waldo Emerson, American author, poet, and philosopher
- *"Demand the best from yourself, because others will demand the best from you... Successful people don't simply give a project hard work. They give it their best work."*—Win Borden, President of the Minnesota Association of Commerce and Industry

## VOCABULARY TERMS

**appearance:** What people see when they look at you.

**body language:** Using body movements or attitude to communicate thoughts.

**business casual:** A style of dressing that is neat, tailored, and professional without being overly formal.

**business etiquette:** The practice of being polite and exercising appropriate behavior in a business setting.

**communication:** The process of sending and receiving messages.

**conscientious:** Being aware of the difference between right and wrong behavior.

**defamation:** The act of making untrue and harmful statements that are intended to ruin a person's or an organization's reputation.

**documentation:** Giving credit to another person for his or her words or ideas that you have used.

**employee orientation:** A program or period of time that is designed to help new hires become familiar with their work environment.

**ethics:** Rules and principles that help people distinguish between right and wrong.

**feedback:** The receiver's reaction or response to a message.

**first impression:** A judgment someone makes about you within the first ten seconds of meeting you.

**grapevine:** an informal communication network that is used to spread gossip.

**image consultant:** Someone who helps people polish their style and overall appearance for the workplace.

**invasion of privacy:** Any unreasonable intrusion into the private life of another person, or denial of a person's right to be left alone.

**leadership potential:** Demonstrating a promising ability to take charge and work well with others in order to complete tasks thoroughly, quickly, and correctly.

**libel:** Defamation in a permanent form such as in writing or on videotape.

**memorandum:** A written message sent to someone within the organization.

**mentor:** Someone who can provide guidance or advice regarding your career goals.

**message:** The information (either verbal or nonverbal) that is communicated.

**networking:** The act of informing friends, family members, members of your community, and people in local industries about your career goals.

**nondiscriminatory language:** Language that treats everyone equally, making no unwarranted assumptions about any group of people.

**nonverbal communication:** Using posture, facial expressions, and gestures to express yourself.

**policy:** A broad operating guideline that governs the general direction or activities of an organization.

**review:** A meeting with your boss or supervisor to discuss your professional performance over a given period of time.

**self-confidence:** Feeling sure about yourself and your abilities.

**slander:** Defamation in a temporary form such as in oral communication.

**slang:** An expression, often short-lived, that is identified with a specific group of people.

**snap judgment:** A quick decision someone makes about another person immediately upon meeting him or her.

**verbal communication:** Using words to express yourself.

**work ethic:** Taking pride in the quality of your work and in exercising appropriate behavior in the workplace.

**workplace culture:** Rituals, rules, and accepted ways of communicating and dressing that are specific to different work environments.

## PRE-PROGRAM DISCUSSION QUESTIONS

1. How important is a good first impression? Is the value of a first impression overrated?
2. What workplace experiences have you been exposed to? What did you notice about the business etiquette there?
3. Reflect on yourself for a moment: how would you rate your appearance, body language, and verbal language? What do you currently excel at? What do you think you need to improve?
4. If this classroom were a business environment, how might our business etiquette be different?
5. How do you think modern technology has impacted business etiquette?

## POST-PROGRAM DISCUSSION QUESTIONS

1. Now that you have viewed the program, reflect once again on yourself: what kind of first impression do you give when you meet someone for the first time? How would you rate your appearance, body language, and verbal language? What do you currently excel at? What do you think you need to improve on? Who do you think can help you? Whom do you think YOU might be able to help?
2. Think about the last new person whom you met. What do you think their first impression was of you? Why? And what was your first impression of him/her? Why?
3. In thinking about transitioning from school to the world of work, what changes do you think you would need to make in your business attitude if entering: Retail? A restaurant? A factory? Wall Street? Why might these differ?
4. Part of making an impression is truly getting along with others. Reflect on your tendencies towards gossip. Then reflect on those tendencies of your peers. What is the payoff for engaging in gossip? Where might it cause harm? What are some suggestions for decreasing gossip among the school community?
5. If a new student were to come to your school, what would you tell him or her about the “business etiquette” required for successful engagement in the school?
6. What extracurricular activities are you currently engaged in that help you develop the leadership, teamwork, attention to detail, self-directedness, and interpersonal skills that will help you succeed in the workplace? Which activities that you are not currently involved in do you think could contribute to your personal and professional development?
7. Do you have a mentor? If so, who? How does that person coach you? If you don’t yet have a mentor, whom might you choose? Why?

## GROUP ACTIVITIES

### The Grapevine

Based on the old game of “telephone,” have students demonstrate how using an informal communication network in the workplace can transmit incorrect and inaccurate information. Have students begin by writing brief “small stakes” messages (such as “Saturday is my favorite day of the week because that’s when I play basketball with my three cousins”) and pick them out of a hat. The first student reads the message to him or herself and then whispers it to a second student, who whispers it to a third student, and so on. No repeating to clarify is permitted. The final student in the chain repeats aloud the message, which will likely be a garbled variation of the original statement. Have students review what they heard and what they said, and discuss how and when the message got confused. Later messages should be higher stakes, such as having the homework assignment for the evening transmitted through the grapevine. Have students complete the assignment they heard for the next day. Students should not contact each other that evening. The next day, students should turn in their assignments. Have the class discuss where the lines of communication broke down, and have them reflect on what kind of information they would prefer not to trust to the grapevine, such as preparing for a test, or getting medical test results.

### Business Etiquette Emergency Kit

Ask each student to bring in one small item that could be put into a Business Etiquette Emergency Kit, which someone could keep in their car or briefcase in case they need it. Examples might include: breath mints, a local map, extra hosiery, shoe polish, toothbrush, etc. Have each student discuss what item they brought in, and what “business etiquette emergency” the item would help with. Extra points are given for items with multiple uses (such as clear nail polish that can be used for manicuring AND for stopping runs in stockings).

## Dealing with Angry Customers

Have students get into groups of three. One student should be the new employee at Company XYZ, the second student should be an angry customer, and the third student should be the observer. Have each group role play a call from an angry customer. The student/employee should apply the following dos and don'ts when trying to deal with the customer. The observer should watch and make notes, preparing to give feedback after the role play. Then students should switch roles.

### DO:

- Let angry customers make their complaints without interrupting. Try to detach yourself and focus on the core problem.
- Defer judgment. Listen for the customer's feelings, but also objectively assess the situation.
- Be courteous and polite. Don't take the angry customer's venting personally. Remember that you have coworkers and superiors to turn to for support if needed.
- Pause for a few seconds after a customer finishes to be sure the customer's thought is complete. Introduce yourself and say that you want to help solve the customer's problem.
- Make affirming statements and invite additional comments.
- Take the customer's telephone number and promise to call back in a couple of hours or at a specified time the next day if the customer does not calm down.
- Decide how to resolve the problem. Explain to the customer the steps you will take, not actions you can't take.

### DO NOT:

- Be sidetracked by irrelevant issues, such as trying to refute exaggerations or errors.
- Mentally criticize the customer's grammar, tone of voice, speaking style, or appearance.
- Blame the customer or act superior if the problem turns out to be the customer's fault.
- Promise more than you can deliver.

## INDIVIDUAL STUDENT PROJECTS

### Proper Email Usage

Ask students to draft one of each of the following kinds of emails to people in the school or in the community: "ACTION" (response required), "FYI" (information only, no response required), "RE" (reply to another message), and "URGENT" (please respond immediately). Have students exchange their emails and reflect on tone, content, objective, and etiquette.

### Classroom Conditions

Ask each student to put together a list of classroom rituals and rules. Have them indicate which of these rituals and rules are overt (readily discussed) and covert (not openly discussed). Examples of overt rules or rituals might include: no talking after the warning bell rings; cheating on tests results in failure for the semester. Examples of covert rules or rituals might include: If Heather raises her hand, she is called on first; Mr. Daniels always starts class ten minutes late. Students may submit their papers anonymously for class discussion.

### First Impressions

Ask students to write an essay about someone they had met where the first impression they received was an accurate reflection of that person. What did that person do to give that impression? What behaviors did they use? What was his or her verbal and non-verbal communication like? Can you describe his or her appearance? Then assign a follow-up essay about someone where the first impression did not match the later impressions of that person. Why did these not match up? How and when did you determine that the first impression needed a second look? What do you think your own first impression says to others about you?

## INTERNET ACTIVITIES

### Email Privacy

Using Internet search tools, search such word combinations as “email (or e-mail) + privacy” to investigate the issue of email privacy at work. Why are companies concerned about employee use of email? What are they doing to monitor email messages? How are employees reacting to this situation? Have students share findings in a brief classroom presentation, including their views about whether companies should be allowed to monitor email messages by employees.

### Multicultural Business Etiquette

Diversity is a way of life in the US, and this diversity is reflected in the workplace. Have students visit the U.S. Bureau of the Census Web site (<http://www.census.gov/population/www/index.html>) to research the number of people who reported during the most recent U.S. Census that they spoke different languages. Click on the “Language Use” link, then on “Summary Tables on Language Use and English Ability,” then on “Table 4. Languages Spoken at Home by Persons 5 Years and Over, by State.” According to this table, what percent of the total U.S. population is composed of non-English speakers? Overall, what is the country’s most widely used non-English language? Which languages, apart from English, are most commonly used in your state? What changes in language use do you think the 2010 U.S. Census will uncover in the country and in your state? How does this diversity evidence itself in the workplace, and how might it affect communication and other forms of business etiquette?

### Global Business Etiquette

Have students use the Internet to learn about how business etiquette might differ when interacting with people from other countries or cultures—or IN other countries. Students should report back on key differences in several countries, as well as indicate some universal business etiquette rules.

## ASSESSMENT QUESTIONS

**Q:** You have a job interview with a company that you think has a casual dress policy. For the interview you should dress conservatively just to be safe. (*True or False*)

**A:** True

**Feedback:** Regardless of the regular dress policy around the office, you should dress conservatively both during the interview, and for the first few days of work. This shows respect for the workplace and for both colleagues and superiors.

**Q:** The grapevine is an informal communication network in an organization. (*True or False*)

**A:** True

**Feedback:** Much information is transmitted through casual conversation in the workplace, as opposed to through formal memos, presentations, etc. The grapevine is also known as the “rumor mill,” and should be used with caution.

**Q:** Name the Top Ten Tips of Business Etiquette as listed in the video.

- A:**
1. Learn your co-workers names quickly, and use them whenever possible.
  2. Say “please” and “thank you.”
  3. Keep conversations friendly, but brief.
  4. Always be on time.
  5. Listen to what others are saying.
  6. Return calls and emails in a timely manner.
  7. Be a good roommate.
  8. Don’t send sloppy emails.
  9. Be careful about use of humor.
  10. Contain the potty mouth.

**Feedback:** Keeping these ten tips in mind will help you maintain a pleasant experience at any new job.

**Q:** Which of the following greetings of a fellow colleague is appropriate for the workplace?

- a) Pal
- b) Bob
- c) Dear
- d) Hon
- e) Buddy

**A:** b) Bob.

**Feedback:** Assuming that Bob does not prefer to be called Robert or Mr. Smith, calling him Bob is appropriate. Any other nickname or term of endearment is not.

**Q:** If you work in an office with cubicles and you hear someone a couple of cubicles away ask a question that you can answer, it's better for you to act as if you have not overheard the nearby conversation and restrain your urge to answer. (*True or False*)

**A:** True

**Feedback:** While some offices use cubicles instead of offices to increase the flow of communication, it is never appropriate to eavesdrop on a conversation not directed at you. Furthermore, many offices have cubicles to maximize office space, in which case cubicles should also be regarded as private space for conversations.

**Q:** What are the three factors that comprise the first impression?

**Answer/Feedback:** Appearance, body language, and what you actually say will comprise the first impression.

**Q:** What is the percentage breakdown for how much each of the above factors weigh in making a first impression?

**A:** Appearance = 55%, Body language = 38%, What you actually say = 7%

**Feedback:** People who meet you for the first time are likely to base their initial impression of you largely on your appearance. By dressing appropriately and maintaining a neat and professional appearance, you increase your chances of making a great first impression.

**Q:** How long does it take to make a first impression?

- a) 1 minute
- b) 30 seconds
- c) 10 minutes
- d) 10 seconds
- e) 1 second

**A:** d) 10 seconds.

**Feedback:** Ten seconds isn't a lot of time. This is why it's so important to be on top of your appearance and present yourself as confident, friendly, and approachable.

**Q:** In your new position, you are pleasantly surprised to find that your boss is about your own age and seems to be very friendly. The best career strategy for you would be to strive to become good buddies with your boss. (*True or False*)

**A:** False

**Feedback:** Regardless of how similar you and your boss might be—or how much you may enjoy each other's company—workplace relationships need to stay in the workplace. You do not want to leave your professional happiness and your livelihood at the behest of a personal relationship. Furthermore, you do not want to incur jealousy or accusation from your peers that you are using a personal relationship for professional advantage.

- Q.** The single most important skill in working through any problem is the ability to give \_\_\_\_\_.
- a) criticism
  - b) advice
  - c) feedback
  - d) credit
  - e) turns

**A:** c) feedback

**Feedback:** Giving effective feedback requires giving both well-deserved praise and the necessary constructive comments that further the work product and/or the relationship.

## **ADDITIONAL RESOURCES**

### **WEB SITES**

#### **Gradview**

[www.gradview.com/careers/etiquette.html](http://www.gradview.com/careers/etiquette.html)

#### **Collegegrad**

[www.collegegrad.com/jobsearch/24-5.shtml](http://www.collegegrad.com/jobsearch/24-5.shtml)

#### **Etiquette International**

[www.etiquetteintl.com](http://www.etiquetteintl.com)

#### **Complete Executive Social Presentation Program**

[www.iesp.org/program.html#first](http://www.iesp.org/program.html#first)

#### **College View Business Etiquette Quiz**

[www.collegeview.com/career/career\\_basics/impress\\_boss/etiquette.html](http://www.collegeview.com/career/career_basics/impress_boss/etiquette.html)

#### **Emily Post Business Etiquette**

[www.emilypost.com/etiquette/business/business\\_ei\\_quiz.htm](http://www.emilypost.com/etiquette/business/business_ei_quiz.htm)

#### **Monster.com**

<http://content.monstertrak.monster.com/resources/archive/onthejob>

### **BOOKS**

*Business Etiquette: 101 Ways to Conduct Business with Charm and Savvy*, by Ann Marie Sabath. ISBN: 1564146146, Career Press, Incorporated, 2002

*Business Etiquette for Dummies*, by Sue Fox, Holly McGuire. ISBN: 0764552821, John Wiley & Sons, Incorporated, 2001

*Complete Business Etiquette Handbook*, by Barbara Pachter, Marjorie Brody. ISBN: 0131569511, Prentice Hall Art, 1994

## OTHER PRODUCTS

### **10 Basics of Business Etiquette, VHS/DVD, Meridian Education**

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Discusses the serious issues of professional etiquette in a comical fashion that will both entertain and instruct students and employees in the vital areas of etiquette and protocol. Prepares students for many different situations where a knowledge of professional etiquette will be essential. Includes interoffice etiquette, meeting protocol, introductions, dining etiquette, travel, and handling potentially awkward situations with grace. (22 min.)

*Item no: 24575, [www.meridianeducation.com](http://www.meridianeducation.com), 1-800-727-5507*

### **Mind Your Manners: At Work, VHS, Meridian Education**

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On the job, it literally pays to be polite. Explore etiquette topics such as making a good impression at an interview, dressing for success, fitting in with co-workers, using good telephone manners, and—most important of all—workplace taboos. Netiquette, business protocol for email and the Internet, is also covered. Not available in French-speaking Canada. (24 min.; includes supplement.)

*Item no: 32435, [www.meridianeducation.com](http://www.meridianeducation.com), 1-800-727-5507*

### **Professional Image, VHS/DVD, Meridian Education**

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*Professional Image* is a twenty-five minute video which is part of the series *Back to the Basics*, a five-part series designed to introduce young adults to the work world. It addresses the issues of problem solving, conflict resolution and etiquette, communication skills, stress management, and professional image. Specialists in career planning, organizational behavior, and workplace wellness share their advice on how to navigate the business world successfully. A diverse group of young adults also share their experiences in the workforce, giving the viewer a complete look at what works and what doesn't. The entire series is led by a host who shares information from research, tests viewers on their current skills, and introduces each of the program's players. (25 min.)

*Item no: 10888, [www.meridianeducation.com](http://www.meridianeducation.com), 1-800-727-5507*

### **Making It On Your First Job, VHS/DVD, Meridian Education**

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This fast-paced, comprehensive program utilizes a dialogue format highlighted with testimonials from entry-level workers and their supervisors to emphasize the need for developing adaptive skills and positive attitudes. Students are shown that school and work environments contain many similarities, such as authority figures and specific rules and regulations. Major differences, such as having others depend on your performance, are also discussed. Work habits including punctuality, attendance, initiative, and personal relations with co-workers, supervisors, and the public are shown to be vital ingredients for job success. The last segment deals with the importance of adjusting to particular work situations encountered and how those adjustments are directly related to job performance. With the job market so competitive, students need all the help they can get in establishing themselves as valuable assets in the workplace. (30 min.)

*Item no: 14523, [www.meridianeducation.com](http://www.meridianeducation.com), 1-800-727-5507*



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