

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Describe characteristics of a responsible employee.\*

### Objectives:

- A. List characteristics of a responsible employee.
- B. Describe ways you can get along with your supervisor.
- C. Describe ways you can get along with co-workers.
- D. Describe ways you can get along with customers.
- E. Describe work rules for your job.

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### MODULE 6A: INFORMATION SHEET

*TO THE STUDENT: Read and study the following information sheet and then complete the student activities at the end of this module.*

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#### Characteristics of a responsible employee

The employer pays the salary and has a right to specific expectations for employees. The following characteristics are a result of a recent survey of training station sponsors.

1. Cooperation. *Example: Helping other employees, if permissible, when your duties are completed.*
2. Initiative. *Example: Moving to additional duties that require more responsibility and more difficult skills; seeing things that need to be done and doing them without being told.*
3. Honesty. *Example: Returning from breaks and lunch on time; not taking stamps, pens, paper, tools for personal use, etc.*
4. Willingness to learn.
5. Following directions.
6. Neat appearance; good grooming.
7. Pleasant facial expression; smiling.

*\*(This is also CAPS Module 5, used with permission.)*

8. Not talking too much (especially on the telephone).
9. Politeness. Courteous; well-mannered; considerate conduct.
10. Patience.
11. Punctuality.
12. Good attendance.
13. Dependability, i.e. completing a task on time.
14. Enthusiasm.
15. Accepting criticism well; don't make excuses.
16. Loyalty; i.e. keeping business matters confidential such as price margins and cost codes.
17. Sense of humor.
18. Positive attitude.
19. Lack of jealousy.
20. Dependability.
21. Tactfulness.
22. Interest in the job.

**Ways a student can get along with the supervisor**

1. Accept the authority of the supervisor - do it his/her way.
2. Look for additional responsibility.
3. Don't permit personal life to interfere with job.
4. Handle merchandise and supplies respectfully.

5. Do not pretend to know all about the business.
6. Learn from your supervisor.

**Ways a student can get along with co-workers**

1. Know and call them by name.
2. Introduce yourself to other employees.
3. Greet, smile, and call by name other employees arriving for work.
4. Say good-bye when leaving work for the day.
5. Listen, ask questions, and thank the other employees who try to be helpful.

**Ways a student can get along with customers**

1. Overcome shyness.
2. Smile when greeting customers.
3. Try to remember customers' names, likes and dislikes.
4. Approach customer promptly and with confidence.
5. Help each customer with individual needs.
6. Realize that there will be some difficult customers.
7. Always be polite, tactful, and honest with customers.
8. Never argue with a customer - you can never win an argument with a customer; you may make your point but lose the customer.

**Work rules**

Work rules are usually stricter than those in school because a business is primarily involved in making money. Also, larger companies generally have more rules than smaller companies.

1. Punctuality (\*\*probably the most important work rule)
  - arrive five minutes early
  - dress and gather tools on your own time
  - return from breaks on time
  - run personal errands on your own time

- do not be a clock watcher
  - be willing to work a few minutes overtime without pay unless company policy or the use of time clock prohibits such action
  - never rush or walk away from a customer because it is break or dismissal time
2. Neat appearance and appropriate clothes for the job
- clean hands and nails are important
  - dangling jewelry may be distracting (NOTE: For safety reasons, wearing of jewelry in some occupations is prohibited.)
  - clothing fads, jeans and t-shirts may not be appropriate dress
  - precautions should be taken against body and breath odor
  - clean, styled hair is helpful in getting and keeping most good jobs
  - as little make-up as possible is more appropriate for work
  - you are never completely dressed until you put on a smile
3. Visiting on the job
- personal telephone calls should be kept at a minimum
    - using office cell phones, computers and email for personal correspondence is discouraged and should not be done on company time
  - friends and relatives must understand that they should not call or have lengthy personal visits during working hours
4. Missing work
- have good attendance at both school and work for good references
  - try not to miss work when you know there are a lot of tasks to be completed
  - call the employer as early as possible when you must miss work due to illness
  - do not miss work for extra curricular activities more than is absolutely necessary
  - always ask, not tell, the supervisor when you need time off from work
  - ask for time off as early as possible and then remind the supervisor again several days before taking the time off
  - thank the supervisor for letting you take time off from work
  - be willing to trade hours with co-workers who may want to be off at certain times
  - be willing to come to work on short notice when possible

5. Keep busy

- never just stand around
  - there are always things to be cleaned, straightened, stacked, marked, or displayed
  - every job, regardless of how dirty or unattractive, is important
  - use slack periods to learn more about your job
- never sit down on a job that can be done better standing up
- do not have to be told to do things
- work even when the supervisor is not around
- stay with a task until it is finished
- do not become upset if you must do a job over

6. Maintain poise

- stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up
- speak in a clear, distinct, refined voice; avoid slang, cursing and improper English
- avoid giggling, a loud voice, or distracting nervous gestures or habits
- do not talk about personal problems or complain about being tired or not feeling well

7. Personal management

- never ask for advance pay
- budget your money
- pay bills promptly and in full

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**MODULE 6A: STUDENT ACTIVITIES**

*TO THE STUDENT: After reading the information sheet, complete the following questions.*

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**Activity 1: Read each of the following case study problems and decide which work rules have been violated, which rules have been kept, or how the problems could have been solved or avoided. Write your answers in complete sentences.**

- A. Roger works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What work rules apply in this situation?
- B. Betty works in a small jewelry store with only one other employee. As soon as Betty arrives at work, the other employee can go on a break and then do some bookkeeping duties that cannot be done until someone comes to help the customers. However, because Betty has such little time between school and work, she asked if she could also have a break. Now Betty's mother calls frequently to give her a short shopping list to fill during her break, and Betty calls her mother to ask about borrowing the family car after work. What work rules are involved in this situation?

- C. Lucy works at a flower and gift shop. She is an excellent employee except for one problem. Lucy has difficulty getting to work on time on Saturday mornings after a late date on Friday nights. She doesn't hear her alarm go off and has also left work early several afternoons. After her teacher-coordinator talked to her training station sponsor, what work rules do you suppose the teacher-coordinator discussed with Lucy?
- D. Susan is a timid girl who works in the ladies' ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses, she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it came time to display the blouses, several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What work rules are involved in this situation?

- E. Stanley just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through eight years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work, too, especially if it was dirty work." Stanley does not seem to be aware of which work rules?
- F. Bob had been observed using the office's postage stamps for personal letters. His employer ended up firing him. Was the employer justified in letting Bob go? Will Bob fully understand why he was dismissed without an understanding of the work rules?



**Activity 2: Answer the following questions in complete sentences:**

1. Describe three ways you can get along better with your supervisor.

2. Describe three ways you can get along better with your co-workers.

3. Describe three ways you can get along better with customers.

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**MODULE 6A: STANDARDS ADDRESSED IN THIS MODULE**

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**Pennsylvania’s Academic Standards for Career Education and Work****13.3.11. Career Retention and Advancement**

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

**Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

**1.5.11. Quality of Writing**

- F. Edit writing using the conventions of language.
- Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

**1.6.11 Speaking and Listening**

- A. Listen to others.
- Ask clarifying questions.
  - Synthesize information, ideas and opinions to determine relevancy.
  - Take notes.

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Diagram the organizational structure of your company.\*

### Objectives:

- A. Diagram the organizational chart for your place of business.
- B. Determine the importance of organization in business.

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### MODULE 6C: INFORMATION SHEET

*TO THE STUDENT: Read and study the following information sheet and complete the student activities at the end of this module.*

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#### **Organization for success**

In order for a business to be successful, it is important that it be organized to best carry out the plans for the business.

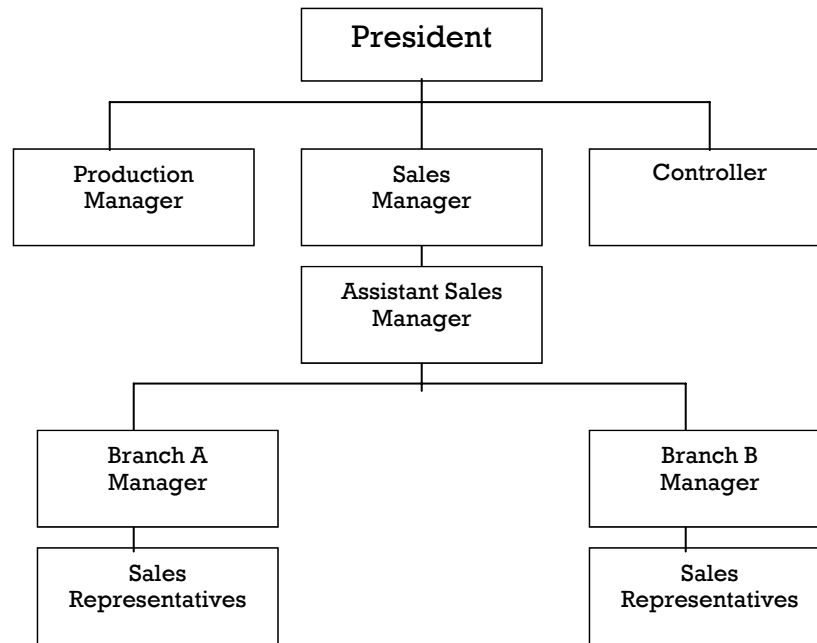
Arranging resources and relationships between departments and employees and defining the responsibility of each is organizing. Usually the business will develop an organizational chart showing the structure of the organization and the relationship among workers and divisions of work. Organizational charts will differ according to the kind of business.

The importance of the organizational chart is to:

1. Indicate each employee's area of responsibility and to whom each reports.
2. Coordinate the division of work and to make those divisions clear.
3. Show the types of work done by the business.
4. Indicate line of promotion.

By understanding the organizational chart, you should have some idea of how you fit into the company and what types of jobs are available.

\* (This is also CAPS Module 15, used with permission.)

**Sample Organizational Chart:****Characteristics of Good Organization:**

1. Responsibility and Authority - Each employee should know exactly the tasks assigned to them. Authority is the right to make decisions; it is delegated from the top of the organization down through the lowest levels.
2. Accountability - Who is each individual responsible to? Who will hold them accountable for their assigned tasks?
3. Unity of Command - No employee should have more than one supervisor. Confusion occurs when an employee has more than one supervisor assigning them tasks. They may have trouble deciding which task has priority or which way to do a certain task if two people have different ways of getting the job done.
4. Span of Control - How many employees are under one person? The manager who supervises too many people is overworked and unable to work effectively; however, if they have too few, the business may be wasting valuable time.

**Types of Organization Structures:**

1. Line Organization - It is most often used by small businesses or businesses that are very specialized. All authority and responsibility can be traced up from the lowest administrative unit to the president. The president has direct control over all units of business, but authority and responsibility are passed along from one person to another.
2. Line-and-Staff Organization - It is used by most large businesses. It adds staff specialist to a line organization. When a business grows, the work increases in amount and complexity. Staff specialist may be added to the line of organization to give advice and assistance to line personnel. Staff personnel have no authority over line personnel. They cannot assign any specific tasks.





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**MODULE 6C: STANDARDS ADDRESSED IN THIS MODULE**

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**Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

**1.5.11. Quality of Writing**

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
  - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

**1.6.11 Speaking and Listening**

- A. Listen to others.
- Ask clarifying questions.
  - Synthesize information, ideas and opinions to determine relevancy.
  - Take notes.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
  - Pace the presentation according to audience and purpose.
  - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.



Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Interpret the purpose and use of a performance evaluation and complete a self-evaluation.\***

### Objectives:

- A. Understand purpose of performance evaluation.
- B. Understand performance evaluation guides.
- C. Complete a self-evaluation sheet.
- D. Demonstrate understanding of performance evaluation process by completing short answer segment.

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### **MODULE 6D: INFORMATION SHEET**

*TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.*

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#### **What is the purpose of a performance evaluation?**

A performance evaluation is designed to help employees develop skills to assist the business reach its goals, and to give the employee opportunities for personal growth and job satisfaction.

#### **What are the objectives of a performance evaluation?**

- A. To build a strong communicating relationship between supervisors and employees so both participate freely in discussions of job performance, career interests, company expectations, goals and procedures.
- B. To establish specific work goals with priorities and plans for accomplishing them.
- C. To let employees know how they are meeting their responsibilities and goals and coach them on how they can improve their performance.
- D. To assist management in planning personnel moves and placements that will utilize each employee's capabilities.

*\*(This is also CAPS Module 16, used with permission.)*

- E. To assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustment, promotions, disciplinary action, and training needs.

Job success depends a great deal on how your supervisor rates your performance on the job. At most companies, employees are reviewed every six months or once a year. As a co-op student you will be rated monthly or as designated by the individual program. During these reviews, employees are rated on their work and social skills as well as their attitudes towards work.

Check sheets are often used by companies to rate employee performance. Employees are rated on job factors such as attendance, accuracy or work, ability to work with others, ability to think problems through, and willingness to accept responsibility. The supervisor evaluates an employee's performance according to a rating scale such as excellent, good, fair, or poor.

The purpose of performance ratings is to help supervisors identify the weaknesses and strengths of their employees. After a performance rating, a supervisor may decide that an employee's skills would be better utilized for a different job. Therefore, the supervisor may promote the employee to another position or transfer him or her to another department. For example, after a performance rating, a supervisor may decide to promote a receptionist who has expertise working with the public to the customer service department.

As a result of the performance ratings, employees also become aware of their strengths and weaknesses. Most supervisors show workers their evaluations or review with them their past performance and future with the company. This gives employees a chance to learn how they can improve their work and become more productive employees. By improving their job performance, they will have an opportunity to receive salary increases and be considered for promotions. (J. J. Littrell, (n.d.) From School to Work, pp. 263-265.)

### Guides for Performance Evaluations

During a performance evaluation, an employer and an employee will use the following tasks as a basis for evaluating:

1. Establish Performance Objectives -- The performance objectives include both the finished work to be produced and the skills the youth is expected to acquire during a specific period. The factors are:
  - a. Period for accomplishment
  - b. Quality of work
  - c. Quantity of work
  - d. Work competencies

- e. Work behavior
  - f. Standards for measuring accomplishment
2. Define Performance Standards -- Performance standards may be very specific (number of boxes packed) or quite general (pleasant attitude toward customers). Set standards which progress to adult standards and which are achievable. These include:
    - a. Work and safety rules
    - b. Competencies (nature and level)
    - c. Work product (quality and quantity)
    - d. Completing work on schedule
    - e. Relationships with others
    - f. Flexibility
    - g. Adapt to change
  3. Obtain Worker Agreement on Standards -- It is important that the employee accepts the standards as fair and reasonable from the beginning. This will help improve learning and performance. To gain acceptance:
    - a. Discuss performance objectives
    - b. Describe current employer standards
    - c. Present standards for next period
    - d. Encourage questions
    - e. Make changes where necessary
    - f. Be consistent
    - g. Review agreed upon standards
  4. Observe Work Performance -- Observing performance and gathering evidence of knowledge, skill, ability, judgment and willingness to do the job.
    - a. Compare performance with the standards set
    - b. Work behavior compliance with work rules and expectations
    - c. Maintain quality and quantity in production
    - d. Develop relationships with others
    - e. Identify performance that is outstanding or unsatisfactory
    - f. Search for possible causes of problems
    - g. Determine how you (the employer) have affected employee's performance
    - h. Consider possible actions to improve performance
  5. Evaluate Performance -- The purpose of the evaluation is to help the worker improve performance and increase learning.
    - a. Meet privately with each employee to discuss performance
    - b. Put employee at ease

- c. State the purpose of the meeting
  - d. Review agreed upon performance objectives and standards
  - e. Describe what you have observed in terms of specific incidents. Be precise.
  - f. Try to focus on improvement, not poor performance
  - g. Listen to employee's views
  - h. Obtain agreement on facts of behavior and performance
  - i. Encourage questions and listen for problems and difficulties
  - j. Summarize areas of agreement and disagreement
6. Plan for Future On This Job -- Evaluation and review should lead to problem-solving and planning for improved performance. The plan should include assignments and training. Planning should be a joint effort.
- a. Review employee's current status
  - b. Establish performance objectives for next period
  - c. Discuss alternate plans to achieve objectives
  - d. Agree on objectives and plan
  - e. Indicate how you will help employee carry out plan
7. Follow Through -- The evaluation process does not end with agreement on the plan. It is a continuing process. To maximize the benefits of the evaluation process:
- a. Observe and provide feedback on very good and poor performance
  - b. Check on progress toward objectives
  - c. Demonstrate interest and willingness to help
  - d. Recognize effort and performance
  - e. Provide guidance

### Self-Evaluation

By completing a self-evaluation in its entirety, the employee provides the basis for an informative discussion of how he or she views individual performance during the past appraisal period. This self-appraisal completed prior to your meeting with your supervisor should objectively reflect how you view your past performance based on the goals and objectives communicated to you during the past appraisal period. The worksheet is designed to be an aid in discussions that lead to increased activity within the company.

The following explanation of terms may be helpful to you when considering information to be put on a self-evaluation.

Key Areas of Responsibility -- Ask yourself the question, "What were my assignments during the past appraisal period?" The answer should include your major responsibilities for the past year as you understand them; e.g., the kind of

work done, the number of people directly supervised, the amount of authority to make decisions, project objectives, goals, special assignments, and so on.

Principal Accomplishments -- Another question to ask is, "What did I accomplish on these assignments?" This answer should address the principal accomplishments that you associate with your key responsibilities. The list should include accomplishments related to major goals and objectives of the past appraisal period.

Importance -- Then ask yourself, "What level of importance do I place on each of these Key Areas of Responsibility?" For the principal Key Areas of Responsibility, distribute a total of 100 points, assigning the most points to the Key Areas you think were the most significant.

How Well Was This Accomplished -- Finally, ask, "How well did I do in completing my assignments during the past appraisal period?" This is your evaluation of your effectiveness in your Key Areas of Responsibility. Consider if the accomplishments came up short, were just met, or exceeded your expectations. Consideration should also be given to early completion, delays, and so on.

**Note:** *Review Co-op Performance Evaluation from your school.  
Review Business and Industry Performance Evaluations.  
Review and complete a self-evaluation with regard to your position of employment.*

**PERFORMANCE APPRAISAL**

NAME: \_\_\_\_\_ REPORTS TO: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ TIME IN PRESENT POSITION: \_\_\_\_\_

TITLE: \_\_\_\_\_ DATE: \_\_\_\_\_

**SECTION I**  
**PERFORMANCE ASSESSMENT**

A. Brief description of job and function:

B. Summary of objectives and accomplishments:

C. Summary of objectives not met:

**SECTION II**  
**PERFORMANCE SUMMARY**

INSTRUCTIONS: Rate each job function as indicated. If indicated "needs improvement," make notes in comments section of specific improvement expected and/or plans to achieve improvements. Cite examples to support ratings.

**NEEDS IMPROVEMENT**   **MEETS STANDARDS**  
**OUTSTANDING**

1. SAFETY (use of personal protective equipment, housekeeping, safety record, etc.)

\_\_\_\_\_

Comments: \_\_\_\_\_

2. RELATIONSHIPS (team worker, helps others, leadership, attitude, cooperation)

\_\_\_\_\_

Comments: \_\_\_\_\_

3. ATTENDANCE (punctuality, availability, attendance record)

\_\_\_\_\_

Comments: \_\_\_\_\_

4. MOTIVATION (self-motivated, takes initiative, handles work load, time usage)

\_\_\_\_\_

Comments: \_\_\_\_\_

5. JOB SKILLS (improving, assuming responsibility, knowledgeable)

\_\_\_\_\_

Comments: \_\_\_\_\_

6. OVERALL PERFORMANCE

\_\_\_\_\_

Comments: \_\_\_\_\_

**SECTION III**  
**DISCUSSION AND FUTURE DIRECTION**

A. List and discuss strengths:

B. List and discuss areas needing improvement:

C. Action plan for improvement:

D. Training plans:

E. List suggestions to improve Company efficiency, working conditions, other ideas:

F. Individual career goals for short term and long term:

Manager's/Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Next Performance Appraisal to be: (date) \_\_\_\_\_

Employee Comments:

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**"EMPLOYEE OF THE MONTH" RATINGS**  
(Sample)

A. Candidate Name: \_\_\_\_\_ Department: \_\_\_\_\_

Candidate is being chosen for the month of: \_\_\_\_\_

B. Rate the above candidate in the following six categories: (on a scale of 1 to 10)

- 1. Performance            1   2   3   4   5   6   7   8   9   10
- 2. Productivity           1   2   3   4   5   6   7   8   9   10
- 3. Cooperation           1   2   3   4   5   6   7   8   9   10
- 4. Safety                   1   2   3   4   5   6   7   8   9   10
- 5. Housekeeping         1   2   3   4   5   6   7   8   9   10
- 6. Dependability         1   2   3   4   5   6   7   8   9   10

C. How has the candidate demonstrated above-average work in the last 30 days?  
Explain:

D. How has the candidate saved (OUR COMPANY) a substantial amount of money or time?  
Explain:

E. Has the candidate submitted a constructive suggestion to save (OUR COMPANY) time or money?  
Explain:

F. Has the candidate positively promoted (OUR COMPANY'S) ideals and goals?  
Explain:

G. Other: Explain:

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

Note: The same individual cannot be the "Employee of the Month" two months in a row.

CO-OP RATING SHEET \*

Due Date \_\_\_\_\_ Month \_\_\_\_\_  
 Student \_\_\_\_\_ Type of Work \_\_\_\_\_  
 Employer \_\_\_\_\_ Rated By \_\_\_\_\_  
 Course \_\_\_\_\_ Instructor \_\_\_\_\_

To be filled out by the immediate supervisor or department head as assigned. On the basis of your personal contact with this employee, your opinion of the employee's job performance is requested. Please evaluate by checking the square that best describes the employees' performance.

	F Unsatisfactory	D	C Satisfactory	B	A Excellent
<b>JOB KNOWLEDGE</b> ..... <i>Consider the employee's fundamental understanding of basic techniques and procedures relating to position.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Does not have enough understanding to handle present work properly.</i>		<i>Adequately informed on all aspects of job.</i>		<i>Well informed in this and has good knowledge of related jobs.</i>
<b>WORK OUTPUT</b> ..... <i>Consider the volume of work consistently done in relation to the volume required for fully proficient performance of the job.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Work output consistently falls below the daily requirements of job.</i>		<i>Work output is consistently good.</i>		<i>Work output is generally above the standard requirements of job.</i>
<b>QUALITY OF WORK</b> ..... <i>Disregard volume. Consider accuracy, thoroughness, and related characteristics of work.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Careless. Time required for revisions noted to be excessive.</i>		<i>Does a good job. Seldom has errors. Checks quality frequently.</i>		<i>All work performed is accurate and thorough. Catches errors in the work of others, &amp; good knowledge of related jobs.</i>
<b>JUDGEMENT</b> ..... <i>Consider the ability to think through a problem, select pertinent factors and arrive at a sound decision.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Jumps to conclusions. Judgement is not dependable.</i>		<i>Judgement is usually dependable.</i>		<i>Sound judgement. Decisions always based on thorough analysis.</i>
<b>RELIABILITY</b> ..... <i>Consider the ability to think assumed by employee for their own action.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Can rarely be counted on to carry out work as directed.</i>		<i>Generally can be relied upon.</i>		<i>Never any doubt about carrying out duties with minimum supervision.</i>
<b>COOPERATIVE</b> ..... <i>Consider employee's attitude toward work, associates, company, and its effect on others.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Shows reluctance to cooperate. Antagonistic.</i>		<i>Gets along well with associates. Meets others halfway.</i>		<i>Good team worker. Always helpful. Goes out of way to cooperate.</i>

Please write additional comments on the back.

\*(from Bethlehem Area Vocational-Technical School)

**COOPERATIVE EDUCATION PROGRAM  
STUDENT GRADE REPORT \***

Date \_\_\_\_\_ Employer/Training Agency \_\_\_\_\_

Student's Name \_\_\_\_\_ Training Supervisor \_\_\_\_\_

Observation Criteria	Unsatisfactory	Below Average	Average	Very Good	Superior	Performance Points**
	0	1	2	3	4	
1. Personal Appearance						
2. Initiative						
3. Attendance & Punctuality						
4. Dependability & Organization						
5. Interpersonal Relationships						
6. Job Knowledge						
7. Sense of Responsibility						
8. Attitude & Cooperation						
9. Quality of Work						
10. Quantity of Work						

0 = F
1 = D
2 = C
3 = B
4 = A

TOTAL POINTS: \_\_\_\_\_

**\*\* PLEASE NOTE:** Less than average performance (20 points/2.0) will require a conference with the student, parent, coordinator and instructor.

COMMENTS:

Training Supervisor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

\*(from Bucks County Technical High School)

**COOPERATIVE EDUCATION PROGRAM  
TIME REPORT \***

Student's Name \_\_\_\_\_ Student Co-op # \_\_\_\_\_

Employer \_\_\_\_\_ Today's Date \_\_\_\_\_

Student's Supervisor \_\_\_\_\_ Current Hourly Wage \$ \_\_\_\_\_

Student's Job Title \_\_\_\_\_ Employer's Designee Signature \_\_\_\_\_

**FIRST SESSION WEEK**

Day	Date	Time Started	Time Finished	Daily Total Hours
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

**WEEKLY TOTALS:**

Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

**SECOND SESSION WEEK**

Day	Date	Time Started	Time Finished	Daily Total Hours
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

**WEEKLY TOTALS:**

Total Hours	Gross Wages (Before deductions)	Soc. Sec. Tax	Fed. Inc. Tax	PA Inc. Tax	Other	Net Take-Home Pay

\*(from Bucks County Technical High School)

## SELF-APPRAISAL WORKSHEET

Key Areas of Responsibility	Principal Accomplishments	Weight*	How Well Was This Accomplished?

\* Distribute 100 points among your Key Areas of Responsibility to indicate their relative importance.

**Answer the following questions:**

1. What criteria did you use in distributing those points?
2. With whom do you suggest your supervisor talk in order to gain a balanced picture of your performance?

## Summary

Reasons for having a formal evaluation program are:

1. It provides a regular period for reviewing work-related behavior. Discussion of past deficiencies can lead to corrections and improved performance; discussions of areas in which employees showed proficiency can reinforce these areas and help motivate them. Good counseling and coaching can give the employees recognition for past work and help them focus on future improvements.
2. A formal evaluation program provides helpful data for promotion decisions. It makes the evaluation process more objective and makes it easier to compare one employee with another.
3. The performance appraisal is also the basis of salary or wage adjustments, bonuses and other financial rewards. However, many companies have found that by discussing salary at the time of the review, it takes away the emphasis from improving performance and goal setting, which is the major reason for the appraisal.

To overcome this, they separate the discussion of performance and goals from that of salary. The first meeting concentrates on discussing the past year's activities and on what the employee can do to be more effective next year. A second meeting is held and improvements in performance since the earlier meeting are taken into consideration in determining the raises or bonuses. (Dale Carnegie & Associates, Inc., Managing Through People, pp. 241-242.)

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**MODULE 6D: STUDENT ACTIVITIES**

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*TO THE STUDENT: After reading and studying the information sheet, answer the following questions.*

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1. Define the driving force of a performance evaluation.
2. Define the purpose of a self-evaluation.
3. Describe why good communication is a necessary function of a performance evaluation.
4. List five items on which employees are evaluated and explain in your own words why they are important.
5. Write a descriptive essay describing two of your strengths and two of your weaknesses that your supervisor might identify.
6. Describe the benefits you see in completing a self-evaluation prior to a performance evaluation with your supervisor.
7. Considering your answers to questions 5, 6, and 7, would you like your salary adjustments to occur at the time of your performance evaluation?

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**MODULE 6D: STANDARDS ADDRESSED IN THIS MODULE**

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**Pennsylvania’s Academic Standards for Career Education and Work****13.3.11. Career Retention and Advancement**

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

**Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

**1.4.11. Types of Writing**

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
  - Include convincing, elaborated and properly cited evidence.
  - Develop reader interest.
  - Anticipate and counter reader concerns and arguments.
  - Include a variety of methods to advance the argument or position.

**1.5.11. Quality of Writing**

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
  - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
  - Use capital letters correctly.
  - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).



Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Identify sources of employer information regarding company policies and procedures.\*

### Objectives:

- A. Organize employee information in a useful format.
- B. List responsibilities of employee.
- C. Define company policy regarding employee activity on the job.

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### MODULE 6E: INFORMATION SHEET

*TO THE STUDENT:* Fill out this module by reading each section carefully and answering the questions.

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#### Directions to fill out this module

Few employers have an employee manual to give new employees. As a result, many young workers have lost their jobs because they did not know what was expected of them by their employers.

The purpose of this module is to assist you in organizing information about your training station and in analyzing the various duties and responsibilities of your job. While the outline in the manual is arranged to fit most training station situations, it will not meet some; therefore, please list on the last page experiences not specifically addressed by this manual. Do not make entries unless you are sure the information is correct.

Consult your teacher, coordinator, or employer before making entries--be certain that you understand every statement made.

While filling out the forms, you will probably find that the information asked for is self-explanatory. Above all, work carefully and do your work neatly. This is a part of a permanent record that will be kept on you and each Cooperative Education student.

*\*(This is also CAPS Module 17, used with permission.)*

**BASIC FACTS ABOUT MY TRAINING STATION**

Name of Training Station \_\_\_\_\_

Correct Address \_\_\_\_\_

\_\_\_\_\_ Phone No. \_\_\_\_\_

Owner's or Manager's Name \_\_\_\_\_

Immediate Supervisor's Name \_\_\_\_\_

Name of My Department \_\_\_\_\_

The following people work in my department:

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Training Station Hours:            Opening Time \_\_\_\_\_

   Closing Time \_\_\_\_\_

My working hours at the Training Station are:  
(Leave space to enter any changes)

Goods and services for the public offered by my training station include:

My initial training introduction was conducted in the following manner (what you did the first few days on the job):

**RULES AND REGULATIONS OF MY TRAINING STATION**

*Write a complete statement of your training station rules covering the following:*

Signing in (reporting to work)

Checking out (leaving job site at end of work day):

Leaving the job site (or store for short periods during working hours):

Lunch hour:

Dress regulations (include suit, tie, jewelry, shoes, etc.):

I should leave my coat (where):

I should leave my valuables (purse, keys, etc.):

Procedure in case of tardiness:

Procedure in case of absence:

Rules and regulations for making and receiving personal calls:

**RULES AND REGULATIONS (continued)**

Safety regulations are:

Pay (how and when I receive wages):

Lost and found (where - how):

Accidents (how to handle self):

What to do in case I detect theft (or suspect someone):

My training station's bulletin board is located (items I may expect to find on bulletin board):

Items I feel should be included on bulletin board:

Special functions for employees (for example, during an emergency, during a visit by dignitaries, etc.):

On the back of this paper, describe in detail other special facilities provided for training station employees (rest rooms, vacation periods, sick benefits, insurance, other):

**CONDUCT:**

How should fellow employees be addressed (by first name, last name, nickname, use prefix Mr., Mrs., or Ms.)? Be specific.

What is the school’s policy concerning tobacco use on the job?

Is eating candy or fruits permitted on the job?

Are visitations by friends allowed during working hours? Is there an appropriate time to receive calls or use a cell phone? If yes, explain.

---

**A LIST OF MY DUTIES AT MY TRAINING STATION**

Make a complete list of the things you do in connection with your job.

*NOTE: You will not be able to complete this list at any one time since your duties will increase as you assume additional responsibilities. Carefully analyze your job to see that nothing is omitted. (A student who worked in a variety store listed 57 duties).*

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Other items not addressed previously:

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**MODULE 6E: STANDARDS ADDRESSED IN THIS MODULE**

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**Pennsylvania’s Academic Standards for Career Education and Work****13.2.11. Career Acquisition (Getting a Job)**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
  - Communication
  - Dependability
  - Health/safety
  - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
  - Personal initiative
  - Scheduling/time management
  - Team building
  - Technical literacy
  - Technology

**Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.6.11 Speaking and Listening**

- A. Listen to others.
- Ask clarifying questions.
  - Synthesize information, ideas and opinions to determine relevancy.
  - Take notes.

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

## Identify proper procedures for job termination.\*

### Objectives:

- A. Describe the five financial obligations you might have that will require a regular paycheck.
- B. Explain the correct amount of time notice that should be given when leaving a job.
- C. Explain four reasons for giving notice when leaving a job.

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### MODULE 6F: INFORMATION SHEET

*TO THE STUDENT: Read and study the following information and then complete the student activities at the end of this module.*

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#### **Closing the door without an open door in sight**

*"I don't even like this job and I never did. In fact, I've wanted to tell you for a long time that you're an ignorant %#@ JERK! You know what you can do with this job..." With that, Bill stormed out of the supervisor's office, got in his car, peeled out and drove off with a final gesture. He felt great. Finally he had made up for everything he resented about the job week after week.*

Bill sure did get the last say... or did he? Bill felt like he had won the battle but in the long run might end up the loser. Why?

Does Bill have another option lined up to supply a weekly paycheck? There are a few things to consider like food, gas, rent, bills... in other words--survival.

When you have been working full time, the rule is to never terminate employment until you have an alternate lined up. Impulse must be controlled and you must not be short-sighted or you will be a big time loser. It's bad enough to put yourself in the predicament, and when you have the additional responsibilities of a family, it is even worse. A husband, wife, and/or children are depending on you to provide for them. It is your responsibility.

*\*(This is also CAPS Module 18, used with permission.)*

The best rule of thumb for anyone is to NOT TERMINATE ONE JOB BEFORE YOU HAVE ANOTHER! In this day and age, it is not realistic to think that you can easily step into another opportunity.

One more thought--although not everyone would quit in the same manner that Bill did (though many are tempted), no matter how you resign, the vast majority of employers look at references, and studies have shown that employers are not as likely to give decent references if you resign with no warning or excuse of other employment.

As the old saying goes, "Don't count your chickens before they're hatched."

## Goals

*"I really hate to see you leave our company, Sam," said Mr. Smith. "You've been here three years and have done an outstanding job. Your new company is really lucky to get you."*

*"Hey, thank, Mr. Smith. I really have enjoyed working for you. The only real reason I'm leaving is because my new job will help me reach my goal of being a union carpenter."*

A+ for Sam. One of the best reasons for terminating a job is because you have found a better one. This is something that every employer must accept and respect and can't give you a problem or a future bad reference for. The new job can be better because of pay, working conditions, hours, benefits, location, opportunity for advancement, on-site additional training or education, etc. No one can dispute the fact that everyone wants to better him or herself--that's human nature. An employer will respect and admire you when an honest reason is given for job termination. You never can tell when you might need a reference or even another job at your previous place so another old saying... "don't burn your bridges."

## The Nitty Gritty - How to properly terminate employment

*"Meghan, where are you?" Stacey yelled as she flopped down on the couch in their efficiency apartment. "I have the greatest news--I got the job at Hair Aware!" She was thrilled. After two years of working in the Salon at the Golden Age Retirement Home, she had been actively seeking a job that would give her a chance to use her creative talent more, and the variety at the trendy hair salon at the new mall was going to be great!*

*Meghan came in the room and excitedly exclaimed, "ALL RIGHT!" She knew her roommate had been counting on this job. "Let's go out tonight and celebrate, or do you have to be there early tomorrow?"*



*"Just let me change," said Stacey. "And no, I don't have to be at the Golden Age until ten as usual. "I can't start at Hair Aware for two weeks; I just gave my notice today."*

*"Are you crazy? Two weeks?!? There won't be a job in two weeks. Someone else will get it. Forget the old folks and move on and get real!"*

Meghan is wrong! The responsible, proper, and correct thing to do is always give your employer as much termination notice as possible. Two weeks should be the minimum notice if you are paid by the hour, and a month's notice is acceptable if you receive a salary. (Salaried jobs are normally jobs that carry more responsibility such as supervisor, manager, or foreman, or a salaried job may have involved signing a work contract in the first place that states terms of leaving.)

There are simple steps to follow when terminating your employment. A notice must be given and you have two choices--verbal or written.

A verbal notice is usually the method used for employees who are paid an hourly wage. Ask if you may talk to your supervisor or boss for a few minutes when he or she is available. Make eye contact and state simply and clearly your intentions. And don't just blurt out, "I'm quitting!" Much more appreciated and to your benefit is to say something like, "Mr. Stapinsky, I've come to tell you that I will be leaving my job in two weeks. I have accepted a new job somewhere else." It certainly does not hurt to sugar coat a little by starting out with, "I've really enjoyed working for you but..."

A written notice is usually the mode for salaried employees or employees that carry greater responsibilities. This is a simple letter to your supervisor that states just about what your verbal notice would. Again, it does not hurt to thank your employer for the position that you have held. You have nothing to lose by adding the kind comments, but you have everything to gain.

Whether you give verbal or written notice, you should be sure to mention when you are planning to leave (the two weeks or month). Again, this amount of notice is an expected and accepted part of the work world and there are very few cases when present or future employer would demand that you differ from the norm.

There are a number of reasons for giving job termination notice. One of the most important is for good reference and reputation that will help you as you further your career plans. Generally, the more important and more highly paid the job is, the more a potential employer examines references from past jobs. Quitting without notice is a bad move--it is a negative and will make future prospective employers think you are unreliable and untrustworthy and irresponsible.

"If he'd quit and leave the same day, suppose he'd be in the middle of an important task or assignment and just decide to leave? If this guy shows no more courtesy than that, do we really want him dealing with our customers? He sure left that company in a bind--why wouldn't he do the same to us?" These questions will come to the mind of future employers. In actuality, quitting without proper notice could (and does every day) keep people from being hired somewhere else.

Another reason for terminating your employment the right way is that it's just common courtesy and good manners. A new employer will expect you to give notice. They will hold your new job. The courtesy you extend by giving notice gives your company time to find a new employee to replace you. It also gives them time to have you (the expert) help train the new employee.

Quitting a job the right way is the only way. This will pay you back in the long run. Remember, terminating one job is a major and important part of starting another.

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**MODULE 6F: STUDENT ACTIVITIES**

*TO THE STUDENT: Read and answer the following questions.*

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1. Don't quit a job unless you have \_\_\_\_\_.
2. \_\_\_\_\_ is one of the most important things you can do when planning your work career.
3. Whether you are out on your own or start a family, what are at least five financial obligations you have that will require a regular paycheck?
  - a.
  - b.
  - c.
  - d.
  - e.
4. Terminating Employment the Right Way: After each job situation--give the correct amount of time notice that should be given when quitting.
  - a. Joshua has been pumping gas and doing minor car repairs at the local Sunoco station for over a year. He has just received word that his dream job--mechanic at the Ford Dealership is his. He should give \_\_\_\_\_ notice.
  - b. Dan is head auto body supervisor at the Chevrolet Dealership in Perkasio, Pennsylvania. He wants to be closer to the city and has gotten a job at a Philadelphia Body Shop. He should give \_\_\_\_\_ notice.
  - c. After 10 months at McDonald's, Erin applied and got a job as a pastry chef at a great restaurant. She should give \_\_\_\_\_ notice.
  - d. Peter has supervised the garden department at K-Mart for 15 months. His father has offered to set him up in his own floral design business. He should give \_\_\_\_\_ notice.

5. List four reasons for giving notice when you are leaving a job.

- a.
- b.
- c.
- d.

6. Larry has worked for two years as a part-time carpenter's assistant for Peter Townsend--a local carpenter. A new townhouse development is going up that will take several years. The pay is great and the hours are full time. Larry is going to give his verbal notice. Write the script for him.

"Peter, may I talk to you a minute?"....

7. Andrea, after four years of working her way up from cashier to manager of Sporting Goods at Sears has decided to move on. Gold Medal Sporting Goods has offered her a job doing all its displays and she is ecstatic. On the back of this page, write Andrea's letter of notification to her boss, Judy Paige at Sears.

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**MODULE 6F: STANDARDS ADDRESSED IN THIS MODULE**

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**Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)****1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

**1.4.11. Types of Writing**

- C. Write persuasive pieces.
- Include a clearly stated position or opinion.
  - Include convincing, elaborated and properly cited evidence.
  - Develop reader interest.
  - Anticipate and counter reader concerns and arguments.
  - Include a variety of methods to advance the argument or position.

**1.5.11. Quality of Writing**

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  - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
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  - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
  - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).