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CD-ROM of
reproducible
forms!**



Choosing Employment Goals

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ChoiceMaker
Self-Determination
Curriculum

- **Choosing Goals**
- **Expressing Goals**
- **Taking Action**

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Work, Social, and Personal Skills Student Worksheet and Supervisor Evaluation

Purpose

To provide students with an evaluation of their work, social, and personal skills and to teach students to evaluate their job-related skills.

General Information

A worksheet is provided that students can use after gaining some experience in a job. With the worksheet they can evaluate their work, social, and personal skills at the job and compare their evaluations to their supervisors'. The worksheet is designed to be completed at different times. Students evaluate themselves and then ask their supervisors to evaluate them. They compare the evaluations to see how well they match.

Recommended Use

Ask students to complete the Work, Social, and Personal Skills Student Worksheet and have their supervisors complete the Work, Social, and Personal Skills Supervisor Evaluation about once a week for the first few weeks of a new job.

Lesson 11

Strand

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

Community and school

Estimated Time

50 Minutes

Materials Needed

- Work, Social, and Personal Skills Student Worksheet transparency (make before class)/handout (one for each student) Note: This is a two-page transparency/ handout
- Work, Social, and Personal Skills Supervisor Evaluation transparency (make before class)/handout (one for each student)
- Overhead projector
- Transparency markers
- Calculators

Lesson Overview

- In the community, students work several hours a week at jobs.
- In class, students evaluate their work, social, and personal skills on the job and compare their evaluations to their supervisors’.

Lesson Summary

- A. Introduction and Overview
- B. Discuss Work, Social, and Personal Skills
- C. Teach “How I Did” Column
- D. Teach Work, Social, and Personal Skills Supervisor Evaluation
- E. Teach “Supervisor Thinks” Column
- F. Teach “Comments” Column
- G. Teach “Matches” Column
- H. Teach How to Figure the Percent of “Supervisor’s Positives”
- I. Teach the Scale
- J. Teach How to Figure the Percent of “Matches”
- K. Teach the Scale
- L. Instructions for Future Use



A. Introduction and Overview

- After they have gained work experience, give students the Work, Social, and Personal Skills Student Worksheet.
- Present the following information:
 - Today you will learn how to complete and use the Work, Social, and Personal Skills Student Worksheet.
 - You will use this worksheet to compare how you think you did on a job to how your supervisor thinks you did.
 - You will complete the worksheet once a week.
 - The work, social, and personal skills listed on this worksheet are general skills that are required on most jobs.
- Explain rationale for determining your work, social, and personal skills and comparing your evaluation to your supervisor's.
 - Many people lose jobs because they have problems with the skills listed on the worksheet.
 - This activity will give you a chance to see how you're doing on your job by evaluating yourself and comparing your evaluation to your supervisor's.

The image shows a sample of the 'Work, Social, and Personal Skills Student Worksheet'. It is a grid-based form with columns for 'How I Did', 'Supervisor Thinks', and 'Comments'. The rows are organized into three main sections: 'Work', 'Social', and 'Personal'. Each section contains several specific skills. The 'How I Did' column has options for 'very good', 'needs improvement', and 'OK'. The 'Supervisor Thinks' column has the same options. The 'Comments' column is for notes. To the right of the grid is a 'MARKS' column with 'YES' and 'NO' options. The form includes a title 'Work, Social, and Personal Skills Student Worksheet (continued)', a 'Directions' section, and a 'Supervisor Thinks' section. At the bottom, it says 'File name: L11_R01.pdf' and '© 1997 (second edition) by University of Colorado. All rights reserved. 01/98/lor'.

Lesson
11

B. Discuss Work, Social, and Personal Skills

- Define work, social, and personal skills.
 - Work skills are skills that relate to the tasks you do and how you do them.
 - Social skills are how you interact and get along with other people at the job.
 - Personal skills are things about you: how you dress, how you care for yourself, and your attitude.
- Present list of skills from worksheet.
 - Read each skill.

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- Ask students to give examples of each (e.g., follows company rules, #1, may be wearing safety shoes).
- Explain that the details for each of these skills may vary at different job sites.

EXAMPLE

"talks the right amount," #8

Talking a little to a co-worker while working may be acceptable at a store, but talking may not be acceptable while working a factory assembly line.

C. Teach "How I Did" Column

- There are four parts to complete on this worksheet.
 - The first part you will complete is the column titled "How I Did."
- Ask students to read the directions for the "How I Did" column.
 - In the "How I Did" column, circle 3, 2, or 1— whichever best describes your performance.
- Using the transparency, demonstrate completing this column.
 - For example, the first skill is "follows company rules." I think I work really hard at following company rules, so I will circle "3 (very good)."
 - The next skill is "comes to work on time." Sometimes I am 10 minutes late, so I will circle "1 (needs improvement)."
- Have students complete the "How I Did" column for their skills.

D. Teach Work, Social, and Personal Skills Supervisor Evaluation

- Give students the Work, Social, and Personal Skills Supervisor Evaluation.
- Present the following information:
 - To get information for the second part of the worksheet, you will need to ask your supervisor to complete the Work, Social, and Personal Skills Supervisor Evaluation.
 - The supervisor will evaluate you on the same skills you evaluated in the "How I Did" column.
 - Ask the supervisor to circle 3, 2, or 1— whichever best describes your performance at the job site.

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- If your supervisor is unavailable, find an alternative way to get feedback. For example, you may ask a teacher, job coach, or co-worker who is familiar with your work to complete the evaluation. Or you may contact your supervisor by telephone or mail.
- Stress how important it is for your supervisor to rate your work honestly—as he/she would for any other worker.

E. Teach “Supervisor Thinks” Column

- After the supervisors have returned the evaluations, review the following information with the students:
 - Next you will use your supervisor’s evaluation to complete the “Supervisor Thinks” column of the student worksheet.
 - On your Work, Social, and Personal Skills Student Worksheet, circle the answers that your supervisor marked on his/her worksheet.
 - Let’s say my supervisor circled “3 (very good)” for “follows company rules” on the evaluation. I will circle the same thing on my worksheet.
- Demonstrate, using the worksheet transparency.
- Go over three or four skills the same way.

F. Teach “Comments” Column

- Explain that the next column is for comments.
 - If the supervisor wrote comments on the evaluation, the students are to copy them here.
 - The teacher may use this column for comments, too. Or the student may want to write a comment to explain one of the evaluations.

G. Teach “Matches” Column

- Present the following information:
 - Next, you will see how well your evaluations matched your supervisor’s evaluations.
 - You will do this in the “Matches” column.