

Purpose: Measure workplace skills that are demonstrated at a worksite during a work-based learning experience.

Topics Covered:

Workplace skills that are required for college and career success:

- Computer/Digital 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:



- Supervisor observes the student's skills in the workplace and completes the evaluation in 5 minutes or less.
- The Illinois workNet partner sends the worksite supervisor an email to complete the student's evaluation or they can enter the supervisor's completed evaluation results directly into the Illinois workNet system.
- The rubric definitions are embedded into the evaluation.

Frequency:

- 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.
- The final evaluation should be completed towards the end of the work experience.

Results:

- Successfully completing the Observational Assessment is defined as scoring 7 out of 10 in foundation skills with a rating of "Needs Development" or higher.
- The instructor/Illinois workNet partner and student 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 adjust their behavior and develop good habits.
- Use the **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 Worksite Evaluation.
4) Complete the evaluation or invite an employer to complete the evaluation. <ol style="list-style-type: none"> 1. Select an employer or enter a new employer. 2. Enter the customer job title and worksite start/end dates. 3. If you are completing this evaluation on behalf of the supervisor, skip step three and select submit evaluation. Otherwise, select a contact or enter a new contact. 4. Select whether this is an initial or final evaluation. 5. If you are completing the evaluation, select submit evaluation. If the contact is completing the evaluation, select send email button. 6. If you are completing the evaluation, select either: <ul style="list-style-type: none"> • Current user is selected evaluator • Current user is entering evaluation from employer 7. Select appropriate skill level for each foundation skill/performance expectation. Select the info bubble icon to see the description for each section. Add additional comments if needed. Once complete select the preview button. If changes are needed, select the Edit Evaluation button. 8. Once everything is correct, click the Save Evaluation button.
5) Once the evaluation is complete, your student/customer will receive an email to let them know their evaluation results are available.

The worksite evaluation syncs with the self-evaluation.

WORKSITE EVALUATION RATING DEFINITIONS

Computer Literacy - Computer operation, Search the internet, Email, Use computer software.

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Limited ability to operate a computer, connect to the internet, use search engines, and/or send/receive email. Cannot operate computer software.	Can operate a computer, connect to and navigate the internet, send/receive emails. Limited ability to use computer software.	Can operate a computer, connect to and navigate the internet, send/receive emails. Can use word processing or spreadsheet software.	Can operate a computer, connect to and navigate the internet, send/receive emails. Can use word processing, presentation or spreadsheet software. Serves as a model for other workers.

Attendance & Dependability - Not absent from school or work, notifies the correct person if you are 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
Excessive absences and/or lateness consistently impact work performance. Additional training and guidance are needed from the case manager.	Below 90% attendance per agreed upon work schedule, but participant seeks out opportunities to make up missed work. Inconsistent in arriving to work, returning from breaks on time, and notifying supervisor prior to lateness.	Maintains 90% on-time 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.
Self-Presentation – Practices good personal hygiene. Dress according to job/school guidelines			
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 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.
Communication Skills			
<i>Active listening</i> - Listen to and consider other people's opinions & viewpoints, Communicate facts to/from supervisors.			
<i>Clear communication</i> - Follows directions, open to correction, understands written material, can explain to or teach others.			
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 the participant's case manager.	Inconsistent in communicating in 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 be 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.

Independence & Initiative - Looks for extra assignments or work to do, tries to go above and beyond, knows and works toward school/work goals, keeps working when there is nothing to stop him/her.			
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 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 becoming a self-starter.	Consistently begins and remains on task until completion, and initiates interaction for next task. Can work independently and lead others.
Teamwork - Effective and Cooperative Work - Work well with others, asks questions to do the work right, deals with conflicts/differences to work smoothly.			
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 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 be 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.
Positive Attitude - My school/work attitude is positive, and I am ready to learn or do my job, cooperative and polite with clients, coworkers, and supervisors, keeps emotions under control at school/work, can adapt and be flexible to change, takes direction and feedback willingly.			
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 youth's 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.
Problem Solving & Critical Thinking - Makes good decisions, can solve problems.			
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 youth's case manager.	Inconsistent 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.

Work Ethic - Treats others with honesty, fairness, and respect; values school/work time and property, accepts responsibility for my decisions and actions.			
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 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.
Quality of Work - Reviews work before submitting it, uses feedback to improve work, knows and works toward the big picture goals of school/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 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.

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