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College Acquired Work Performance Soft-Skills Evaluation Of Technical Education Graduates Of Federal College Of Education (Technical) Bichi, Kano State, Nigeria.

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ABSTRACT
This paper is an evaluation of college acquired work performance soft-skills of technical education graduates of F.C.E. (T), Bichi, Kano State, Nigeria. Performance evaluation is a formal and productive procedure to measure an employee's work and results based on their job responsibilities. This study aimed at evaluating the work performance, as ranked by employers and teachers, of a group of employed graduates of technical education of the F.C.E. (T), Bichi, Kano State, Nigeria; and to analyze these evaluations to secure suggestions for improving the course of study, including the amount of emphasis which should be placed on the various phases of the instructional program. The researcher used descriptive survey method of research utilizing the teachers and employers of employed graduates as key informants of the study. The population of the study comprised of three teachers of the graduates at school, thirty-four employed graduates, and their various employers. The graduates were graded thus: Excellent (A), Good (B), Fair (C) and Poor (D) by both the Teachers and Employers. The findings revealed that the students, in most instances, have improved in every category of work performance on the job over that shown in school; the students showed a consistently higher rating in work performance after they entered the business world than they did in the schoolroom among others. Some of the recommendations made includes: the teacher should strive to make the classroom work as functional as possible; and employers should be urged to make more requests from the school for reports on prospective employees, so that they can do an understanding job of hiring and placement among others.

I. INTRODUCTION

According to Igbojekwe, & Ugo-Okoro (2015), Performance evaluation is a systematic process through which employees are given feedback on their performance and further reward and promotion. Performance evaluation can also be defined as "the systematic evaluation of the individual with respect to his or her performance on the job and his/her potential for development (Nwokiki, & Unegbu, 2019)." Performance evaluation means many things to many people. It is a measurement process; it is an exercise in observation and judgment; it is a feedback process. Performance evaluation according to Cassandra, (2021) is a process used by organizations to give employees feedback on their job performance and formally document that performance. According to IEDUNote, 2022, Performance evaluation is also seen as the process by which manager or consultant examines and evaluates an employee's work behavior by comparing it with preset standards, documents the results of the comparison and uses the results to provide feedback to the employees to show where improvements are needed and why. This definition is in agreement with Adi, 2020, who defined performance evaluation as a formal and productive procedure to measure an employee's work and results based on their job responsibilities.

Performance Evaluation is defined as a formal and productive procedure to measure an employee's work and results based on their job responsibilities (QuestionPro, 2022). It is used to gauge the amount of value added by an employee in terms of increased business revenue, in comparison to industry standards and overall employee return on investment. Performance

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evaluations vary significantly in structure and format across industries and companies. They might include rating scales, self-assessment checklists, formal observations or performance tasks (Cassandra, 2021).

Performance evaluation is especially useful for understanding each employee's individual abilities and limitations in order to calibrate training, determine compensation, and calculate suitability for advancement. It plays a direct role in providing periodic feedback to employees, such that they are more self-aware in terms of their performance metrics. Typically, at least a portion of an employee's performance evaluation includes a review of outcome metrics or progress against previously identified goals. These performance metrics are figures, data representative of an organization's actions, abilities (skills), and overall quality.

Soft-skills are personality traits and behaviors. Soft skills are very important part of candidate evaluation and can be very impactful on the future success of the business (Zola, 2021). The evaluation of soft skills can often be a decisive step in choosing the best candidate and successfully completing the entire recruitment process. Consider that 89% of mis-hires are due to the lack of motivation on the part of the candidate or a mismatch in personality, often because the soft skills are not evaluated enough during recruitment (LIQLGTL, 2019). This is to say that its more important to hire for 30% soft skills, 62% soft and hard skills, and 8% hard skills. Therefore soft skills matters as much as 92% than hard skills.

Soft-skills also describe as transversal skills, represents the personal qualities, or rather, attitudinal characteristics, of a candidate: the character traits, personal attributes, communication skills and personal signals that can facilitate success at work. There are two main types of soft skills: internal transversal skills and external transversal skills (LIQLGTL, 2019).

Internal transversal skills: these are the skills through which one perceives and interacts with oneself. While, External transversal skills: these are the skills through which one perceives and interacts with others.

It is not easy to qualify and identify soft skills: it can be very complicated, for example, to identify them in a group interview, more often they are identified through aptitude or personality tests. The quality of the questions, during a structured selection process is therefore fundamental: the questions must be targeted and effective towards the final goal (Mayhew, 2022).

Work performance has reference to the following items: ability to follow instructions, ability to work without supervision, the quality of work (accuracy), the quantity of work (speed), and correct English usage (Adi, 2020).

It is evident that differences exist in workers in the business fields. In recent years these differences have been receiving a great deal of attention, and the influence of personality on the worth of the worker has been studied. These studies are gradually reforming the curriculums of Institutions, Colleges and Universities of which Federal College of Education (Technical) Bichi, Kano State, Nigeria is not exempted. The College of Education (Technical), engaged in teaching Technical Education to its students, is concerned with the nature of the work done by its graduates after leaving school, the work habits of the graduates, and the personal traits demonstrated by the employee on the job in relation to the personal traits demonstrated in school. These studies are made because the aim of technical education courses is to develop in students those skills, work habits and personal traits that will answer the needs of both the employee and the employer in the business world (Ogwo, 2022). The institution is concerned with the students it sends out and measures the success or failure of its teaching by the success or failure of the working student. Hence the evaluation of college acquired work performance soft-skills of technical education graduates of F.C.E.(T), Bichi, Kano State, Nigeria.

The purpose in this study has a two-fold purpose: to evaluate the work performance, as ranked by employers and teachers, of a group of employed graduates of technical education of the F.C.E. (T), Bichi, Kano State, Nigeria; and to analyze these evaluations to secure suggestions for improving the course of study, including the amount of emphasis which should be placed on the various phases of the instructional program.

The data for the study were secured from employers of graduates of the technical education department of F.C.E. (T), Bichi, Kano State, Nigeria, and from the Lecturers in the college who had taught the employees. Two questionnaires were used in obtaining the data one to the employers and one to the lecturers in the college. The data pertinent to the problem were secured through personal interviews in each instance. Through various sources the working graduates of Technical Education were located, and the type of work being done was learned. In a telephone conversation with the employer of the graduate, the project was discussed, and his cooperation asked. It was emphasized that the study was objective and

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made solely for the purpose of improving the service of the college to business employers. A request was made for a personal interview with the employer, who was then visited personally and the questions checked.

Three former teachers of each student were also interviewed. These teachers evaluated the graduates according to the items listed. The opinions of three teachers were taken as an indication of the work habits of the employees while they were in school. The ratings of the three teachers were averaged and the result was considered the teachers' rating of the student.

The data from these questionnaires were then tabulated and interpreted. Tables were made and facts analyzed, and the results given. From the tabulation and interpretation of the data, conclusions and suggested recommendations were given.

The study covers thirty-four graduates of F.C.E. (T), Bichi, Kano State, Nigeria, who are now employed by business concerns in Kano. These graduates were from 2015/2018 graduates, giving them usually from 12 to 72 months of experience before the employer was questioned.

The Work Performance of Thirty-Four Technical Education Graduates as Ranked by the Employer and the Teachers

The student who was given the rank of A was considered to be excellent; the rank of B, good; the rank of C, fair, and the rank of D, poor.

The data obtained from the study have been organized, and are presented in table form. These tables will be given, and a discussion of each will follow.

Table 1 deal with the ability of the graduate to follow instructions, both in present occupational work and in the training period at school. The data in Table 1 show that the employers ranked 13 students as A, or excellent, 18 as B and 3 as C in following instructions, while the teachers ranked 6 of the students as A, 18 as B and 10 as C in following instructions . No students were ranked D by either the employers or teachers.

Table 1: The Ability of Thirty-Four Technical Education Graduates to Follow Instructions as Indicated by the Rankings of Employers and Teachers

Rank	Employers	Teachers
A	13	6
B	18	18
C	3	10
D	0	0

In the analysis of these data it is indicated that the students have, in the opinion of their employers, followed instructions better in actual work practice than they did while they were in the classroom and that the students improved on the job. There could be several reasons for this.

For one thing, a person on a job is, more or less, doing the same thing day after day. Work situations tend to become routine, with the same situation recurring over and over. In school, students get new instructions every day, while at work, general instructions and situations would be the same. Much of the present-day business instruction is Problem-solving; one purpose of this is to develop the student's ability to reason for himself, and work out the solutions. In the work place, specific instructions are given the workers. Furthermore, the question of incentive is present; if the student does not follow instructions in the work place, he will not be kept as an employee. This situation is not present in the learning process.

A further breakdown of the data in Table 1 is made in Table 2. This gives the teachers' evaluations of the ability to follow instructions of the students who were ranked A, B, C, or D by the employers.

Table 2: Teachers' Evaluation of the Ability to Follow Instructions of the Students who were ranked A, B, C, or D by the Employers

Employers' Evaluation		Teachers' Evaluation	
Rating	Number of Students	Rating	Number of Students
A	13	A	4
		B	5
		C	4
		D	0
B	18	A	1
		B	11

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		C	6
		D	0
C	3	A	1
		B	2
		C	0
		D	0
`D	0	A	0
		B	0
		C	0
		D	0

As shown in Table 2, of the 13 students rated A by their employers in following instructions, the teachers rated 4 as A, 5 as B, 4 as C, and none D.

The 4 students, who were ranked A by the employer, and C by the teacher, are doing routine work. Of the 18 students ranked B by the employer, the teachers ranked 1 as A, 11 as B, 6 as C, and none D. This is not a strong variation. Of the 3 students ranked C by the employers, the teachers ranked 1 as A, 2 as B, and none C or D.

In the personal interview with the employer, it was ascertained that Mr. Y, the graduate rated C by the employer and A by the teachers, had a installation job which the employer said was too big for a beginner; the firm needed an experienced installer but could not get one and was doing the best it could with an inexperienced one. Since the student was not altogether satisfactory, he was rated fair in most phases of his work. He had an above-average record in school.

No students were ranked D by employers or teachers.

These data indicate that perhaps the type of job has something to do with the rating that the graduate has achieved on the job. He can follow instructions if the work is within his understanding.

The ability of the student to work without supervision was the second quality tested. Table 3 gives the ratings assigned the students by the employers and the teachers on this work quality.

Table 3

The Ability of Thirty-Four Technical Education Graduates to Work without Supervision as Indicated by the Rankings of Employers and Teachers

Rank	Employers	Teachers
A	13	3
B	10	16
C	9	13
D	1	2
Does not apply		

As shown, there is a wide variation in the ratings assigned the students in this quality of working without supervision. Only 3 students were given a rating of excellent in this respect by the teachers, while 13 were rated this way by the employers. On the other hand, the teachers gave 16 of the students a B rating, while the employers gave only 10 students this rating. 13 students were rated fair by the teachers, and 9 were ranked the same by the employers. 2 students were given a rating of poor by the teachers, and 1 was likewise rated by the employers.

One (1) student had no opportunity to exercise any talent in this direction because she worked under a supervisor. The data indicate that the students had improved greatly in the quality of working without supervision in the workplace. 13 excellent ratings and 10 good ratings are a good record in this respect. The poorer ratings received in the school might be due to the fact that students are inclined to depend upon the teacher and to wait for directions. More new problems come up in school than in one specific job; there are not as many new situations in the workplace as in a school. The employees perhaps learned self-confidence through experience, and proceeded without supervision. Workplace situations place more responsibility and the employees feel more responsibility for getting the job done. The situation as shown indicates that the schools failed to give the students enough opportunity to show their ability to work individually.

Table 4 gives a more detailed picture of the ratings in working without supervision. The data in Table 4 shows that of the 13 students rated excellent by the employers, only 3 were given this

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rating in school. 9 of the students had a good rating by the teachers, and only 1 had a rating of fair. The inference gained from studying the graduate who was rated only fair by his teachers but excellent by his employer was that the graduate was extremely quiet and the teachers did not realize or help develop his real potentialities.

TABLE 4

Teachers' Evaluation of the Ability to Work without Supervision of the Students' who were Ranked A, B, C, or D by the Employers

Employers' Evaluation		Teachers' Evaluation	
Rating	Number of Students	Rating	Number of Students
A	13	A	3
		B	9
		C	1
		D	0
B	10	A	0
		B	5
		C	5
		D	0
C	9	A	0
		B	1
		C	6
		D	2
D	1	A	0
		B	1
		C	0
		D	0
Does Not Apply	1	A	0
		B	0
		C	1
		D	0

The 10 graduates who were rated good by the employers were equally divided between the good and the fair classification with 5 in each.

Of the 9 rated C by the employers, the teachers rated 1 as B, 6 as C, and 2 as D.

The graduate ranked D by his employer and B by his teacher was Mr. Z. He did good work in school because his natural intelligence was high, but his employer said that he was interested only in having a good time in his workplace, and in visiting with the other employees; that he felt no weight of responsibility whatever. ie said that he required constant supervision.

The student who has the job where working without supervision does not apply was rated fair in school on that ability and therefore he probably was in the right kind of job.

Table 5 shows the opinion of the employers and of the teachers on the quality of the work done by the students. Accuracy here was the main quality sought to be measured.

Table 5

The Quality of the Work of Thirty-Four Technical Education Graduates as Indicated by the Rankings of Employers and Teachers

Rank	Employers	Teachers
A	10	4
B	20	17
C	4	12
D	0	1

As noted in the data in Table 5, 10 of the employers ranked the students as excellent in the quality of work, while only 4 were given this rating by the teachers.

Also, in the rankings of good, 20 graduates were listed good by the employers, and 17 by the teachers. In the (ranking, an opposite situation was found; only 4 were given a fair rating

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by the employers, while 12 were given this rating by the teachers. No employers ranked the students poor, but 1 student received this rating from the teachers.

There could be several explanations for this variance of opinion between the teachers and the employers on the quality of work done by the graduates. In the school the students were graded on the basis of work done in all subjects, not merely one special phase. The students' efforts and interests were diversified. In the workplace the students' efforts were concentrated on business. They might have a job in which they were particularly interested or for which they had a special aptitude. They could see the need for excellence more than in academic subjects.

Then, too, in the office promotion and better pay and an independent desire to make good make the employee see the need for accurate work. If the work should be inaccurate, the employee would be of little value, and the employer could not afford to keep him.

Table 6 shows the way in which the teachers ranked the students in the different groups which were rated A, B, C and D by the employers.

Table 6

Teachers' Evaluation of the Quality of the Work of the Students who were ranked A, B, C, or D by the Employers

Employers' Evaluation		Teachers' Evaluation	
Rating	Number of Students	Rating	Number of Students
A	10	A	3
		B	4
		C	3
		D	0
B	20	A	1
		B	10
		C	9
		D	0
C	4	A	0
		B	3
		C	0
		D	1
D	0	A	0
		B	0
		C	0
		D	0

It is seen in Table 6 that only 3 of the group of 10 rated excellent by the employers received this rating from the teachers. 4 of these 10 students received a rating of good, and 3 a rating of fair. Of the 20 students ranked B by the employers, 1 student had an excellent rating from the teachers; 10 students were rated good, while 9 students were rated fair.

Of the 4 students who were ranked fair by the employer, 3 had a good rating from the teachers, and none had a C, or fair, rating. 1 student was rated poor by the teacher, but improved the rating to fair in the opinion of his employer.

The significance of these data appears to be that as a general thing the students, after doing repetitive work, improve with experience, but the ability of individuals will vary. Three (3) good students ranked fair by the employers had good general academic knowledge, but specific workplace ability was lacking so far.

Table 7

The Quantity of the Work of Thirty-Four Technical Education Graduates as Indicated by the Rankings of Employers and Teachers

Rank	Employers	Teachers
A	5	3
B	21	17
C	8	14
D	0	0

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The quantity of the work done by the students was the next phase considered in the evaluation. Table 7 gives the data comparing the employers' ratings of the students with the ratings given by the teachers. Speed was the main thing considered in this respect.

The majority of the students were ranked good by both employers and teachers in regard to quantity of work or the speed with which the work was accomplished. There were 21 students ranked good by the employers, and 17 ranked good by the teachers. Only 5 students were given a rating of excellent by the employers; however, only 5 students were given this rating by the teachers.

Eight (8) of the students were rated fair by the employers, while the teachers gave 14 students this rating. None were ranked D, or poor.

There was a close relationship between the employers' and the teachers' ratings in regard to the quantity of work done by the students and the majority of both ratings were B, or good.

Again the employer rankings were higher; the workplace situation offered an incentive to do more work. In conversation with the employers, however, the general impression was received that there was willingness on the part of the students to do average or good work, but many of them did not feel the need to attempt more than what was required.

Some showed no urge to do extra work. Many of them also lacked experience; speed would come with practice and understanding.

Table 8 gives the breakdown of the teachers' evaluation of the different groups as rated by the employers.

Table 8

Teachers' Evaluate of the Quantity of the Work of the Students who were ranked A, B, C, Or D by the Employers

Employers' Evaluation		Teachers' Evaluation	
Rating	Number of Students	Rating	Number of Students
A	5	A	1
		B	3
		C	1
		D	0
B	21	A	1
		B	12
		C	8
		D	0
C	8	A	1
		B	2
		C	5
		D	0
D	0	A	0
		B	0
		C	0
		D	0

Of the 5 students who were rated excellent by their employers, 1 was rated excellent by the teachers, 3 were rated good, and 1 was rated fair. The 21 students who were rated good by their employers were divided into 1 excellent, 12 good, and 8 fair ratings by the teachers. Of the 8 who were rated fair by the employers, only 5 were given this rating by the teachers; on the other hand, 1 student was given an excellent rating by the teacher and 2 were rated good. None were ranked poor.

The reasons for the variations in the ratings were sought in the personal interviews with employers. The graduate who was rated C by the employers and A by the teachers was Mr. Y, the one in the job that was above his ability.

The graduate, Mr. X, ranked A by his employer and C by the teachers had had an unsatisfactory home environment while in college. In disposition he had been agreeable, but erratic and unstable; he did not conform to usual standards of behavior. In business, his employer was a member of the same locality that he was, and was desirous of helping him as well as of training a good installer for himself. The graduate was eager to please him.

The majority of the students improved in workplace situations.

The last quality tested in this particular study was that of the students' ability to use the

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English language in a correct fashion. Table 9 gives the data on this part of the study.

Table 9
The Correct English Usage of Thirty-Four Technical Education Graduates as Indicated by the Ranking of Employers and Teachers

Rank	Employers	Teachers
A	7	3
B	10	19
C	1	12
D	0	0
Does not apply	16	0

The data in Table 9, differ somewhat from that in the other tables. In this instance, there were 16 students to whom the specifications did not apply; their jobs, it was learned, were not dependent upon correct English usage.

Seven (7) of the employers rated the students as excellent in English usage, while only 3 students were given this rating by the teachers. 19 of the students were rated good by the teachers in this respect, and 10 of them were given this rating by the employers. 1 student was given a fair rating by the employer, and 12 were given this rating by the teacher. No students were rated poor.

The higher rating by the employers shows that in a real situation the students see the need for excellence. They are more careful, more alert. They do not take a chance, as they might in school, but determine the correct form before sending work out. Being a little older, the employees want to improve their social English, and are more aware of their business English.

Table 10
Teachers' Evaluation of the Correct English Usage of the Students' who were Ranked A, B, C, or D by the Employers

Employers' Evaluation		Teachers' Evaluation	
Rating	Number of Students	Rating	Number of Students
A	7	A	3
		B	4
		C	0
		D	0
B	10	A	0
		B	7
		C	3
		D	0
C	1	A	0
		B	1
		C	0
		D	0
D	0	A	0
		B	0
		C	0
		D	0
Does Not Apply	16	A	0
		B	7
		C	9
		D	0

Table 10 gives the break-down of the data on the students who were rated by their employers on English usage.

The 7 students who were given an excellent rating by their employers were rated A and B by the teachers, 3 and 4 respectively. The 4 students, in this instance, improved on the job.

Of the 10 students rated good by the employers on English usage, 7 were rated this way by the teachers and 3 were rated fair.

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One (1) student was rated fair by the employer and good by his teachers. None were given a rating of poor by employer or teachers.

Of the 16 students in work not requiring use of correct English, 7 students were rated B by the teachers and 9 were rated C. This indicates that there may be more students capable of holding positions where correct English is needed than are employed in that category now.

Some beginning students were not given an opportunity to do creative work, but as they develop in the workplace, more promotions will follow.

Of the 5 qualities which comprise the term, work performance, an average was figured for each student in order to gain an overall picture. Table 11 shows these averages and the differences between those given by the employers and the teachers.

Table **11**

The Difference between the Employers' Rating and the Teachers' Rating of each Student's Work Performance

Students	Teachers Rating	Employers Rating	Differences
1.	1.0	1.0	…
2.	1.8	1.8	…
3.	2.0	2.0	…
4.	2.0	2.0	…
5.	1.2	1.4	-.2
6.	1.8	2.0	-.2
7.	1.8	2.0	-.2
8.	2.2	2.4	-.2
9.	2.5	2.8	-.3
10.	2.5	2.8	-.3
11.	2.25	2.6	-.35
12.	1.4	1.8	-.4
13.	1.6	2.0	-.4
14.	1.6	2.0	-.4
15.	1.6	2.0	-.4
16.	2.0	2.4	-.4
17.	2.5	3.0	-.5
18.	2.5	3.2	-.7
19.	2.25	3.0	-.75
20.	1.0	1.8	-.8
21.	2.0	2.8	-.8
22.	2.25	2.o6	-.8
23.	1.0	2.0	-1.0
24.	2.0	3.0	-1.0
25.	1.75	2.8	-1.25
26.	1.5	2.6	-1.1
27.	1.0	2.2	-1.2
28.	1.8	3.2	-1.4
29.	1.5	3.0	-1.5
30.	1.2	1.0	. 2
31.	2.5	2.2	.3
32.	2.66	2.2	.4
33.	2.75	2.0	.75
34.	2.8	1.4	1.4

These data show that in four instances the employers and the teachers gave the students the same rating. 15 varied less than one-half point, 12 of whom were rated higher by employers; 3 of them were rated higher by the teachers. None varied between one-half and one point, and 6 varied between one and one and one-half points. 29 were rated higher by the employers; 5 were rated higher' by teachers. Number 34, who was ranked Lowest by the employer, was Mr. Y, and the beginner in the installer position.

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The significance of these data for the business employer and his school is that they indicate that the students, with few exceptions, do about the same rate of work performance out of school than they do in school. The school can rather accurately gauge the possibilities of the potential worker. On the other hand, the employer, in choosing an employee, can be guided by the work performance of the student in school, and can do a more intelligent job of hiring and of placement.

II. SUMMARY

Tables 1 through 11 have given the data obtained from the employers and from the teachers on the work performance of the students on the job and in the school room. Some decisive trends have been noted:

1. The students, in most instances, have improved in every category of work performance on the job over that shown in school. This improvement could be attributed to a number of things. The work in school was evaluated on the students' work as a whole; his interests and activities were varied.

Instructions were specific, and the same type of work was performed over and over again in many instances. The school had not developed all of the qualities that the "on-the-job" training had been able to develop. But when a student has an understanding of his duties, sees the need for excellence in a real situation is interested in the work because of promotion possibilities, or a feeling of accomplishment, he learns and improves quickly.

2. There was a definite correlation between the ratings of employers and teachers; therefore, weight may be given by the employer to the records made by the student in school in considering the qualifications of a prospective worker.

3. In all areas, the ranks of A and B found the most students. Few students were given a fair rating and no students were given a poor rating in all qualities. On the whole, the graduates were doing better than satisfactory work.

III. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions have been reached in this study of the work performance of a group of technical education students in the schoolroom and on the job:

1. The students showed a consistently higher rating in work performance after they entered the business world than they did in the schoolroom.

2. There was a close correlation between the teachers' ratings and those of the employer. This is significant for both the school and the workplace. The workplace may check the records of students in school for some indication of the work performance of a prospective employee.

3. In the ratings of the graduates, there is a close correlation between the work performance, and the general rating of the individual.

The following recommendations are made in the light of these findings:

1. The teacher should strive to make the classroom work as functional as possible. When there is an understanding of the work to be done, when a need for excellence is recognized, and an interest in the work and in success is felt, the student who works in an industry improves. Therefore, in the classroom, explanations should be clearly understood; in a functional situation, the need for success will be recognized, and an interest in learning will be stimulated.

2. Employers should be urged to make more requests from the school for reports on prospective employees, so that they can do an understanding job of hiring and placement.

3. Guidance teachers or level co-coordinators should be guided by the performance of the student in school in directing the students' choice of career activities.

4. It is urged that the student be taught that he must learn to work; that in a business he is paid for what he can do; that he must learn to work under someone. The employers said that the employee must realize that every reputable organization is anxious to promote every employee who shows any increased ability; who shows desire to learn, inquisitiveness into every part of her department, an eagerness to do extra little duties; who seeks an opportunity to serve. These traits make an employee more capable, worth more, and more ready for a promotion.

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