

# 11 Evaluate Your Work Skills

## TRANSITION OBJECTIVE

Students will evaluate work maturity skills and set goals to build a strong reputation as a good worker.

## RELEVANCE TO SUCCESSFUL TRANSITION

As a new employee, it is important to do well. It is also important to build a positive reputation as a good worker. Being dependable, friendly and having a positive attitude will help to establish your reputation as a good employee.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

My good reputation will be . . .

### ❑ STEP 2: Convene Roundtable

"A good reputation is important because\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will evaluate your work skills and set goals in areas that need improvement."

### ❑ STEP 4: Activity - 35 Minutes

Have all students complete the checksheet, **Evaluate Your Reputation**. You may want to use a screen image of the checksheet and read it aloud to students who need additional help. After students have answered all of the questions, have them add the points in each section and then total all of the sections together. Explain the scoring information at the end of the checksheet. Tell students that if they have a score below 59, it is a signal that they need experience and effort to build a positive reputation and become a valued employee. If they have a score above 59, there is still room for growth; however, they already have an excellent foundation for becoming a successful employee.

Have students look at their section scores and star any that fall below five. Tell students that this is an area on which they could work.

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### Evaluate Your Reputation

	most of the time	some of the time	never
<b>1. Are you dependable?</b>	2	1	0
a. Do you work well without supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you help out at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you arrive at school on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you finish assignments on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>2. Is your appearance acceptable?</b>	2	1	0
a. Do you bathe or shower every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is your hair clean and neat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you brush your teeth every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are your clothes neat and clean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>3. Are you eager to learn?</b>	2	1	0
a. Do you like to learn new things at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you make up work when you are absent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you want to learn a new sport or hobby?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you want to learn a new job skill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>4. Are you honest?</b>	2	1	0
a. Do you do what you say you will do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are you honest with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you return things that are not yours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you do what is right?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>5. Do you take initiative?</b>	2	1	0
a. Do you do chores without being told?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you do extra work at school or home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you come up with ideas for things to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you finish school work before it is due?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			

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### Evaluate Your Reputation

	most of the time	some of the time	never
<b>6. Do you cooperate with others?</b>	2	1	0
a. Do you get along with your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you help others when you can?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you get along with others at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is it easy to work with others on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>7. Can you accept criticism?</b>	2	1	0
a. Do you stay calm with your parents when they tell you to change clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you learn from people who criticize you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you stay calm when someone tells you what you did wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you accept criticism from your teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>8. Are you loyal?</b>	2	1	0
a. Can you keep a secret for a friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you help out a friend in trouble?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you say good things about your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Do you say good things about your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>9. Are you positive and enthusiastic?</b>	2	1	0
a. When something good happens to a friend, are you happy for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are you excited to go to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you feel good about your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When you talk to your friends, are you usually upbeat and positive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			
<b>10. Do you show respect to others?</b>	2	1	0
a. Do you stop and listen when someone is talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you politely greet everyone you meet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Do you have polite conversations with adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are you nice when your parents give you a chore?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section Total</b>			

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### ❑ STEP 5: Activity - 15 Minutes

Students complete the third page of the checksheet, outlining three ways they want to work on each section that had a score below five. They may share this with a partner.

### ❑ STEP 6: Evaluate Outcomes

One goal I set to improve my work skills is "\_\_\_\_\_."

### ❑ STEP 7: Connecting Activity

Students talk with an adult about how to build a positive reputation on the job, sharing suggestions with the class.

Have students create a bar graph (by hand or on the computer) to display their results for each section of the checksheet "Evaluate Your Reputation." To further extend, have students create a new graph to show overall results for the whole class.



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LESSON 11

### Scoring & Goal Setting

Add all section totals for a final score: \_\_\_\_\_

**If your score for all areas is:**  
 40-50: you have qualities you need to build a good reputation on the job.  
 40-59: you need improvement in some areas.  
 Below 40: you need to improve in several areas to be a good employee.

**If your section total is:**  
 7-8: you do not need to improve in this area.  
 5-6: you need to improve in this area.  
 Below 5: you need much improvement in this area.

To build a positive reputation on the job, write the steps you will take to improve areas with scores of 5 or below. For example:

Area to improve: I need to improve my initiative.  
 Steps to take: I will do my homework before it is due.  
 I will do my chores without being told.  
 I will set up things to do with friends.

1. Area to improve: \_\_\_\_\_  
 Steps to take: 1. \_\_\_\_\_  
                           2. \_\_\_\_\_  
                           3. \_\_\_\_\_
2. Area to improve: \_\_\_\_\_  
 Steps to take: 1. \_\_\_\_\_  
                           2. \_\_\_\_\_  
                           3. \_\_\_\_\_
3. Area to improve: \_\_\_\_\_  
 Steps to take: 1. \_\_\_\_\_  
                           2. \_\_\_\_\_  
                           3. \_\_\_\_\_

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## KEY WORDS

**reputation**

**integrity**

**honesty**

**reliable**

### MATERIALS AND PREPARATION

- Student Handouts: **Evaluate Your Reputation**, pages 161-162; **Scoring & Goal Setting**, page 163.
- Prepare to have students complete the checksheet.
- Prepare to have students write goals and steps.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math
- Thinking Skills: Decision Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Self-Management, Integrity/Honesty