

Purpose: Measure essential employability skills that a participant feels they are starting with at the beginning of a job search experience.

Topics Covered:

Workplace skills that are required for college and career success:

- Computer Literacy
- Attendance & Dependability
- Self-Presentation
- Communication Skills
- Independence and Initiative
- Teamwork
- Positive Attitude
- Problem Solving/Critical Thinking
- Work Ethic
- Quality of Work

What to Expect:



- Participant can complete the self-evaluation as part of the Assessments in their Illinois workNet account.
- A partner can help a user complete the evaluation as part of the profile in the Customer Service Center.
- The rubric definitions are embedded into the evaluation.

Frequency:

- The user/participant should complete the evaluation at the very beginning of their job search or program participation.
- They can complete follow-up evaluations at any time.

Results:

- The initial self-evaluation is a baseline determination of the essential employability skills. It allows a partner the ability to train to the customer's self-identified deficiencies.
- Use the Evaluations report to generate a comparison between the initial (and most recent) self-evaluations and an initial / final worksite evaluation.
- Success is defined by a particular program. Typically, the goal is to help the participant achieve 7 out of 10 in foundation skills with a rating of "Needs Development" or higher.
- The instructor/Illinois workNet partner and participant review the results and discuss where the customer excels and how to further develop his or her skills.

Access to the Assessment and Results:

- Customers can access saved results through their My Dashboard. All saved results stay with the customer's account.
- Approved Illinois workNet partners will be able to complete the assessment and view previously saved results through the Customer Support Center tools.
- Use your assessment dashboard to see which customers have evaluation results and easily identify those who do not have saved results.

Use the Results:

- Review the results with the customer. This will allow the customer to make adjustments to their behavior and develop good habits.
- Use the **Employment 101** learning modules, **Job Skill Guides** and **Digital Literacy Guides** examples of essential workplace skills and related resources.
- Provide feedback on the skills the customer is gaining during their experience. Customers can use the **assessment tools in Optimal Resume** to document the skills they are gaining during the experience.

Steps:
1) Log into your Illinois workNet (www.illinoisworknet.com) account and go to your My Dashboard.
2) Access a list of customers. <ul style="list-style-type: none"> • Option 1 – Select the Assessment Dashboard. Use your dashboard to view a filtered list of customers. The customers in your assessment dashboard are the customers that you have access to via customer groups (Personal/Invitation Group, IWDS, or Special Program Groups). • Option 2 – Select your Customer Support Center to access list/groups of customers. If you need to add a customer to your personal group, invite them to your group.
3) Select the account. Select the customer assessment tab. Select Self-Evaluation.
<ol style="list-style-type: none"> 1. Select New Evaluation 2. Click “Take”. 3. Select “Current User if Participant” OR “Current user is entering evaluation from participant”. 4. Complete the evaluation. 5. Click the Preview button. 6. Review answers <ul style="list-style-type: none"> • If the participant wants to change an answer, click Edit Evaluation. • If the participant is satisfied with the answers, click Save Evaluation. 7. Print a copy or return to the customer profile. The participant can print a copy or close the tab.

The self-evaluation and the worksite evaluation synchronize with each other.

WORKSITE EVALUATION RATING DEFINITIONS

Computer/Digital Literacy - I can operate a computer, search the internet, send/receive emails, and use computer software
 Skills being assessed: Computer operation, surf the internet, email, use computer software

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have a basic knowledge of computers, internet and emails, but I am not good at it.	I can operate a computer, connect to the internet, use search engines, and send/receive emails. I know how to use software to write a letter.	I can operate a computer, connect to the internet, use search engines, and send/receive emails. I can use software to write a letter and/or use a spreadsheet.	I can operate a computer, connect to the internet, use search engines, and send/receive emails. I can use software to write a letter, use a spreadsheet or create a presentation. I am often able to assist others.

Attendance & Dependability – I have good attendance at school/work. I am on-time. I meet assignment deadlines.
 Skills being assessed: Not absent from school or work, calls the correct person if going to be absent, shows up on time and ready to work, finishes job or school assignments, and turns assignments in on time.

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I miss 3 or more days per month of school/work. I do not always notify the right person when I am going to miss school/work. I often get to school/work late. I do not finish assignments on time.	I miss 1-3 days per month of school/work, but I always find out how I can make up assignments or work. I sometimes get to school/work late, but I meet most assignment deadlines.	I rarely miss one day of school/work or am tardy, but I always notify the right person before my day is supposed to begin. I always try to meet assignment deadlines.	I have nearly perfect on-time attendance at school/work. Assignments are completed on-time.

Self-Presentation – I take pride in my personal hygiene. I know to dress according to school/work guidelines.
 Skills being assessed: Practices good personal hygiene and dress according to job/school guidelines

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I am not sure how to dress the right way for work. My hygiene could improve.	I think I have a good idea of how to dress the right way for work but might need help. My hygiene is acceptable.	I feel confident that I understand the right way to dress for work. My hygiene is good.	I take pride in being well-groomed, practice good personal hygiene and know the right way to dress for work.

Communication Skills - I listen to others and consider their opinions & viewpoints. I speak clearly. I understand and follow directions.
 Skills being assessed: *Active listening* - listen to and consider other people's opinions, communicate facts to/from supervisors.
Clear communication - follows directions, is open to correction, understands written material, can explain to or teach others.

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have had a hard time following direction. I do not always listen to other people's opinions & viewpoints. Other people have a hard time understanding me. I often use improper language or slang.	I know how to follow directions. I do not always listen to other people's opinions. Other people usually understand me.	I listen well. Other people understand me at school/work. I follow directions.	I listen well and speak clearly. I follow directions and can assist others. I can give a presentation if asked. I maintain composure and keep my emotions in check even in difficult situations.

<p>Independence & Initiative – I try to go above and beyond on school/work goals. I look for extra tasks when mine are complete. Skills being assessed: Look for extra assignments or work to do, try to go above and beyond, know and work toward school/work goals, keep working when there is nothing to stop me.</p>			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have a hard time getting my school/work tasks done. If I finish what I am doing, I wait for someone to tell me what to do next.	I get most of my school/work tasks done and only need a few reminders of what to do next.	I get my school/work tasks done. I have some regular tasks that I do without being asked. I will ask if there is something that needs to be done.	I always complete my school/work tasks and if I finish early, I ask what else needs to be done. I am sometimes asked to lead my classmates/co-workers.
<p>Teamwork – I work well with others. I ask questions of my work group. I try to help the group work smoothly. Skills being assessed: <i>Effective and Cooperative Work</i> - Work well with others, asks questions to do the work right, deal with conflicts/differences to work smoothly</p>			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have a hard time working in a group.	Sometimes I help get things done by working with a group of people.	I am respectful of others and contribute to group projects.	I am great with groups. I am usually the leader and try to make everything work.
<p>Positive Attitude – My school/work attitude is positive. I am polite with others around me. I am flexible to change. Skills being assessed: My school/work attitude is positive, and I am ready to learn or do my job, cooperative and polite with clients, coworkers, and supervisors, keep emotions under control at school/work, can adapt and be flexible to change, takes direction and feedback willingly.</p>			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have had a hard time keeping a positive attitude when I work with other people. I have a hard time keeping my emotions under control at school/work.	I can work with other people, but I have a hard time being flexible with task changing. I usually keep my emotions under control at school/work.	I work well with others and I like to receive feedback on how I can improve my work. I can keep my emotions under control at school/work.	I work well with others and I like to receive feedback on how I can improve my work. I am flexible and easily adapt to change. I keep my emotions under control at school/work.
<p>Problem Solving & Critical Thinking – I make good decisions. I can solve problems. Skills being assessed: Makes good decisions and can solve problems.</p>			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have had a hard time keeping a positive attitude when I work with other people. I have a hard time keeping my emotions under control at school/work.	I can work with other people, but I have a hard time being flexible with task changing. I usually keep my emotions under control at school/work.	I work well with others and I like to receive feedback on how I can improve my work. I can keep my emotions under control at school/work.	I work well with others and I like to receive feedback on how I can improve my work. I am flexible and easily adapt to change. I keep my emotions under control at school/work.

Not a Self-Accessed Assessment  **Adult** *OR*  **Youth**

Work Ethic – I treat other people and property with honesty, fairness, and respect. I accept responsibility for my decisions and actions. Skills being assessed: treats others with honesty, fairness, and respect; value school/work time and property, accepts responsibility for my decisions and actions.			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have had trouble getting along with other students/co-workers. I have also had trouble following the rules set by teachers/supervisors.	I mostly get along with other students/co-workers. I mostly follow the rules set by teachers/supervisors.	I get along with students/co-workers and teachers/supervisors. I regularly accept responsibility for my decisions and actions.	I almost always treat others with honesty, fairness, and respect. I almost always accept responsibility for my actions.
Quality of Work – I know my school/company goals. I work toward the goals by reviewing my work and using feedback I receive. Skills being assessed: review work before submitting it, uses feedback to improve work, know and work toward the big picture goals of school/work.			
Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
I have a hard time completing tasks to meet expectations of teachers/supervisors. I do not know the big picture goals of school/work.	I sometimes ask for feedback on my tasks before turning in finished products to teachers/supervisors. I think I understand the big picture goals of school/work.	I usually ask for feedback before turning in finished products to teachers/supervisors. I know the big picture goals of school/work.	I ask for direction and clarify before beginning a task. I always try to give my best effort to a project. I usually exceed teacher/supervisor expectations and understand the big picture goals of school/work.

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