

12 Know Valuable Job Skills

TRANSITION OBJECTIVE

Students will identify the qualities an employee must have to advance in their job.

RELEVANCE TO SUCCESSFUL TRANSITION

To become a valuable employee, you must be willing to work consistently, get the work finished on time, be thorough and do a quality job.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

As a valuable worker I will . . .

❑ STEP 2: Convene Roundtable

"When people appreciate my work I feel _____."

❑ STEP 3: Advance Organizer

"Today you will do a skit and make a poster about how to do a good job and get a raise."

❑ STEP 4: Activity - 20 Minutes

Explain that employees who are valuable to the workplace are most likely to get ahead. Sometimes they are not the fastest, but their dependability and willingness to work hard helps them rise to the top. Emphasize that students who show self-determination and take responsibility will get ahead the fastest.

Ask for four volunteers to act out the skit **Who Gets a Raise?** After students present the skit, have the class answer the questions at the end either individually or in small groups. Have a class discussion to compare the answers.

164



CAREER MANAGEMENT: Unit 3 LESSON 12

Who Gets a Raise?

Characters: Mrs. Horton, Tina's supervisor
Tina, employee of Star Bookkeeping
Robert, employee of Star Bookkeeping
Narrator

Narrator: Tina was the fastest data entry person at Star Bookkeeping. In addition, her work was always completed right. Mrs. Horton had given her good reviews and told her that the company was happy to have her as an employee. Mrs. Horton had asked Tina to meet with her on Tuesday at 9:00 a.m. Tina stopped to talk to Robert before the met with Mrs. Horton. Robert also had an appointment with Mrs. Horton for his six-month review at 9:30 a.m.

Tina: Hi Robert, how are you today?

Robert: I'm great, Tina. You sure look happy today.

Tina: I have a meeting with Mrs. Horton this morning. I'm sure that she is going to give me my six-month raise today.

Robert: I'm meeting with her, too. I'm not so sure about my raise, but I know you'll get yours. You are the fastest data entry person in the department. When I met with Mrs. Horton last month, she told me that I still needed to work on my speed and accuracy.

Tina: Robert, I'm sure you will get your raise. You have been staying late every night for the last four weeks. And you are always doing extra work during your breaks. I don't know how you constantly work so hard.

Robert: I have a long way to go to catch up with your speed and accuracy, Tina. That's why I'm putting in so much extra time.

Tina: Oops! It's 9:05, I better run or I'll be late for my appointment.

Narrator: Tina knocked on Mrs. Horton's office door at 9:06.

Mrs. Horton: Tina, thank you for meeting with me. I wanted to tell you again that you are still the fastest and most accurate data entry clerk we have here at Star Bookkeeping. We are glad to have someone who is so good at data entry.

Tina: Thank you, Mrs. Horton, I like my job and this company.

Mrs. Horton: You are at the six-month point and it is time for a six-month raise. I am sorry to say that I can't offer it to you at this time, Tina. In fact, I am afraid that I have to give you a warning because you have not been dependable.

Tina: But Mrs. Horton, I'm the fastest and most accurate person in the department. I thought you were happy with my work.

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164

165



CAREER MANAGEMENT: Unit 3 LESSON 12

Who Gets a Raise ?

Mrs. Horton: That's right, Tina. If you were more dependable, you would not only get a raise right now, but we would also consider having you start in the company training program, which would enable you to receive a promotion to senior data entry clerk in six months.

Tina: Mrs. Horton, I feel that I have been dependable. I do more work for the company than anyone in my department.

Mrs. Horton: That's right, Tina, and, as I've told you before, we appreciate your work. But, you have been late after your lunch break three times in the last three weeks. More importantly, you've not been at your work station when I needed to give you special work four times in the last two weeks. If this continues, I will have to give you a second warning. This could lead to you losing your job.

Tina: I always get my work done.

Mrs. Horton: Tina, yesterday I had a very important job that needed to be finished by 3:00 p.m. You were not at your work station and I could not find you, so I gave the job to Robert.

Tina: I wasn't at my desk because I had finished all my work and there was nothing to do. Robert isn't as fast as I am. He might not be able to get the job done on time.

Mrs. Horton: Robert was there and willing to do the work. I didn't know when you would be back. Last week I wanted you to train a new employee, but I could not find you, so I gave the job to someone else.

Tina: Mrs. Horton, I'm really sorry. What can I do to improve my work?

Mrs. Horton: First, you need to stay at your work station. The jobs I have had for you to do are the kind that could lead to a raise. I'm sorry you missed out on them. But you have to understand that the company could lose money if you do not get the work done on time. I need someone I can depend on.

Narrator: Tina was really upset. She had expected a raise and instead, she received a warning. At 1:28 a.m. Robert was waiting at Mrs. Horton's office door for his 9:30 meeting. Mrs. Horton smiled warmly as she welcomed Robert.

Mrs. Horton: Thank you for coming promptly, Robert. I would like to go over your six-month evaluation with you.

Robert: Thank you, Mrs. Horton, I am very happy here at Star Bookkeeping.

Mrs. Horton: As you know, last month we met and talked about your need to increase your typing speed and accuracy. It's obvious that you have been working hard to become faster at your job.

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165

❑ STEP 5: Activity - 25 Minutes

List on the board qualities that show a person is a valuable employee. After making the list, have students work in groups of three to design a poster that illustrates characteristics of a valuable employee. Students may use magazines for a collage or draw their images. After the posters are completed, have them explain their poster in a very short presentation.

❑ STEP 6: Evaluate Outcomes

Name two ways to become a valuable employee.

❑ STEP 7: Connecting Activity

Watch three TV sitcom programs that show characters at work and evaluate the work performance of one character on each show.

Have students calculate potential salary raises. Start with minimum wage (e.g., \$10.00 per hour in California) for 40 hours per week

and calculate a \$0.75 an hour raise. Extend by giving students other dollar amounts and calculate for week, month, year.

166



CAREER MANAGEMENT: Unit 3
LESSON 12

Who Gets a Raise?

Page 3

Robert: I really want to improve and move up in the company.

Mrs. Horton: Here at Star, we notice employees who put extra effort into their work. Especially those who come to ask if there is anything they can do when they are finished with their work. It shows us that the job is important to that person. Dependability is one of the most important things we look for in an employee. These are the things we appreciate in your work.

Robert: Thank you, Mrs. Horton.

Mrs. Horton: Robert, I am happy to say that you will receive your six-month raise. You deserve it and we are happy to give it to you.

Robert: What should I work on to improve my skills?

Mrs. Horton: Robert, if you continue to increase your speed, you may be eligible for the employee training program. You could then train to be a senior data entry clerk.

Robert: Thank you, Mrs. Horton, I will look forward to the training program.

Narrator: Mrs. Horton evaluated two employees with different skills and both were surprised with the results. Because Tina is so fast, she thought she would automatically get a raise. However, Robert felt he needed improvement and was surprised to get a raise.

Answer the following questions:

1. Why did Tina expect a raise?
2. Why was Tina so surprised that she was getting a warning instead of a raise?
3. What did Robert do to earn a raise?
4. What did Mrs. Horton base her decision on when giving raises?
5. If you were in Tina's place, what would you do next?
6. If you were in Robert's place, what would you do next?
7. What did Tina and Robert talk about after they finished their meeting with Mrs. Horton?

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166

KEY WORDS

dependable

accurate

organized
flexible

responsible

adaptable

MATERIALS AND PREPARATION

- Student Handouts: **Who Gets a Raise?**, pages 164-166.
- Prepare for the skit activity.
- Have materials ready for poster activity, including markers, large paper, magazines and glue.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Math
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Management, Sociability