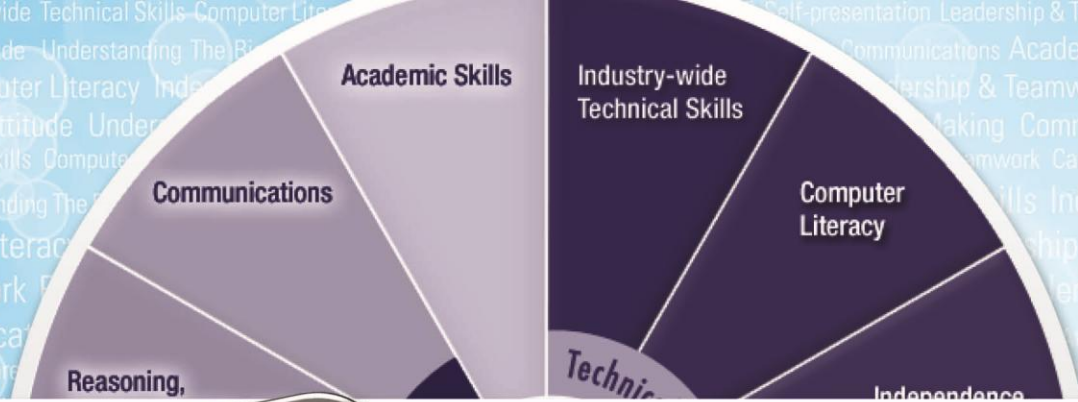


WORK READINESS PROGRAM GUIDE



TRAINING • CONNECTING • DEVELOPING ILLINOIS' WORKFORCE

www.illinoisworknet.com

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How Illinois workNet® Fits Into Work Readiness

Illinois Provides Work Readiness Skills Enhancement Resources

National and state standards, employers, and various task forces bringing together education, government, and employers play a role in identifying acceptable standards for work. A common theme is that a college- and career-ready workforce needs to have a combination of: academic skills, industry-wide technical skills, and employability (soft) skills.

To meet the workforce needs, all Local Workforce Investment Areas (LWIAs) in Illinois use a grassroots partnership approach that recognizes the local experts in each primary skill area. This approach uses a set of services, training, and assessments that together help guarantee a qualified workforce. For example, local experts for each of these skill areas are available statewide. These local experts train and assess individuals in our local school districts, community colleges, technical schools, universities and other training providers.

Academic/Technical skills

Academic/technical skills and credentials may get you in the door, but soft skills help keep you there. Workforce Investment Areas are great resources for helping people obtain employability (soft) skills. They offer resources for helping people explore careers and training programs to lead them to pursue occupations that match their skills and interests. They offer many resources for workplace skills to help people find job openings, get jobs, keep their job, and excel to meet their career goals.

The Illinois workNet® Approach

Illinois workNet, the State of Illinois' primary online workforce development website and resource for Workforce Investment Act services is addressing the need for credentials, not by focusing on any one assessment, but by working with partners to implement a customer service

approach that integrates a set of assessments throughout a continuum of services.

Set of Assessments Available Through Illinois workNet®

- Computer Skills Self-Survey: This assessment is offered in a paper format or online. Results provide next steps for skill enhancement. The results are not stored in the account. This assessment is completed by the customer.
- Interest Profiles: Results are saved with the account and the results are accessible through customer groups. This assessment is completed by the customer.
- Employability Pre-Assessment: The pre-assessment can be used as a study guide since it is linked to activities and resources within Illinois workNet. This assessment is completed by the customer.
- Career Development Assessment (Post-Assessment): This assessment covers the job search preparation, finding training, finding jobs, and money management that may not be covered in the other assessments. Successfully completing the post-assessment will provide access to printing a work readiness activity certificate of completion.
- Observational Assessment (Post-Assessment): The instructor observes student/customers employability skills and completes the assessment to provide feedback on their skill level.
- NOCT 21st Century Skills Assessment (Post-Assessment): This is a non-occupation specific, multiple choice, 100-question, online assessment. Participants have two hours to complete the assessment or it can be provided in multiple sessions. There is also a text-to-speech option.
- Worksite Evaluation (Post-Assessment): The worksite evaluation was designed as a tool for employers to provide feedback for those who may have minimal work experience.

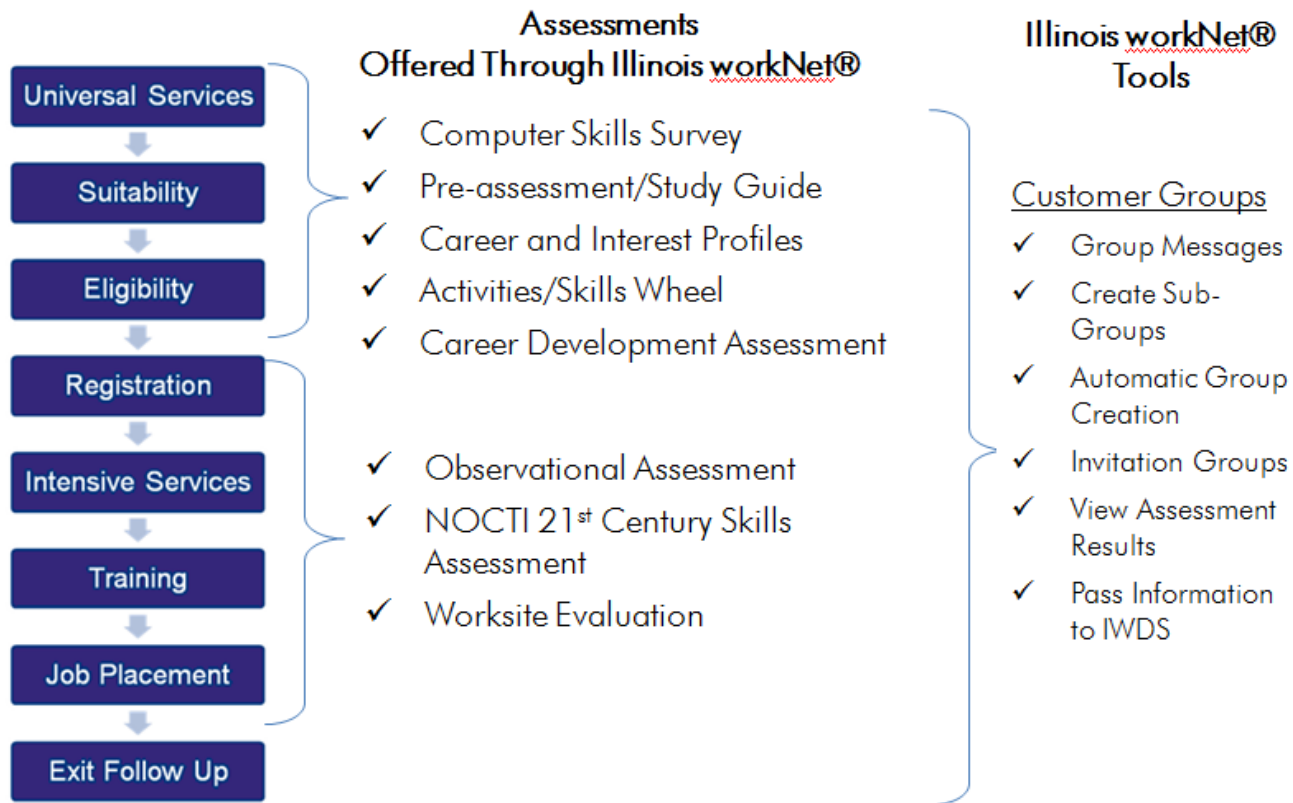
How Illinois workNet® Fits Into Work Readiness

How It Fits Within WIA Continuum of Services

The Illinois workNet® portal is integral to the Workforce Investment Act (WIA) continuum of services, connecting workforce professionals, businesses, and individuals in Illinois. It is a tool used by LWIA staff and partners to help prepare individuals and, ultimately, connect them to employers. It offers a variety of assessments and activities that help direct individuals toward exploring careers and training that matched their skills and interests.

In 2009-2010, a Case Management Workflow Study identified how the assessments and tools can be used within the Workforce Investment Act (WIA) continuum of services. As a result, additional work readiness assessments and resources were provided through the site.

- Within the WIA continuum of services, LWIAs work with local partners to ensure their customers can gain the necessary academic, technical, and employability skills to meet local employment needs.
- The focus of the LWIA staff is connecting customers to work support services, training in demand occupations, and providing expertise and resources to teach the employability skills that are essential for a training-ready or career-ready individual.



Getting Started: Tools for Illinois workNet® Partners

Set Up an Illinois workNet® Partner Account

1. Go to www.illinoisworknet.com and select Workforce and Education Partner Enter Here.
2. Check to see if your site is a partner and set up an Illinois workNet Partner account.
3. Select your site. If your site is not listed, follow the instructions to submit a request to become a partner.
4. An Illinois workNet team member will review your request. Once your request has been approved, you will be notified via email. Then you will be able to access the Workforce and Education Partner Pathway.

If you are a case manager in the Illinois Workforce Development System, you already have an Illinois workNet partner account. You received notice via email when it was created. If you do not have your username/password, then

1. Go to www.illinoisworknet.com and select Workforce and Education Partner Enter Here.
2. Select Log into My Illinois workNet.
3. Select Get Password Help and use your email to recover/reset your Illinois workNet partner account password.
4. Agree to the terms of use and begin using your tools.

Tools for Setting Up a new Illinois workNet® Partner Site

Resources for directing customers to Illinois workNet:

- Set up your site specific Illinois workNet URL.
- Create an Illinois workNet desktop icon.
- Use Link to Us graphics on your website.
- Use customizable marketing materials to target your customers.

For details, go to the Resource Room Set Up link on the Workforce and Education Partner home page.

Free Online Training for Partners

When your Illinois workNet partner account is approved you are automatically pre-registered for the Certified Illinois workNet Advisor course (CIWA).



Illinois workNet® CIWA QUICK FACTS:

- A self-paced, web-based course that provides an overview of Illinois workNet resources through the use of scenarios.
- Complete the Foundation Modules within 90 days to maintain access to the Illinois workNet Partners pathway.
- Score 80% or higher on the foundation modules to earn a certificate of completion and 1 CEU through Southern Illinois University Carbondale.
- Recertify annually by completing a short quiz.


Getting Started: Tools for Illinois workNet® Partners

Illinois workNet® Partner Online Tools

Illinois workNet offers online tools to provide an interface that allows Illinois workNet partners to provide assistance and guidance to customers through Illinois workNet. The Customer Groups tool allows partners to:

- View customer career interest survey results;
- View customer Employability Activity responses;
- View customer Employability Pre- and Post-Assessment results; and
- Communicate with the customer.

A customer must have an Illinois workNet account to be added to a customer group. They can be in multiple groups at any given time.



Illinois workNet® Customer Groups QUICK FACTS:

- View customer responses and assessment results online in one location.
- Tool to communicate with your groups.
- Easily invite customers to join your group. IWDS customers are automatically uploaded to your account as appropriate.
- Easily manage/customize groups so they work with your workflow.

Accessing Customers Through Illinois workNet®

All Illinois workNet partners can set up and use customer groups. There are three ways for customers to be added to a customer group.

- **Option 1 - Automatic Upload from the Illinois Workforce Development System (IWDS).** IWDS customers are automatically added to LWIA customer groups after they are entered in IWDS. Illinois workNet and IWDS are synced nightly for updates to the IWDS account.

Illinois workNet partners who have access to customers in IWDS will be able to access their Local Workforce Investment Area (LWIA) IWDS customers in their Illinois workNet partner account. This option will not be visible to those who do not have access to IWDS.

- **Option 2 - Invite a customer individually by sending them an email.** This option is available for either Illinois workNet partners that have or do not have access to IWDS customers.
- **Option 3 – Group Invitation.** This is recommended for in-person events. It is especially recommended if the group is in a computer lab. By providing customers with a business card size instruction sheet or projecting it on a screen, customers can quickly log in and accept your invitation. Once they accept the invitation, they are immediately added to your customer group.

Business Card Size Instructions for Customer

Join A Customer Group

1. Go to <http://www.illinoisworknet.com/groupinvite>
2. Log in or set up an account
Username: _____
Password: _____
3. Enter Passcode: **SIUC10-13-2011**
4. Accept the invitation

Illinois workNet Centers are an Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities.
Sponsored by the Illinois Department of Commerce and Economic Opportunity.



ACCESSING Illinois workNet® Customer Group Invitations:

1. Log into your Illinois workNet partner account.
2. Click on Customer Groups.
3. Select your personal group.
4. Choose to invite a customer or create a group invitation.
5. Once they accept the invitation, they will automatically be added to the group.

Getting Started: Tools for Illinois workNet® Partners

Viewing Activity Responses and Assessment Results

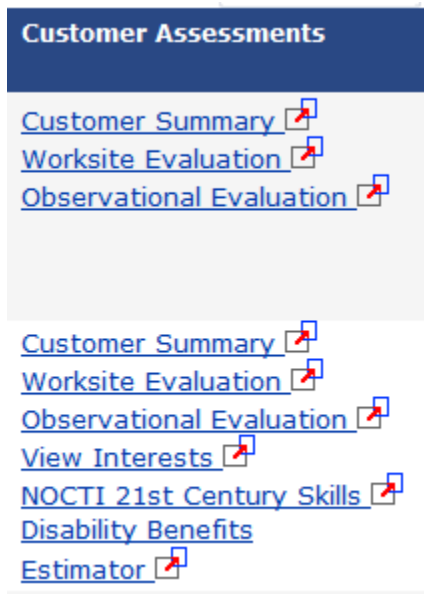
For each customer record, there are at least three links.

- **Customer Summary:** This is a complete summary of past program (i.e., SYEP) pre-assessments, activity responses, and post-assessments. It also provides the current employability pre- and post-assessments, activities, and certificate.
- **Worksite Evaluation:** This is available since it is completed by the Illinois workNet partner/worksite Supervisor.
- **Observational Assessment:** This is available since it is completed by the Illinois workNet partner/instructor.

Additional items that may be displayed:

- **View Interests:** This link will appear once the customer has completed and saved an interest profile.
- **NOCTI 21st Century Skills:** This link will appear once the customer has completed the assessment.
- **Disability Benefits Estimator:** This link will appear once the customer has entered their benefit information and saved the results.

Example of Records from a Customer Group



Filter/Search for Customers By Completed Assessments

Once you have selected a customer group or subgroup, you can filter or search for customers who have completed one or multiple assessments.

[Export Customers List](#)
[Show Search Options](#)

Has Observational Assessment Yes N/A
Has Worksite Evaluation Yes N/A
Has NOCTI Assessment Yes N/A

Filter By First Name/ Last Name:

A list of customers in the selected subgroup can also be exported. Click the export link and a list of customers and contact information open in a new window. The list can be exported into an Excel file.

Managing Your Customer Groups

Use subgroups to easily manage customers for your workflow. Subgroups can be used for both personal groups and IWDS customer groups.

Personal Groups: Your personal group is similar to a big bucket of all the people that you invite. The subgroups are a filter of your big group. Create the subgroups based on how you work with your customers. For example, you may have a group of people that went through orientation together, they are in the same training program, or maybe they are in class together.

IWDS Groups: Your My Customers is an automatically filtered subgroup that is synced with IWDS. You also have access to other LWIA IWDS customers that you normally have access to within IWDS. You can create additional LWIA IWDS subgroups based on how you work with your customers. For example, you may have a group of people that may be in the same training program/field or you are assisting another case manager while they are out of the office.

Getting Started: Tools for Illinois workNet® Partners



CREATING Illinois workNet® Customer Subgroups:

1. Log into your Illinois workNet partner account.
2. Click on Customer Groups.
3. Select the link to create a subgroup.
4. Choose customers from your Personal or IWDS Customer Group to be added to your filtered subgroup.

Removing Customers from Subgroups: Customers can be removed from subgroups. When a customer is removed from a subgroup, they are still available to you in your personal group or IWDS group.

Removing/Archiving Customers (Personal Groups): For each customer there is a link to remove and archive. Once you remove a customer, they will need to accept an invitation to be added back in the group. Archiving a customer allows you to move them to an archived group while you are not working with them. They can be moved back to the personal group.

Getting Started: Tools for Illinois workNet® Partners

Use Customer Groups to Communicate with Customers

Send customers customized messages. Let them know about:

- Upcoming deadlines
- Job fairs
- Training opportunities
- Resources
- Updates/News, and more

Types of Messages

Email: This type of message is sent to everyone in the group (or subgroup) that has an email account in their Illinois workNet account profile.

User Message: This type of message is an Illinois workNet account message. It is sent to everyone in the selected group (or subgroup). When the customer logs into their Illinois workNet account, a green box will appear in the top center of the page. It is a notice to let them know they have messages. All of their messages are saved in their account in the messages tab. The messages will stay in their account until they delete the message.

An Illinois workNet partner who sends a message can choose to have a copy sent to their email. There are three options.

- **Option 1:** Receive a copy of each email that is sent to everyone in the customer group or subgroup. If there are 50 customers, 50 copies of the same email will be sent to the sender's email. You will be able to see the recipient's name and print/save it for your records.
- **Option 2:** Receive one copy. If there are 50 people in the customer group/subgroup, one copy of the email will be sent to the sender's email.
- **Option 3:** Choose not to be copied.



Customer Group Message Tool QUICK FACTS:

- Send customized email or account messages to your group or subgroups.
- Customers can respond to email messages and it is directed to your email.
- Copy yourself on your sent email messages.
- Your professional contact information from your Illinois workNet profile is included in the email.



ACCESSING Illinois workNet® Customer Group Message Tool:

1. Log into your Illinois workNet partner account.
2. Click on Customer Groups.
3. Select a group or subgroup.
4. Click Customer Email tab.

Getting Started: Computer Skills Self-Survey

Computer Skills

Workforce partners know that finding employment opportunities for customers who lack computer skills can be nearly impossible. Individuals must be digitally literate to be competitive in the current job market.

Fortunately, there are resources available enhance their current computer skills.



Computer Skill Tools in Illinois workNet® QUICK FACTS:

- Paper or online computer skills self-survey.
- Resources for new computer users to get them familiar with using a mouse and keyboard.
- Resources for intermediate computer users to enhance skills using word processing, spreadsheets, and more.
- Resources for technical professional computer skills.

The Computer Skills section of Illinois workNet® directs customers to the appropriate resources based on how they answer the questions in a self-survey.



ACCESSING Illinois workNet® Computer Skills Self-Survey:

1. Go to www.illinoisworknet.com and click on Individuals.
2. Click on Prepare and then Computer Skills Training.
3. Complete the Computer Skills Self-survey. For a printer friendly version, click on the documents tab.
4. Follow the next steps.

New Computer Users

Some customers are not familiar with computers. To get them started learning how to use a computer:

- Go to the computer skills area and click on the left menu item Increasing skills.
- Click on New Computer User.
- Use the resources to help them learn how to use a mouse/keyboard or find a location that offers basic computer skills.

Intermediate Computer Skills

Resources are available to:

- Learn more about information technology careers, training and certificates.
- Enhance computer skills that are common in the workplace. These free resources are rated by other customers. Once you use the resource, rate it so others know if it is worth using.

Technical Professional Skills

Customers with technical professional computer skills may use, develop, maintain, or support information technology (IT) application systems including server administration, web and application programming, and other advanced applications used by specialized IT users.

Resources are available to:

- Identify certifications for various paths within this career area.
- Explore jobs and training in the career area.
- Follow social media in this career area.

Work Readiness Preparation Resources

Pre-Assessment/Study Guide

Employability Pre-Assessment/Study Guide


Illinois workNet® offers a work readiness pre-assessment, activities, skill definitions, and resources. The following pre-assessment includes a sample of work readiness soft skills, academic, and computer skill questions.

The pre-assessment should be used as a study guide. Once the customer completes the assessment they will see their results. The results are linked to activities and resources within Illinois workNet. Those activities and online resources can be integrated into existing curriculum. The resources will help prepare customers for the employability post-assessments offered through Illinois workNet.

Accessing the Employability Pre-Assessment/Study Guide

All Illinois workNet customers that have set-up an Illinois workNet account can access the pre-assessment. The pre-assessment is available as the starting point on the Activities tab.

The pre-assessment is optional and can be completed once. The customer must complete all of the questions for it to be scored and to access the answers. If the customer already completed the pre-assessment, they can still use the results as a study guide.



Employability Pre-Assessment QUICK FACTS:

- Prepares customers for Employability Post-Assessments offered through Illinois workNet.
- Optional 54 multiple choice question pre-assessment. It is not a timed assessment.
- Results link back to skill enhancement resources in the Illinois workNet Skills Wheel.
- Answers are provided since it is designed to be used as a study guide.


Using the Pre-Assessment as a Study Guide

As an Illinois workNet partner, you can look at individual customer scores or run a summary for the pre-assessment scores in your customer groups. This will provide an overview of which questions the group had trouble with.

Review the questions with the customers. Discuss the correct answers and why the other answers were not correct. Understanding the definition or facts about the wrong answers will help them prepare for the post-assessments.

The results provide links to additional resources within Illinois workNet, specifically the Illinois workNet Skills Wheel. Incorporate the resources into your discussion or current curriculum.

Customers can view their results and the guidance independently. Once logged into their Illinois workNet account, they can access the results of the pre-assessment on the Activities tab. The question and explanation for the correct answer is available. Links to additional skill enhancement resources are also available.



ACCESSING The Employability Pre-Assessment:

1. Customers log into their Illinois workNet (individuals) account.
2. Click on the Activities tab located in the center of the page under the header.
3. Click on the link for the pre-assessment.
4. Complete the multiple choice assessment.
5. Submit the answers.

Preparing for Work Readiness Pre-Assessment/Study Guide

Pre-Assessment/Study Guide and Answers

1. Read the statement and answer the question below.

It is your second day on a new job. You are asked to send out 600 invitations. You need to print personalized invitations and envelopes. Then mail them to the contacts. Then you need to post the invite on the company social media sites like Facebook, LinkedIn, and Twitter. You have been given:

- an electronic file of the final invitation,
- a spreadsheet of contacts,
- invitation paper/envelopes, and
- passwords for social media sites.

Where would you begin?

- a) Type the contacts into the invitations
- b) Mail merge the contacts into the invitations
- c) Type the contact information on the envelopes
- d) Proof read the names on all of the invitations

Topic covered - Apply information found in written material to job operations such as determining a sequence of operations and using office resources.

Correct answer is b. The invitations and spreadsheet should use mail merge to add the name to the invitation and to add labels to the envelopes. Typing the information would not be efficient since there are 600 invitations. The invitations and envelopes should be proofed, but it is not the first step in the process.

[Academic resources in Illinois workNet.](#)

2. Read the statement and answer the question below.

You work in a library and get a memo about a site that can help people find jobs. It says, "Illinois workNet has tools to help you organize your skills, education, and work history so that you can create and submit a great resume to employers."

A person comes into the library. They need help with their resume. You go to the website. What area of the site would you find information on getting ready to find a job?

- a) Prepare
- b) Learn
- c) Find Jobs
- d) Services

Topic covered – Interpret information in general interest materials that are commonly used in the workplace (e.g., memos and financial documents). This may include technical information.

Correct answer is a. The key is realizing the person is getting ready to find a job since they want to create a resume. Getting ready for something is the same as preparing. Therefore they should look in the Prepare section.

[Academic resources in Illinois workNet.](#)

3. Read the math problem below and answer the question.

There is an ad for 1/4 off your entire purchase when you buy a Kindle. You buy 3 books for school that will cost you a total of \$97.00. The cost for a Kindle is about \$137.00. How much will the purchase cost you?

- a) \$58.50
- b) \$142.00
- c) \$175.50
- d) \$234.00

Topic covered - Perform mathematical operations using whole numbers and fractions.

The correct answer is c.

$$\$175.5 = \text{total cost } (97 + 137) - (\text{discount amount } (97 + 137)/4)$$

[Academic resources in Illinois workNet.](#)

Preparing for Work Readiness Pre-Assessment/Study Guide

4. Read the math problem below and answer the question.

Your co-worker bought a new pair of work boots for \$55.00. He got them at a 45% discount. How much were they originally?

- a) \$60.00
- b) \$70.00
- c) \$95.00
- d) \$100.00

Topic covered - Perform mathematical operations using whole numbers and percentages (determining discounts and determining which math operations or algebra based operation to use).

The correct answer is d.

Since he received a 45% discount he only paid 55% of the asking price –

Original cost 100% - discount price 45% = 55% actual percentage paid

Algebra formula: part/whole = %/100

Part = \$55 whole = x % = 55

Formula is $\$55/x = 55/100$

$\$55/x = .55$

$\$55 = .55x$

$\$55/.55 = x$ so $x = \$100$

Academic resources in Illinois workNet.

5. Read the word problem and answer the question below.

A sunglass vendor needs to make a profit of \$4 on each pair of sunglasses they sell to pay for the booth. The vendor pays \$125 for a case of 50 sunglasses. What is the minimum price for each pair of sunglasses?

- a) \$4.50
- b) \$6.00
- c) \$6.50
- d) \$7.00

Topic covered - Perform mathematical operations using whole numbers to solve problems.

The correct answer is c.

Cost = $\$125 / 50$ sunglasses per case = \$2.50 per pair of sunglasses

Cost + Profit needed = $\$2.50 + \$4.00 = \$6.50$ minimum selling price

Academic resources in Illinois workNet.

6. What is the median for the following numbers 11, 5, 2, 1, 8, 7, 8?

- a) 6
- b) 7
- c) 8
- d) 10

Topic covered - Interpret statistics such as median. Some jobs require an understanding of standard deviation to monitor processes and interpret information on a chart.

The correct answer is b.

*Mean is the average of the numbers
 $(11+5+2+1+8+7+8) / 7 = 6$*

Median is the middle value – rewrite the numbers in order 1, 2, 5, 7, 8, 8, 11 median = 7

Mode is the number repeated most often = 8

Range is the difference between the largest and smallest number = 10

Academic resources in Illinois workNet.

7. When writing a business letter, knowing your target audience, is part of which step?

- a) Preparation
- b) Writing Plan
- c) Writing Process
- d) Dissemination

Preparing for Work Readiness

Pre-Assessment/Study Guide

Topic covered - Understand the steps involved in writing a document. For example, identifying the audience, gathering accurate information, selecting a format, writing drafts, proofreading, and disseminating the information.

The correct answer is a.

[Academic resources in Illinois workNet.](#)

8. What type of communication is intended for internally written business communications?

- a) Internet
- b) Intranet
- c) Social Media
- d) None of the above

Topic covered – Determine the appropriate format or approach for sending a message to the appropriate audience.

The correct answer is b. An Intranet is a privately maintained computer network that can be accessed only by authorized persons, especially members or employees of the organization that owns it. (source - <http://www.answers.com/topic/intranet>)

[Academic resources in Illinois workNet.](#)

[Communication skill resources in Illinois workNet.](#)

9. Read the scenario and answer the question below.

You work in a manufacturing company. You are giving a brief overview of a complicated process for building, testing, and shipping an item. What is the best way to communicate the information to a group?

- a) Process Flow Diagram
- b) Instruction Manual
- c) Oral Instructions
- d) Gantt Chart

Topic covered - Determining the best way to communicate your message to others.

The correct answer is a. Since the process is complicated and they are providing an overview, a process flow diagram can be used to provide a visual of the overall process.

If they were giving them detailed instructions on building a unit they should provide an instruction manual.

If it was a simple process that they were showing to a small group of people, oral instructions may be sufficient.

A Gantt chart is a type of bar chart that illustrates a project schedule.

[Communication resources in Illinois workNet.](#)

10. As the sender in the communication cycle, what can impact your message to the receiver?

- a) Tone of voice
- b) Posture
- c) Eye contact
- d) All of the above

Topic covered - Understand the communication cycle. Verbal, non-verbal, and listening skills are used to communicate a message and to demonstrate that you understood others.

The correct answer is d. Verbal and non-verbal communications are an important part of sending a message.

[Communication skill resources in Illinois workNet.](#)

11. Read the scenario and answer the question below.

You are asked to order the correct number and type of lunches for an upcoming 3-day event. Over 400 people could select any combination of chicken, fish, or vegetarian meals when they registered. Which of the following would you use to run a query to pull this information?

- a) Spreadsheet
- b) Word Document
- c) Database
- d) All of the above

Preparing for Work Readiness

Pre-Assessment/Study Guide

Topic covered - Common software used to word process, create spreadsheets, and use databases.

The correct answer is c. The key word in this problem is query. Spreadsheets provide the ability to sort and filter but you cannot query.

[Computer literacy resources in Illinois workNet.](#)

12. You have just created a new form for summer camp. Which of the following options will ensure that the form will not be altered?

- a) Save as a PDF
- b) Require a password to modify
- c) Send as a Read Only
- d) All of the above

Topic covered - Understand common software and transfer operating principles of one application to another similar application.

The correct answer is d. All of the above are ways to protect the original document from change.

[Computer literacy resources in Illinois workNet.](#)

13. Which of the following is a media storage device?

- a) Keyboard
- b) Monitor
- c) Printer
- d) Flash Drive

Topic covered - Understand basic computer terminology.

The correct answer is d. The other options are input or output devices.

[Computer literacy resources in Illinois workNet.](#)

14. There are 4 basic problem solving steps. When you commit to a solution in a timely manner and implement a realistic approach, what step are you in?

- a) Understand/Identify the problem
- b) Construct a plan
- c) Execute a plan
- d) Evaluate the results

Topic covered - Understand the established methods of problem solving and decision making in individual and group settings. This process helps to identify if the problem is technical, human, ethical, etc. It also helps with constructing a plan, implementing the plan, and determining if the action corrected the problem.

The correct answer is c since they are implementing the approach/plan.

[Problem solving resources in Illinois workNet.](#)

15. Using previously learned information to help solve a problem is an example of what type of problem solving skill?

- a) Creative thinking
- b) Critical and analytical thinking
- c) Active learning
- d) All of the above

Topic covered - Apply previously learned knowledge when problem solving.

The correct answer is d. Previously learned information is used in each of the skill areas.

[Problem solving resources in Illinois workNet.](#)

16. In the analysis step of the scientific method, include the following.

- a) Initial questions
- b) Calculations, summarized data, and graphs
- c) Experiment steps
- d) All of the above

Preparing for Work Readiness

Pre-Assessment/Study Guide

Topic covered - Problem solving approach to test the results of proposed solutions.

The correct answer is b. Once your experiment is complete, you collect your measurements and analyze them to see if your hypothesis is true or false.

Scientists often find that their hypothesis was false, and in such cases they will construct a new hypothesis starting the entire process of the scientific method over again. Even if they find that their hypothesis was true, they may want to test it again in a new way. (source -

http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml)

Problem solving resources in Illinois workNet.

17. Fill in the blank.

_____ provide information to help employees understand their roles and responsibilities within predefined limits. It also allows management to guide operations without constant management intervention.

- a) Policies and procedures
- b) Mission statements
- c) Safety and security
- d) None of the above

Topic covered - Understand the difference between a mission statement and the policies and procedures.

The correct answer is a.

Understanding the big picture resources in Illinois workNet.

18. Is the following statement true or false?

A mission statement provides a way of making sure that everyone in the organization understands the company goal or purpose. It does not serve as a baseline for effective business planning.

- a) True
- b) False

Topic covered - Understand the purpose of a mission statement.

The correct answer is b. Every business should have a mission statement, both as a way of ensuring that everyone in the organization is "on the same page" and to serve as a baseline for effective business planning. (source - <http://sbinfocanada.about.com/od/businessplanning/g/misionstatemen.htm>)

Understanding the big picture resources in Illinois workNet.

19. Which of the following is an organization, rather than an international free trade agreement, that facilitates international trade?

- a) CAFTA
- b) IMF
- c) NAFTA
- d) IFTO

Topic covered - Local, state, national, and international factors impact companies.

The correct answer is b. The International Monetary Fund (IMF) is an organization of 187 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world. (source - <http://www.imf.org/external/about.htm>)

CAFTA - The United States-Dominican Republic-Central America Free Trade Agreement

NAFTA - North American Free Trade Agreement

IFTO = not real

Understanding the big picture resources in Illinois workNet.

20. Is the following statement true or false?

Organizational change allows companies to better compete with their competition. It can help the company develop new skills or products that can bring in a higher profit. Consequently, a bad change in a management plan can negatively affect an organization.

- a) True
- b) False

Preparing for Work Readiness Pre-Assessment/Study Guide

Topic covered - *Organizational change can benefit or hurt an organization.*

The correct answer is a. (source - <http://www.brighthub.com/office/project-management/articles/18477.aspx>)

[Understanding the big picture resources in Illinois workNet.](#)

21. Integrity includes taking responsibility. This means:

- a) Prioritizing and managing your time to meet work goals
- b) Following rules and admitting to making mistakes
- c) Working towards a high standard of performance
- d) All of the above

Topic covered - *Exhibit responsibility*

The correct answer is d.

[Work ethic resources in Illinois workNet.](#)

22. Which statement is false about ethical decision making in business?

- a) Organizations can set standards of behavior and expectations of employees in a situation
- b) Unethical decisions can be very expensive due to lawsuits and fines
- c) Constantly evaluating decisions is not needed when there is a policy that considers ethics
- d) Apply ethics evenly so that certain behaviors are not only reserved for a select group

Topic covered - *Exhibit responsibility*

The correct answer is c. (source - http://www.ehow.com/info_7934334_ethical-decision-making-business.html)

[Work ethic resources in Illinois workNet.](#)

23. Fill in the blank.

We learn from _____ criticism when our best interests are the basis of the criticism and it is meant

to encourage professional growth and to ensure standards in the workplace.

- a) Self-Scrutiny
- b) Constructive
- c) Personal
- d) Low Self Esteem

Topic covered – *Working with and providing constructive criticism to co-workers/supervisors.*

The correct answer is b. (source - http://www.ehow.com/list_7346051_different-types-criticism_.html)

[Positive attitude resources in Illinois workNet.](#)

24. Fill in the blank.

The following are attributes of a person with _____:

- Cooperates with co-workers and supervisors
 - Takes direction willingly
 - Exhibits eagerness to learn
 - Acts in a pleasant and polite manner with customers, co-workers, and supervisors
 - Values how their mind-set affects performance and group dynamics
- a) A positive attitude
 - b) Adequate supervision
 - c) Communication skills
 - d) None of the above

Topic covered – *Attributes of a person with a positive attitude.*

The correct answer is a.

[Positive attitude resources in Illinois workNet.](#)

Preparing for Work Readiness Pre-Assessment/Study Guide

25. S.M.A.R.T. goals are:

- a) Strategic, Memorable, Attainable, Realistic, Team-Oriented
- b) Specific, Measurable, Attainable, Realistic, Timely
- c) Sound, Measurable, Action-Oriented, Realistic, Timely
- d) None of the above

Topic covered – *Planning/Organizing - Performing tasks without constant supervision.*

The correct answer is b.

[Independence and initiative resources in Illinois workNet.](#)

26. When you finish a work assignment, it is important to:

- a) Wait for the boss to give you the next assignment
- b) Catch up on emails until the boss gives you the next assignment
- c) Ask the boss for the next assignment
- d) None of the above

Topic covered – *Performing tasks without constant supervision.*

The correct answer is c.

[Independence and initiative resources in Illinois workNet.](#)

27. Fill in the blank.

_____ is going beyond the routine demands of a job. It is doing what needs to be done without having to be told.

- a) Taking initiative
- b) Allocating resources
- c) Attention to details
- d) None of the above

Topic covered – *Performing tasks without constant supervision.*

The correct answer is a. (source - Answer:

<http://www.career-tools-hq.com/take-initiative.html>)

[Independence and initiative resources in Illinois workNet.](#)

28. Take steps to develop and maintain knowledge, skills, and expertise necessary to achieve positive results. An employee does this by:

- a) Participating in training
- b) Showing an interest in learning
- c) Anticipating changes in work
- d) All of the above

Topic covered – *Employee role in helping make an organization more effective and productive.*

The correct answer is d.

[Career development resources in Illinois workNet.](#)

29. When you are dressing for a job interview:

- a) It is okay to dress casually
- b) It doesn't matter what you wear
- c) Find out what clothes are right for the job before you go
- d) None of the above

Topic covered - *Proper attire*

The correct answer is c.

[Attendance and self-presentation resources in Illinois workNet.](#)

30. As a receptionist, you greet customers and answer basic questions. Which non-verbal communication is not appropriate to use?

- a) Eye-contact
- b) Nodding
- c) Good posture

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- d) Blank facial expression

Topic covered – *Communicating/self-presentation when communicating with customers.*

The correct answer is d.

[Communication resources in Illinois workNet.](#)

31. Is the following statement true or false?

Respecting the culture of others, respecting their time, and providing prompt communication are elements of business etiquette.

- a) True
 b) False

Topic covered – *Business etiquette*

The correct answer is a. (source - <http://smallbusiness.chron.com/ten-business-etiquette-tips-176.html>)

[Attendance and self-presentation resources in Illinois workNet.](#)

32. Which attire is considered as smart casual?

- a) Suit, with pants or dress skirt with a tie or other appropriate accessories
 b) Dress shirts, sweaters, golf-type shirts, turtlenecks and a skirt or slacks
 c) Jackets, outfit-enhancing jewelry, dress pants, dress shirts, skirts, tailored sweaters, vests, ties
 d) Jeans without holes, slacks, modest shirt, sweater, appropriate length skirt

Topic covered - *Proper attire*

The correct answer is c. (source - http://humanresources.about.com/od/workrelationships/a/dress_code.htm)

[Attendance and self-presentation resources in Illinois workNet.](#)

33. Punctuality means:

- a) Letting your boss know you will be late for work
 b) Having pride in your work
 c) Starting work on time
 d) All of the above

Answer: Topic covered – *Attendance*

The correct answer is c.

[Attendance and self-presentation resources in Illinois workNet.](#)

34. Is the following statement true or false?

If a project is in progress or you are in a customer service position and someone does not show up for work, it interrupts the lives of those who must then cover for the missing employee. This can affect the overall operation of the business.

- a) True
 b) False

Topic covered - *Attendance*

The correct answer is a.

[Attendance and self-presentation resources in Illinois workNet.](#)

35. How do you know the appropriate way to handle a planned or unexpected absence from work?

- a) Policies and procedures
 b) Mission statement
 c) Safety and security procedures
 d) None of the above

Topic covered - *Attendance*

The correct answer is a.

[Attendance and self-presentation resources in Illinois workNet.](#)

Preparing for Work Readiness Pre-Assessment/Study Guide

36. Read the following scenario and answer the question below.

You are a team member in a workgroup. A co-worker discusses an idea that you know won't work, and could damage the team's chances of achieving its outcomes. What do you do?

- a) Keep quiet because you don't want to hurt their feelings
- b) Provide an alternative suggestion that might be more effective
- c) Tell them you think it is an inspiring idea
- d) None of the above

Topic covered – Behavior in a team meeting.

The correct answer is b. (source - http://www.mindtools.com/pages/article/newTMM_53.htm)

[Leadership and teamwork resources in Illinois workNet.](#)

37. Fill in the blank

The person in the _____ role should be able to:

- Create a common purpose
- Provide and communicate a vision
- Clarify objectives
- Make sure everybody is involved, committed, and motivated
- Coordinate the efforts of the group
- Ensure that decisions are made and the group makes progress

- a) Leader
- b) Thinker
- c) Achiever
- d) Doer

Topic covered – Roles and working as a team.

The correct answer is a. (source - <http://web.utk.edu/~sjmcmill/teamweb.html>)

[Leadership and teamwork resources in Illinois workNet.](#)

38. When you are exploring career choices, it's important to think about:

- a) The training you might need to get the job you want
- b) Whether the job is a good match for your personal interests
- c) Whether there are jobs like that around
- d) All of the above

Topic covered – Career Development

The correct answer is d.

[Preparing for a job search resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

39. Your resume tells employers about:

- a) Your work and education experience
- b) What you like to do
- c) The jobs you are applying for
- d) All of the above

Topic covered – Career Development

The correct answer is a.

[Resume resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

40. Which type of resume is best for people with little work experience?

- a) Chronological Resume
- b) Functional Resume
- c) Combination Resume
- d) None of the above

Topic covered – Career Development

The correct answer is b.

[Resume resources in Illinois workNet.](#)

Preparing for Work Readiness Pre-Assessment/Study Guide

[Other career development resources in Illinois workNet.](#)

41. When you are applying for a job, it's fine to post this kind of personal information on websites:

- a) Your social security number
- b) Your personal opinions and photographs
- c) A summary of your skills and experience
- d) All of the above

Topic covered – Career Development

The correct answer is c.

[Job application resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

42. After a job interview, following up with an employer by phone, email, or in a letter is:

- a) Not really necessary
- b) A good way to show interest in the job
- c) Only needed for some jobs
- d) None of the above

Topic covered – Career Development

The correct answer is b.

[Interviewing resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

43. This is a good question to ask during an interview:

- a) How many vacation days do I get?
- b) What kind of products or services do you provide?
- c) How many hours of training will I need?
- d) None of the above

Topic covered – Career Development

The correct answer is c.

[Interviewing resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

44. Labor market information includes all of the following except:

- a) The expected number of job openings
- b) Stock market activity
- c) How much a job pays
- d) All of the above

Topic covered – Career Development

The correct answer is b.

[Occupational wage and trend resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

45. Transferrable skills come from:

- a) Past jobs
- b) Volunteering
- c) Hobbies
- d) All of the above

Topic covered – Career Development

The correct answer is d.

[Skill identification resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

46. A job related/technical skill does not include:

- a) Computer programming
- b) Clear-thinking
- c) Nursing
- d) Welding

Topic covered – Career Development

The correct answer is b.

[Skill identification resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

Preparing for Work Readiness Pre-Assessment/Study Guide

47. You can market your skills to find a job by:

- a) Including them in a resume
- b) Discussing them during an interview
- c) Sharing them while networking
- d) All of the above

Topic covered – Career Development

The correct answer is d.

[Marketing skill resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

48. Learn about training programs and their requirements to:

- a) Find where training programs are offered
- b) Figure out the time necessary to complete training
- c) Estimate the cost of completing the program
- d) All of the above

Topic covered – Career Development

The correct answer is d.

[Training program resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

49. When choosing a training program, you should consider the job market for that career. This information is also called:

- a) Tracking information
- b) Education information
- c) Labor market information
- d) None of the above

Topic covered – Career Development

The correct answer is c.

[Training program resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

50. A career plan includes:

- a) Steps to reach your goal
- b) Time required for next steps
- c) Long and short term goals
- d) All of the above

Topic covered - Career Development

The correct answer is d.

[Career goal resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

51. Developing a monthly budget will help you do the following except:

- a) Calculate your expenses
- b) Choose a career that meets your financial needs
- c) Determine your credit score
- d) Help you plan for unexpected expenses

Topic covered – Money Management

The correct answer is c.

[Money management resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

52. Which one of the following will hurt your credit score?

- a) Having a Facebook account
- b) Renting an apartment
- c) Missing payments on a loan
- d) None of the above

Topic covered – Money management

Preparing for Work Readiness Pre-Assessment/Study Guide

The correct answer is c.

[Money management resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

53. When networking to find a job, make sure you:

- a) Are clear in what you are looking for
- b) Accept every person who wants to be your friend online
- c) Include all of your interests in your online profile
- d) All of the above

Topic covered - Career Development

The correct answer is a.

[Networking resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

54. LinkedIn is a:

- a) Networking site for finding a job
- b) Website for managing your money
- c) Program for creating and submitting your taxes
- d) None of above

Topic covered - Career Development

The correct answer is a.

[Networking resources in Illinois workNet.](#)

[Other career development resources in Illinois workNet.](#)

Preparing for Work Readiness Employability Activities

Employability Activities

Illinois workNet® My Activities were developed to align with the Department of Labor (DOL) work readiness goals for the ARRA Summer Youth Employment Program 2009 & 2010.

They were originally developed for youth and those who have little work or no work experience. The activities are designed to help individuals identify their career interests, exploring careers, finding training, finding jobs, and more.

They are recommended to be used with the following customers:

- Youth;
- Adults with little work experience; and
- Adults who are changing careers and developing new skills.



Employability Activity QUICK FACTS:

- Activities provide a guide for walking through many resources in Illinois workNet. This includes identifying career interests, exploring careers, finding training, finding jobs, and more.
- Prepares customers for Employability Post-Assessments offered through Illinois workNet.
- Responses and notes can be saved in the customer's account.
- Workforce partners can view responses through customer groups.

There are three basic components to each activity.

- Activity that links to Illinois workNet resources and provides comment boxes for responses and notes.
- Review section provides question/answer links to help prepare for completing Employability Post-Assessments.
- Mark complete. Customer self-identifies when they have completed an activity.

Activity Navigation



ACCESSING The Employability Activities:

1. Customers log into their Illinois workNet (individuals) account.
2. Click on the Activities tab located in the center of the page under the header.
3. Select an activity.

Activities are available to all Illinois workNet account holders. Once the customer is logged into their account, the activities are available on the individuals pathway (Activities tab).

Activities are presented in a recommended order, but they can be completed in any order. The activities include instructions with links to resources. The links open in a new window so the customer can explore without losing their place in the activity. Once in an activity, click previous, home, or next to navigate to a different activity.

The activities can also be printed in a printer friendly format or in large print. The printer friendly format will include instructions on how to navigate to the page rather than just the link.

1. Go to the activity.
2. Select the magnifying glass icon.
3. Print the page.

To print as large font in Internet Explorer 7:

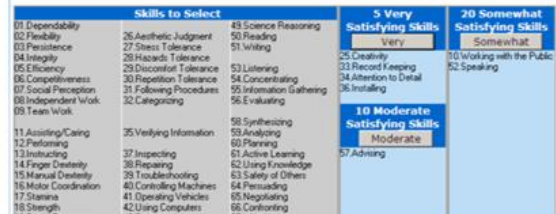
1. Increase the font size in your Internet browser and select Print preview.
2. Change selection "shrink to fit" to appropriate %.
3. Change layout from portrait to landscape as needed.
4. Select the print button and Select Adobe PDF as the printer.
5. Save to your computer and print.

Preparing for Work Readiness Interest Profiles

Skills and Interests Profilers

Considering your skills and exploring your interests are an important part of exploring career and training. Customers can complete any, or all, of the interest surveys to help find their best career path. Once complete, they can save their results and come back to review or retake at a later time. Illinois workNet partners can also view the results through customer groups.

Interest profilers are incorporated into the Employability Activities.



Organizes your interests in six broad categories of work.

[Interest Profiler](#)
 Duration: 10-20 minutes
[Click here for information on the Interest Profiler](#)

[SKILLS Profiler](#)
 Duration: 10-20 minutes
[Click here for information on the Skills Profiler](#)

Rates the skills you select and matches skills to clusters of occupations.

Provides a list of occupations that are linked with your work values.

[Work Importance Locator](#)
 Duration: 5-15 minutes
[Click here for information on the Work Importance Locator](#)

[Career Cluster Inventory](#)
 Duration: 5-25 minutes
[Click here for information on the Career Cluster Inventory](#)

Rates your interests and matches skills to Career Clusters.

On my ideal job it is important that...		...the job would provide an opportunity for advancement.		
Work Value Cards				
Importance Scale				
5	4	3	2	1
Most Important				Least Important
Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card
Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card
Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card
Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card	Click here to place a card



Preparing for Work Readiness Employability Skills Wheel

Employability Skills Wheel Components



Employability Skills Wheel QUICK FACTS:

The interactive wheel identifies workplace skills that employers expect and provide a format that:

- Is easy to follow and to understand what employers expect.
- Offers resources to improve workplace skills.
- Is cross walked to national and state standards.
- Is linked to assessment results to provide access to resources to enhance workplace skills.

The wheel shows that college- and career-ready individuals need to have a combination of: academic skills, industry-wide technical skills, and employability (soft) skills. It was developed based on national and state standards as well as recommendations from the Illinois IT Task Force.

The wheel was designed to present the information in a way so that it draws customers in instead of scaring them away. It has 12 skill areas with the center showing how the areas work together in a career ladder (rock wall). Eleven of the skill areas are broken down into three pages.

1. **Scenarios: What would you do?** As a group, discuss how you would handle the situation. Use the list of skills employers need to help develop a response.
2. **Scenario Answers, Skill Definitions, and Additional Resources for Skill Enhancement.** Be honest and rate yourself. Not everyone is perfect in every area. Some days you are better in one area than another. Overall, what skills do you need to improve? Review the related resources to learn more.
3. **Next Steps.** How can you use this skill to help you find a job?

Skill areas

- Academic
- Communication
- Reasoning, Problem Solving, and Decision Making
- Understanding the Big Picture
- Positive Attitude
- Work Ethic
- Career Development
- Leadership and Teamwork
- Attendance and Self-Presentation
- Independence and Initiative
- Computer Literacy
- Industry Technical Skills
- Career Rock Wall (center of wheel)



ACCESSING The Employability Skills Wheel:

1. Go to www.illinoisworknet.com/skills.

OR

1. Go to www.illinoisworknet.com and click on individuals
2. Click on Prepare.
3. Click on Workplace Skills.

Preparing for Work Readiness Career Rock Wall

Career Rock Wall: How Employability Skills Fit In

1 - Think of a rock wall as your career ladder.

You and your friends are the climbers. Each of you has different features. You may have different ages, heights, weights, strengths and levels of agility. You also may have different character traits. For example, you may be self-disciplined, ambitious, anxious, or innovative, and the list goes on. Your features and traits will affect how you approach the wall and develop your plan to succeed.

2 – What is your goal or definition of success?

When you look at the wall and all the options, what are you going to do? Are you going to take the beginner route, intermediate, or advanced route? It can seem overwhelming, but you will need to put together a plan or climbing strategy to reach your goal. This is similar to setting an employment goal. Determine your goal or definition of success. Is it job earnings, job satisfaction, or something else? Have an understanding of your skills, interests and values. This will help you chose an occupation and path to set you up for success.

3- The foot and hand holds are kind of like the experiences, skills, challenges, and lessons learned throughout life.

As you climb the wall (career ladder) follow your plan or path. Get a good solid foundation with your academic skills. Once you are on the wall, be prepared to shift your plan. In life, rules change, needs change, technology changes. Your soft skills (workplace skills) will help you recognize when there is another way or better way to reach your goal.

4 – This hand/foot hold represents one of many opportunities to gain industry-wide technical skills.

Continuous learning and career development will give you more pathway choices to help you reach your goals.

5 –You may not be able to go the exact same path as your friend.

Both of you have different strengths and weaknesses. Take a look at the big picture, determine where you are, where you want to go. Keep a positive attitude. It will help you persevere through the challenges that you will face.

Keep in mind these challenges can sharpen your problem solving skills, make you stronger, and help you reach your goal.

6 – Safety harnesses give many people the courage to climb. Your academic, technical and soft skills are your safety harness. If you fall, or for example lose your job, your safety harness will keep you from crashing down. You may be allowed to keep climbing from the point you left the wall. In some cases you may need to start from the bottom again. Either way, you learned from the experience. The skills that you gained can help you move up the same path more quickly or expand out to explore other paths.



Picture source: <http://www.ycp.edu>

Note: Thank you David Stevens, The Jacob France Institute University of Baltimore, for the idea and related content from the Reassess the 'Career Ladder' Concept (August 2001) paper.

Post Assessments

Career Development Assessment

Career Development Assessment

Illinois workNet® offers several work readiness post-assessments that can be used in any combination within a program.

The first post-assessment is the Career Development Assessment. It is available to all Illinois workNet account holders. It is a 24 multiple choice question assessment that is completed by the customer. It covers topics such

- job search preparation,
- finding training,
- finding jobs, and
- money management that may not be covered in the other assessments.

Once the customer completes the assessment they will see their results. The results are linked to activities and resources within Illinois workNet. Successfully completing the post-assessment will provide access to printing a work readiness activity certificate of completion.



Career Development Post-Assessment QUICK FACTS:

- Employability activities and pre-assessment prepare customers for the post-assessment.
- 24-multiple choice questions. It is not a timed assessment.
- Successfully complete the assessment by scoring 70% or higher.
- Unlimited attempts but only the top three scores are saved in the customer's account.
- Certificate of completion is available when the assessment is successfully completed.



ACCESSING The Career Development Assessment:

1. Customers log into their Illinois workNet® (individuals) account.
2. Click on the Activities tab located in the center of the page under the header.
3. Click on the link for the Post-Assessment.
4. Complete the multiple choice assessment.
5. Submit the answers.

Accessing the Assessment Results

As an Illinois workNet partner, you can look at individual customer scores in your customer groups. Review the questions with the customers. Discuss the correct answers and why the other answers were not correct.

The results provide links to additional resources within Illinois workNet, specifically the Illinois workNet Skills Wheel. Incorporate the resources into your discussion or current curriculum.

Customers can view their results and the guidance independently. Once logged into their Illinois workNet account, they can access the results of the post-assessment on the Activities tab. The question and explanation for the correct answer is available. Links to additional skill enhancement resources are also available.




ACCESSING Illinois workNet® Career Development Assessment:

1. Log into your Illinois workNet partner account.
2. Click on Customer Groups and select a group or subgroup.
3. Select Customer Summary link for a customer to review their information and results.

Post Assessments

Observational Assessment

Observational Assessment



Observational Assessment
QUICK FACTS:

- Provides free and easy assessment of a customer's employability skills.
- Developmentally increase a customer's employability skills over time.
- Help customers seamlessly move between programs and work opportunities.
- Provide a celebratory professional development milestone.
- Bridge academic curriculum to work-based learning; bridge high school skills to college skills.
- Assessment is completed by the instructor.
- Save up to 12 assessments per customer.

The observational assessment was developed by the Chicago Workforce Investment Council and is currently used in Chicago Public Schools.

It has been made available through Illinois workNet so that instructors can easily access the assessment and provide workplace skill feedback to students. The observational assessment is designed to be:

- Conducted by a teacher, instructor or program manager using their observations. This is not a test that a person takes on paper or online.
- Should only be used in a program where a person's skills are observed multiple times in different situations over a course of time. We recommend a minimum 6 week observational period. This ensures that a skill set is habitual versus a temporary performance.

- Should be used formatively to support a person's skill growth. Ideally, a person gets assessed at periodic intervals over the course of a program and provided feedback on how to improve. Unlike tests that can lose efficacy the more they are given, observed assessments are only impacted by the assessor's ability to measure observed behavior.
- Takes between 5-8 minutes per person to assess if the person assessing has been closely observing the person and judging skill level on a regular basis throughout the course of the program.

The assessment is completed online through the Illinois workNet customer groups. The rubric definitions are embedded in the assessment scoring tool. All users must adhere to the same set of definitions in order for the assessment to be universally valid and consistent.

How is the assessment scored?

- Fundamentals are scored Yes or No
- Work Ethic/Character, Problem Solving, Interpersonal and Computer are measured as follows:

- 1 = Below Standard/Expectation
- 2 = Meets Standard/Expectation
- 3 = Exceeds Standard/Expectation

Readiness is defined as:

- "YES" in all fundamentals
- "Meets Standard" or "Exceeds Standard" in Work Ethic/Character, Problem Solving, Interpersonal and Computer
- **IMPORTANT NOTE:** Scores are not averaged. Each skill has its own cut score of either "Yes" or "Meets Standard"

Customers receive a message when an assessment is complete. They can view the saved assessment scores by logging into their Illinois workNet account and clicking on the Results tab.

Post Assessments

Observational Assessment

FUNDAMENTAL	Yes	No	
Appearance/ Hygiene	Dresses according to the defined norms of the workplace or school activity. Categories are business casual, business (coat and tie), and business formal (suit). Understands that appropriate appearance impacts cultural fit at the workplace.	Dresses according to the defined norms of the workplace or school activity. Categories are business casual, business (coat and tie), and business formal (suit). Understands that appropriate appearance impacts cultural fit at the workplace.	
Timeliness	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.	
Oratory/ Speaking	Uses appropriate language, volume, clarity and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.	Uses appropriate language, volume, clarity and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.	
Work Ethic/Character	1 - Below Standard/Expectation	2 - Meets Standard/Expectation	3 - Exceeds Standard/Expectation
Attitude	Is often negative and struggles to reorient negative outlook into a positive outlook. Does not understand or is not concerned with how attitude affects performance and group dynamics.	Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.	Is optimistic and quickly reorients negative outlook into a positive outlook. Values how attitude affects performance and group dynamics and tries to positively influence conditions.
Accountability/ Integrity	Rarely acknowledges responsibility for own actions and decisions. Does not complete assignments and is not concerned with quality of work. Has a generally low standard of performance.	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance for self.	Assumes responsibility for actions and decisions. Completes assignments and is concerned with quality of own work and that of peers. Works towards a high standard of performance.
Self Control	Does not have control over emotional reactions. Responds to difficult individuals or situations with an agitated and defensive manner. Struggles to keep personal matters from interfering with performance.	For the most part, controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.	Can suppress own reaction and remedy difficult individuals or situations with a calm and non-defensive manner. Keeps personal matters from interfering and maintains top performance.
Ambition/ Initiative	Has difficulty setting and achieving short term goals. Rarely takes initiative and waits for others to give work. Is only motivated under excessive influence or threats. Has a low expectation for self.	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated but needs encouragement at times. Sets moderate expectations for self.	Can set and achieve short and long term goals. Takes initiative and does not wait for others to give work. Is self motivated and can strive independently. Sets high expectations and strives to surpass them.

Post Assessments

Observational Assessment

	1 - Below Standard/Expectation	2 - Meets Standard/Expectation	3 - Exceeds Standard/Expectation
Problem Solving Supervision	Needs constant supervision to complete tasks.	Needs moderate supervision to complete tasks.	Needs minimal supervision to complete tasks.
Procedure/Rule Following	Has difficulty following rules and procedures. Jumps into tasks without first reading the directions. Does not seek clarification when unclear. Does not see the relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Can break down instructions and prioritize implementation. Checks for clarification when directions are unclear. Appreciates relevance of procedures to performance and contributes suggestions for new/better procedures.
Problem Solving Approach	Does not approach program solving with any process. Has difficulty constructing and executing a plan.	Uses a basic process for problem solving. (1) Understand the problem (2) Construct a plan to solve the problem (3) Execute the plan.	Uses an advanced process for problem solving. (1) Identify the problem (2) Understand the problem (3) Construct a plan to solve the problem (4) Execute the plan (5) Evaluate results.
Information Management	Struggles to identify and acquire information needed to solve a problem. Has difficulty extracting and understanding information from charts and graphs. Has difficulty organizing information effectively.	Can identify and acquire information to solve a problem. Can extract and understand information from charts and graphs. Can organize information effectively.	Can identify, acquire, and analyze information across disciplines to solve a problem. Can extract and understand information from charts and graphs. Recognizes information most relevant to a situation. Can organize information effectively. Seeks opportunities to learn new information.
Interpersonal	1 - Below Standard/Expectation	2 - Meets Standard/Expectation	3 - Exceeds Standard/Expectation
Verbal Communication	Does not effectively express his/her ideas in a clear and logical manner. Has difficulty building on information presented during a conversation. Usually responds with yes/no answers. Often uses communication destructively to gossip or cause harm.	Effectively expresses his/her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals not to gossip or cause harm.	Effectively promotes his/her ideas in a clear and logical manner. Supports his/her ideas with data and research versus personal opinion. Is a skilled conversationalist and can successfully engage others in brainstorming and conflict resolution. Uses communication constructively to promote goals not to gossip or cause harm.

Post Assessments

Observational Assessment

Active Listening	Struggles to understand, interpret, and evaluate what he or she heard. Does not accurately recall information. Does not ask clarifying statements. Does not maintain eye contact. Does not use listening cues such as nodding and verifying statements.	Can understand what he or she heard. Can accurately recall information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding.	Can understand, interpret, and evaluate what he or she heard. Accurately recalls and summarizes information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding and verifying statements.
Feedback	Responds defensively to constructive criticism. Often deflects by providing excuses. Resists being redirected to appropriate behavior. Does not defer judgment.	Responds civilly to constructive criticism. Absorbs feedback as a learning tool. Can be redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.	Proactively seeks feedback and responds positively to constructive criticism. Absorbs feedback and seeks new ways to perfect behavior or performance. Easily redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.
Teamwork =2 people	Does not work well in a team situation. Does not share responsibility for team deliverables. Deflects workload onto other team members. Often seeks to reduce level of quality. Is critical of other team members. Disrespects other team members' input. Is unwilling to compromise to achieve overall team success.	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team members' input. Willing to compromise to achieve overall team success.	Works with other team members to accomplish shared goals and often takes on team leadership position. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Provides team members with constructive guidance, encouraging others to do high quality work. Respects and values other team members' input. Supports negotiated compromise to achieve team success.
Computer Literacy	1 - Below Standard/Expectation Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Has difficulty using word processing software.	2 - Meets Standard/Expectation Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing software.	3 - Exceeds Standard/Expectation Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing, presentation and spreadsheet software.

Post Assessments

NOCTI 21st Century Skills Assessment

21st Century Skills Assessment

NOCTI is a leading provider of high-quality occupational competency assessment products and services to secondary and post-secondary educational institutions in the United States and around the world. They have over 30 years of experience in designing and developing occupational competency assessments and provide over 170 standardized technical assessments in a variety of occupational fields.

Illinois workNet offers the NOCTI 21st Century Skills Assessment to Illinois workNet partners for free. This is a non-occupation specific, multiple choice, 100-question, online assessment.

Specific Competencies and Skills Tested in This Assessment:

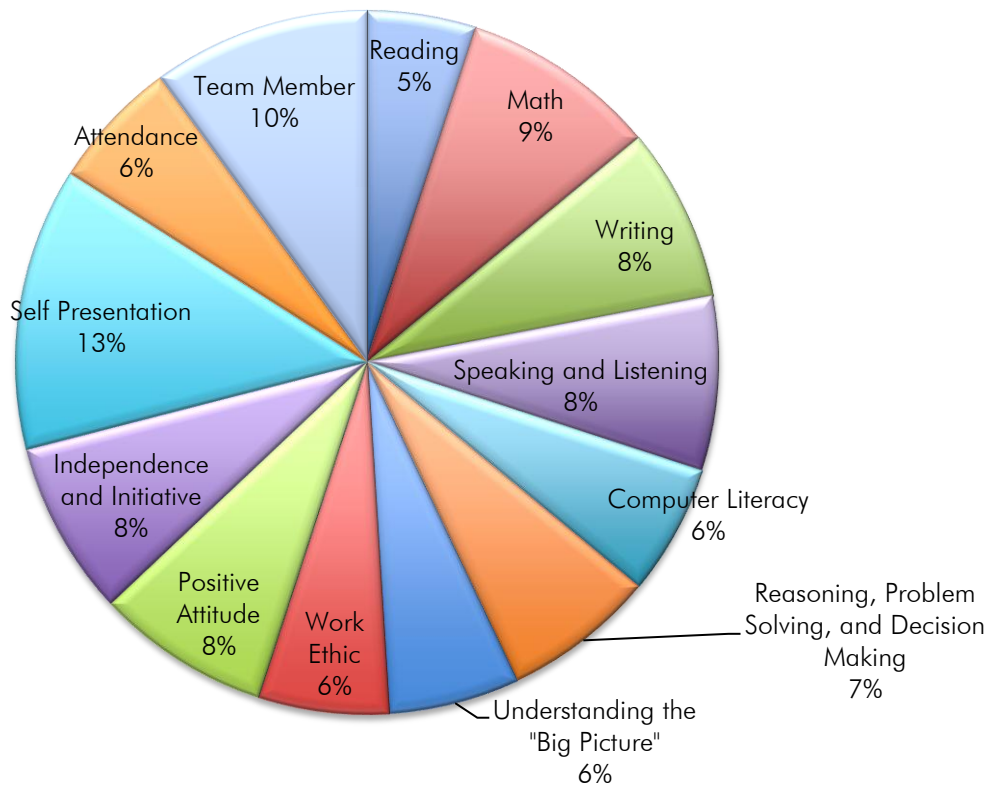
- **Reading Skills**
 - Interpret technical and general interest materials commonly used
 - Apply understanding of the material to job operations
- **Math Skills**
 - Perform math operations using whole numbers, fractions and percentages
 - Use statistics (percent, average, median, std dev) to monitor processes and quality of performance
 - Use mathematical reasoning to solve word problems
 - Use algebra-based formulas
 - Perform job-specific math operations
- **Writing Skills**
 - Define the purpose
 - Determine the audience
 - Gather information
 - Plan the format/layout
 - Write a first draft
 - Edit and revise to ensure document is complete, clear, concise, correct and considerate of the reader
- **Speaking and Listening Skills**
 - Give and take directions or instructions
 - Give and respond to oral reports or presentations
- Participate in group or team discussions
- Engage in conversations with co-workers, supervisors, and clients
- **Computer Literacy**
 - Use common software to word process, create spreadsheets, and use databases
 - Transfer the operating principles of one application to another similar application
 - Use the knowledge of computer logic, operating systems, and basic troubleshooting techniques
- **Reasoning, Problem-Solving, and Decision-Making**
 - Differentiate among types of problems (technical, human relations, ethical)
 - Use established methods of problem-solving and decision-making in individual and group settings
 - Apply previous learning to situations where problems must be solved or decisions made quickly
 - Test solutions or decisions to determine effects or to identify related problems
- **Understanding the "Big Picture"**
 - Identify the company's mission and the individual employee's contribution to that mission
 - Identify how the company functions within the broad world of business, industry, and service
 - Explain the rationale behind organizational policies and procedures
 - Explain the necessity and benefits/disadvantages of organizational change
 - Explain basic economic concepts
- **Work Ethic**
 - Exhibit responsibility: come to work as assigned, contribute work required, adhere to policies, etc.
 - Exhibit flexibility and adaptability
- **Positive Attitude**
 - Cooperate with co-workers and supervisors
 - Take directions willingly
 - Exhibit eagerness to learn
 - Act in a pleasant and polite manner with customers, co-workers, and supervisors

Post Assessments

NOCTI 21st Century Skills Assessment

- **Independence and Initiative**
 - Work without constant supervision
 - Find tasks to perform on one's own
 - Make suggestions for improvement
 - Exhibit interest in making the organization more effective and productive
 - Maintain work standards in the midst of change
- **Self Presentation**
 - Identify ways in which the individual employee represents the organization
 - Exhibit a neat appearance
 - Use effective communication skills
 - Exhibit elements of etiquette required in professional settings
- **Attendance**
 - Limit tardiness, early departures, and absences to legitimate and essential occasions
- **Team Member**
 - Explain the importance of satisfactory attendance to the overall operation of the business
 - Negotiate anticipated absences according to company policy
 - Call in to notify the supervisor of unanticipated absences
 - Attend team meetings, focus on the topic/purpose, offer facts and ideas, and help others to contribute
 - Look for ways to help others
 - Recognize others for their contributions
 - Let others know what is needed to get the job done
 - Explain the importance of teamwork to the overall operation of the business

Skill Area Covered in NOCTI 21st Century Skills




Post Assessments

NOCTI 21st Century Skills Assessment

Accessing 21st Century Skills Assessment

All Illinois workNet partners can provide the 21st Century Skills Assessments to their customers.



ACCESSING Illinois workNet® 21st Century Skills Assessment/Results:

1. Log into your Illinois workNet® partner account.
2. Click on My Tools and click on the NOCTI assessment.
3. Read and agree to the terms of use.
4. Order the assessments.
5. Proctor the assessment event.
6. View results through customer groups.

The first time a site requests to become a NOCTI proctor site: An Illinois workNet account holder with a user role of organization administrator or higher must make the initial request. The person who submits the original request will be the site contact for NOCTI. If you do not meet the above criteria, you will be automatically provided the appropriate contact information and next steps to get your location set up.

The first time you request access to the NOCTI assessments and your site is already set up as a proctor site. Once you agree to the terms of use, you will have access to ordering the assessments.

Ordering the Assessment

Order the assessments online 7 days before the event for only those who are scheduled to attend the event. Assessments can be ordered on the same day of the event.

Test codes are automatically distributed to participants and linked to their Illinois workNet account once they login and enter the passcode.

Use Show/Hide past Orders to view previous orders and passcodes that you have created.

Ordering Fields

Session Options:

- 1 = One two-hour session
- 2 = Two 60 minute sessions
- 3 = Three 40 minute sessions

Classification: Select a customer group. All classifications receive the same test. The purpose for this field is to provide a way to review results by customer type.

Text-to-Speech (TTS): Some participants may need to have the assessment read to them. They will need to use headphones for this assessment. Use a separate order to create a separate passcode for this assessment. By using a different passcode you can make sure the appropriate person gets the TTS assessment. For example, if you have 15 participants total and 2 need text to speech, order 13 using passcode "Test728" and 2 using passcode "Test728-tts".

Session Passcode: This must be a unique code. It is not case sensitive and must be between 5-25 characters. We recommend using an abbreviation for your center (or proctor last name) and the date. Add "-tts" to the end of the passcode for text-to-speech tests.

Testing Date: Enter in the format MM-DD-YYYY

Submit the Order: Once the order is complete, a message will appear at the top of the page to confirm the order was successful. Within the message is a link to a business card size instruction sheet for your customers. Save the electronic copy and print the business card size handouts for participants.

NOCTI Assessment Card

1. Go to <http://www.illinoisworknet.com/NoctiTest>
2. Log in or set up an account
Username: _____
Password: _____
3. Enter Passcode: _____

Illinois workNet Centers are an Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities.
Sponsored by the Illinois Department of Commerce and Economic Opportunity.

Post Assessments

NOCTI 21st Century Skills Assessment

Before the Proctored Event

1. Make sure the computers that will be used during the event meet the minimum system requirements. These are available in the online instructions and in the Proctor Guide.
2. Provide each participant with the URL/passcode to access their assessment at the beginning of the event. This is provided when you order the assessments. A template is also available in the online instructions.
3. Proctors read from and follow the proctor guide to get participants started. (Note: Short on staff time? A proctor can be an intern or part time staff.) The proctor guide includes what to do when there are technical issues during the assessment.
4. Participants log into their accounts and enter their test codes. Tests are automatically distributed to participants and linked to their Illinois workNet account.

Accessing Assessment Results and Reports

Participants will receive a score summary immediately after the test. Official scores (processed by NOCTI) will be available 48 hours after assessment completion.

The official scores will be available for the individual and Illinois workNet Partner. If the participant has successfully completed the assessment, they will be able to download and print their NOCTI Certificate.

Individual: The participant will receive a notice when their official scores are available in their Illinois workNet account. Once they log into their account, they can click on the Results tab to view the results and guidance if additional skill enhancement is needed.

Illinois workNet Partner: Workforce partners can view the results of individuals through customer groups. Once in your customer group, select the show search options link to filter customers by completed assessments.

Illinois workNet® Coordinators and Site Contact: The Site Contact can run group reports for their sites (based on date range and customer category). Illinois workNet Coordinators can run the same reports for their entire Local Workforce Investment Area (LWIA) or specific sites within their LWIA.

1. Log into workforce partner account and select Site Administration.
2. Select Activity Reports.
3. Select Average NOCTI Scores and enter the desired search criteria.



ACCESSING The 21st Century Skill Assessment Results (Participant):

1. Participant logs into their Illinois workNet (individuals) account.
2. Click on the Results tab located in the center of the page under the header.
3. Select the NOCTI assessment to view the results and guidance.

Post Assessments Worksite Evaluation

Worksite Evaluation

Worksite placement is a valuable learning experience that lays the foundation for future jobs. Feedback during the experience will help customers learn as they practice and improve skills needed with any jobs they get in the future.

The Illinois workNet® worksite evaluation was designed as a tool for employers to provide feedback for those who may have minimal work experience. It consists of ten foundation evaluation items and scored based on the participant learning how to use workplace skills, not expecting the participant to already know them. A comment section is available to provide more detail as needed.

The site supervisor should review the worksite evaluation, definitions, and the expectations at the beginning of the work experience. Complete the preliminary evaluation a few weeks into the experience or midway through the experience. This will allow the customer to make adjustments to their behavior and develop good habits. The final evaluation should be completed towards the end of the work experience.



Worksite Evaluation QUICK FACTS:

- Ten foundation evaluation items/results are linked to additional workplace skill resources.
- Developmentally increase a customer's employability skills during the experience.
- Assessment is completed by the worksite supervisor.
- Save an unlimited number of worksite evaluations for customer.
- Customers can have an unlimited number of employers.



ACCESSING Illinois workNet® Worksite Evaluation:

1. Log into your Illinois workNet partner account.
2. Click on Customer Groups and select a group or subgroup.
3. Select worksite evaluation link for a customer.
4. Select or search for the employer. If the employer is not available, add a new employer site.
4. Complete the required fields and send the link to the employer to complete the evaluation.

The worksite evaluation is completed online through the Illinois workNet customer groups.

How the worksite evaluation is scored? Customers must have scored a minimum of seven out of ten foundation skills with a rating of "Needs Development" or higher to successfully complete the evaluation.

Customers receive a message when an assessment is complete. They can view the saved assessment scores by logging into their Illinois workNet account and clicking on the Results tab.



ACCESSING The Worksite Evaluation Results (Customers):

1. Customers log into their Illinois workNet (individuals) account.
2. Click on the Results tab located in the center of the page under the header.
3. Select an assessment to view the results and guidance.

Post Assessments

Worksite Evaluation

ATTENDANCE

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive absences consistently impact work performance. Additional training and guidance are needed from the instructor/case manager.	Below 90% attendance per agreed upon work schedule, but participant seeks out opportunities to make up missed work.	Maintains 90% attendance per agreed upon work schedule and notifies supervisor ahead of time prior to absence. On a pathway to understand the importance of being dependable.	100% attendance per agreed upon work schedule or missed one day with valid reason that did not occur during first two weeks. Level of dependability is a model for other new workers.

PUNCTUALITY

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive lateness consistently impacts work performance. Additional training and guidance are needed from the instructor/case manager.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work and returns from breaks on time. If late, calls supervisor ahead of time. On a pathway to understanding the importance of reporting to work on time consistently.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other new workers.

WORKPLACE APPEARANCE

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate appearance and/or personal hygiene for position and duties. Additional training and guidance are needed from the instructor/case manager.	Shows inconsistent effort in demonstrating appropriate appearance and/or personal hygiene for workplace.	Shows effort to dress appropriately and practice hygiene for position and duties. On a pathway to understanding how to show professional appearance at work.	Consistent display of professional appearance and hygiene serves as a model for other new workers.

TAKING INITIATIVE

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to begin tasks without significant staff intervention. Needs frequent reminders. Additional training and guidance are needed from the instructor/case manager.	Inconsistent effort to begin or remain on task. Needs prompting. Often shows minimum performance.	When given tasks, shows effort to begin and remain on task until completion. Once assignment is learned, can work independently. Initiates interaction for next task. On a pathway to being a self starter.	Consistently begins and remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.

Post Assessments Worksite Evaluation

QUALITY OF WORK

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet given best effort. Rarely evaluates work and uses feedback. Completes work inconsistently. Additional training and guidance are needed from the instructor/case manager.	Inconsistent effort toward quality of work. Sometimes evaluates own work and uses feedback, but inconsistent in meeting quality standards.	Shows effort to meet quality of work expectations. Is learning to evaluate own work, and use employer feedback to improve performance. On a pathway to achieving consistent quality of work.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and uses employer feedback.

COMMUNICATION SKILLS

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. Additional training and guidance are needed from instructor/case manager.	Inconsistent in communicating in a manner and language appropriate for the workplace. Inconsistent in effort to speak clearly or listen attentively.	Shows effort to communicate in a manner and language appropriate for the workplace. Listens attentively. On a pathway to being a good workplace communicator.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively. Can effectively present to a group if needed.

RESPONSE TO SUPERVISION

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training and guidance are needed from the instructor/case manager.	Inconsistent effort in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Shows effort to accept direction and constructive criticism with a positive attitude. Uses feedback to improve work performance. On a pathway to being a responsive employee.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new and useful ideas to employer.

Post Assessments Worksite Evaluation

TEAMWORK

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts. Additional training and guidance are needed from the instructor/case manager.	Inconsistent in showing positive group behaviors amongst coworkers, and in contributing to group efforts. Shows potential for improvement.	Shows effort to work well with co-workers, be respectful, and contribute to group efforts. Respects diversity within the workplace. On a pathway to being a good team contributor.	Consistently facilitates positive group dynamics. Demonstrates leadership that plays a significant role in success of group efforts. Promotes larger group unity.

PROBLEM-SOLVING/CRITICAL-THINKING

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Makes little or no effort to use knowledge learned from the job to solve workplace problems. Additional training and guidance are needed from the instructor/case manager.	Inconsistent in willingness to use sound reasoning to solve work problems. Shows potential for improvement.	Shows a willingness to use sound reasoning, and job knowledge to solve workplace problems. Shows initiative in improving skills. On a pathway to consistently using problem solving or critical thinking in the work environment.	Consistently applies sound reasoning to solve work problems. Identifies potential problems before they can occur.

WORKPLACE CULTURE, POLICY AND SAFETY

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not demonstrated understanding of workplace policies or workplace culture. Additional training and guidance are needed from the instructor/case manager.	Inconsistent in willingness to learn and follow safety rules, policy, and workplace culture.	Shows a willingness to learn and follow safety rules, policy, and workplace culture.	Shows clear understanding of work policies and safety rules. Exhibits honesty and integrity. Has completed applicable safety training and has led coworkers.

Certificate of Completion

Certificate of Completion

Illinois workNet® customers can earn a certificate of completion when they successfully complete the Career Development Assessment. As additional post-assessments are completed, they are added to the certificate. The certificate does not indicate they have successfully completed a specific program. It simply identifies they successfully completed post-assessments offered through Illinois workNet.

Customers can download the certificate from their Illinois workNet® account (Activities or Results Tab).

Illinois workNet® partners can download certificates through the Customer Groups tool (Customer Summary Page).



Illinois workNet® hereby acknowledges that

Pat Johnson

**Has Successfully Completed the Illinois workNet®
Work Readiness Assessments and Activities on**

October 7, 2011

Participant learned about the skills and qualities that effective employees possess including the following topics:

- | | |
|---|---|
| Communicating on the Job | Demonstrating Work Ethics and Behavior |
| Maintaining Professionalism | Maintaining Interpersonal Relationships |
| Solving Problems and Critical Thinking | Working as a Member of a Team |
| Maintaining a Safe and Healthy Work Environment | |

Successfully Completed Post-Assessments

- Career Development Assessment
- Observational Assessment
- NOCTI 21st Century Skills
- Worksite Evaluation



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