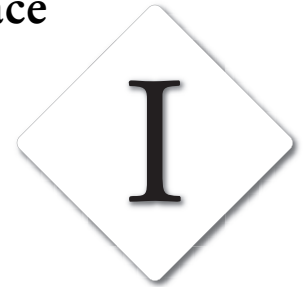


Retail Assignment III

How Do You Rate?

- Understanding qualities needed in the workplace
- Assessing own performance



Assignment Summary

In this assignment, the learner will

- match behaviours in a workplace to performance criteria
- assess own performance in class using performance criteria
- complete performance review form.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Basic form filling
- Basic understanding of retail job requirements

Teaching Planning Notes

- Use “Part-Time Performance Review Form”

With learner

- Teach / review unfamiliar vocabulary
- Discuss what a clerk in a retail store would do on a shift
- Discuss “job requirements” of a learner (as a learner)

Achievement Indicators

- Understands the different levels of performance using terminology of the form
- Identifies job behaviours that demonstrate certain job related factors
- Completes performance review of self with ideas for improvement to become job ready if necessary
- Understands how performance review can help with preparation of resume
- Identifies learning on self-achievement chart

FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	██████████				
Document Use	██████████				
Writing	██████████				
Thinking Skills	██████████				

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
Read with Understanding	██████████				
Write Clearly	██████████				

Self-Management and Self-Direction

Concentration and Memory
Goal-Setting
Personal Advocacy and Self-Motivation
Problem Solving
Self-Assessment
Self-Confidence
Thinking Skills
Time Management and Organization
Personal Learning Style

Ontario Curriculum Linkages

Locally Developed Compulsory Credit, English, Grade 10 (ENG2L)

Extending Reading and Viewing Skills – Overall Expectations

- ERVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected
- ERVV.03 – identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills

Developing Reading and Viewing Skills – Specific Expectations

Reading a Variety of Texts

- ERV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers)

Connecting Learning with Reading and Viewing Skills

- ERV3.03 – identify strengths, areas for improvement, and next steps in refining their reading and viewing skills

Ontario Secondary School Literacy Course, Grade 12 (OLC40)

Building Reading Skills – Overall Expectations

- BRV.01 – demonstrate the ability to read and respond to a variety of texts

Reading and Responding to Texts – Specific Expectations

- BR1.02 – demonstrate the ability to read independently for personal, school-related, and career-related purposes (e.g., by writing a response to a text, answering assigned questions about a text, creating a summary of events outlined in a newspaper report, comparing descriptions of apprenticeship programs and writing a covering letter of application to one of the programs)

Understanding and Assessing Growth in Literacy – Overall Expectations

- UAV.01 – demonstrate understanding of the importance of communication skills in their everyday lives—at school, at work, and at home
- UAV.02 – demonstrate understanding of their own roles and responsibilities in the learning process

Understanding the Importance of Communication Skills in Their Lives – Specific Expectations

- UA1.01 – describe the communication skills they need to function effectively in a variety of situations at school, at work and in daily life (e.g., the ability to read efficiently, to listen effectively, to speak and write correctly and using an appropriate level of language)
- UA1.01 – explain how the ability to read, write, listen, and speak effectively can help them to succeed at school, at work, and in their personal lives (e.g., communication skills can help them to conduct research effectively, perform well in a job interview, present a point of view clearly, work cooperatively with others)

Understanding Their Own Role in the Learning Process – Specific Expectations

- UA2.01 – identify the behaviours and attitudes they need to promote their own learning (e.g., active participation, confidence in their ability to improve, persistence, practice, willingness to reflect on their learning process and learn from their mistakes)



How Do You Rate?

Most employers do a regular performance review of their employees.

1. Why do you think they do this?

2. How can you, as an employee, learn from this kind of regular review?

Look at the “Part-time Performance Review” form and answer the following questions.

3. Which level of performance would probably result in the employee being fired?
What reasons would be given?

4. Which level of performance would suggest that further training might be needed?
What phrase suggests that?

5. Which level of performance might result in a promotion or raise? Why?

6. Look at the job related factors chart. Write the full words for the codes:

- U _____
- IN _____
- MR _____
- ER _____

How Do You Rate? (cont'd.)

7. If you worked in a clothing store at the mall, what might the requirements of the job be, using the job related factors as a guide.
For example, *Knowledge of Work* might include knowing where certain products are located, how to check inventory, knowledge of what is currently on at a sale price.

Quality of work:

Communication:

Teamwork:

Punctuality and Attendance:

Initiative:

Personal Appearance:

Effect on Group Morale:

8. In the section titled “Customer Service”, what do you think “Ready to Serve” might mean?

What might the “Floor Maintenance Log” be for?

9. Now, complete this form for yourself, marking how you think you behave as a learner in this program.

How Do You Rate? (cont'd.)

10. Are there any places on this self-evaluation that you would need to improve as an employee? Why not start now!

11. What qualities that you identified in yourself could be put on your resume?

12. Enter goals for self-improvement to your training plan.





PART – TIME PERFORMANCE REVIEW

Name _____

Position Title _____

Store # _____

Date of Hire _____

Probationary Yes No

Employee # _____

Division _____

Immediate Supervisor _____

Date of Review _____

LEVELS OF PERFORMANCE

- UNSATISFACTORY** Consistently below minimum standards as required by the Company. Requires constant supervision. Fails to meet most position requirements.
- IMPROVEMENT NEEDED** Incomplete knowledge of his/her position. Meets minimal requirements of position, needs further attention and change in order to achieve desired results.
- MEETS REQUIREMENTS** Complete knowledge of his/her position. Meets or will meet, with additional experience, the job requirements on a continuous basis. Exhibits behaviour/skills that are acceptable and consistent.
- EXCEEDS REQUIREMENTS** Thorough knowledge of all phases of his/her position. Continually exhibits behaviour/skills that are beyond expectation. Requires minimal direction and guidance in order to achieve desired results.

JOB RELATED FACTORS

(Select the code which most appropriately describes the level of performance)

	U	IN	MR	ER
KNOWLEDGE OF WORK Extent of job understanding by employee. Understands how their action affects business results.				
QUALITY OF WORK Consider accuracy, neatness, thoroughness and effectiveness at work. Conforms to all policies, procedures and practices.				
COMMUNICATION Ability and willingness to understand and communicate effectively with fellow employees, management and customers.				
TEAMWORK Willingness to accept direction and to carry out assigned tasks with enthusiasm by working with others to achieve team or Department goals.				
PUNCTUALITY & ATTENDANCE Promptness in reporting to work at the beginning of each shift, at the end of rest breaks and at mealtime. Acceptable attendance record. # of days missed since last review. _____				
INITIATIVE Is the employee a self-starter? Does he/she ask for other work upon completion of their own work? Freely shares ideas to improve the way we work.				
PERSONAL APPEARANCE Cleanliness, neatness and adherence to store dress policy.				
EFFECT ON GROUP MORALE Cooperating, courteous and helpful to others, attitude conveyed to others, working in harmony, being positive.				

CUSTOMER SERVICE

Provides customer service excellence by greeting customer with a warm and sincere smile to create a positive first impression and responds quickly to any customer requests or concerns in all situations.				
Takes initiative by approaching customers using Ready To Serve				
Knowledgeable of product throughout the store.				
Ensures the safety of the customer through proper use of the Floor Maintenance Log and follows all policies to ensure a safe working environment.				

