Purpose: Measure essential employability workplace skills to help participants learn and demonstrate the same in a permanent employment position. This comparison was developed based upon research from the Illinois Essential Employability Skills Framework and Self-Assessment.

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 and Critical Thinking
- Quality of Work

Resources:

Additional resources to use during training include:
- Explore Careers - Employment 101
- Qualify for Jobs – Job Skills Guides
- Qualify for Jobs – Digital Literacy Guides

Evaluations:

- Self-Evaluation
- Observational Evaluation
- Worksite Evaluation

Self-Evaluation

- The self-evaluation allows the user to evaluate their level of competency for the top ten of fourteen skills covered in the Job Skills Guide.
- Each skill has a basic statement followed by: Not Really, A Little/Some, I think So/Most of the Time, and Yes to All/Almost Always.
- Each ranking has an information bubble that explains what that ranking means for the skill being evaluated.
- The skills being evaluated directly replicate the worksite evaluation skills but are worded for a 5th grade reading level comprehension.
- Directions and rubric for the self-evaluation can be found here:
  https://www.illinoisworknet.com/DownloadPrint/Self%20Evaluation%20-%20Essential%20Employability%20Skills%20Guide.pdf

Observational Evaluation

- The Observational Evaluation allows the partner agency to evaluate the skill level of competency of the participant during their participation in classroom/agency settings for the top ten of fourteen skills covered in the Job Skills Guide.
- Each skill has a basic statement followed by: Below Standard Expectation, Meets Standard Expectation, Exceeds Standard Expectation.
- The categories of the Observational Evaluation do not directly correlate with the self-evaluation or the worksite evaluation. They are broken into 16 categories that allow more specific coaching.
- Each ranking has an information bubble that explains what that ranking means.
- Directions and the rubric for the Observational Evaluation can be found here:
  https://www.illinoisworknet.com/DownloadPrint/Observational%20Evaluation%20-partner_FINAL.pdf

Worksite Evaluation

- The Worksite Evaluation allows the employer for the work-based learning experience to evaluate the level of competency for the top ten of fourteen skills covered in the Job Skills Guide.
- Each skill has a basic statement followed by: Performance Improvement Plan Needed, Needs Development, Proficient, and Exemplary.
- Each ranking has an information bubble that explains what that ranking means for the skill being evaluated.
- The skills being evaluated directly replicate the self-evaluation skills but are worded in a human resources language base.
- Directions and rubric for the Worksite Evaluation can be found here: https://www.illinoisworknet.com/DownloadPrint/Worksite%20Evaluation%20-partner_FINAL.pdf

Expectations and use:

- The participant completing the self-evaluation should take a contemplative realistic look at each of the skill levels to make improvements to gain and retain employment. This evaluation should take place right after enrollment into a program.
- The career navigator / instructor completing the Observational Evaluation should observe the participant during classroom interactions. After a short period of time, perhaps 10-14 days, the evaluation may be completed to guide the participant to the proper resources to help them learn and understand the essential employability skills.
- An employer / site supervisor should observe the participants skills in the workplace and evaluate their performance after the first 30 days on the job (initial evaluation). This should be followed by a final evaluation around the 90-day mark of employment in the work-based learning experience.
- If the evaluations are counting toward a performance measure for a grant funded program, utilize the report found on the participants assessment tab to contrast and compare self-evaluations to worksite evaluations. Successful completion for performance may vary by grant, but in general meeting requirements is defined as scoring 7 out of 10 in essential employability skills with a rating of "Needs Development" or higher.
- Throughout the entire process, the instructor/Illinois workNet partner and participant review the results with the customer. This will allow the customer to adjust their behavior and develop good habits.
- Direct participants to the proper resources listed above depending upon what skill development they need.
- 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.

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.

Self-Evaluation *Worksite Evaluation*	*Not Really* *Performance Improvement Plan Needed*	*A Little/Some* *Needs Development*	*I think so / Most of the time* *Proficient*	*Yes to all / Almost Always* *Exemplary*
Self-Evaluation – **Computer/Digital Literacy** • Computer operation • Search the internet • Email • Use computer software	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.
Worksite Evaluation *Computer/Digital Literacy*	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.
Self-Evaluation – **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.	I miss 3 or more days per month of school/work. I do not always call 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.
Worksite Evaluation *Attendance & Dependability*	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 calling 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-Evaluation – Self-Presentation • Practices good personal hygiene • Dress according to job/school guidelines	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.
Worksite Evaluation *Self-Presentation*	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.

Self-Evaluation *Worksite Evaluation*	*Not Really* *Performance Improvement Plan Needed*	*A Little/Some* *Needs Development*	*I think so / Most of the time* *Proficient*	*Yes to all / Almost Always* *Exemplary*

Self-Evaluation –
Communication Skills
Active listening
    Listen to and consider other people's opinions & viewpoints.
    Communicate facts to/from supervisors
Clear communication
    Follows directions
    Is open to correction
    Understands written material
    Can explain to or teach others
	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.

Worksite Evaluation **Communication Skills**	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.
Self-Evaluation **Independence & Initiative** 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	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.
Worksite Evaluation *Independence & Initiative*	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.
Self-Evaluation – **Teamwork** *Effective and Cooperative Work* Work well with others Asks questions to do the work right Deal with conflicts/differences to work smoothly	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.

Self-Evaluation *Worksite Evaluation*	*Not Really* *Performance Improvement Plan Needed*	*A Little/Some* *Needs Development*	*I think so / Most of the time* *Proficient*	*Yes to all / Almost Always* *Exemplary*
Worksite Evaluation *Teamwork*	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.
Self-Evaluation – 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 Keep emotions under control at school/work Can adapt and be flexible to change Takes direction and feedback willingly	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 change. 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.
Worksite Evaluation *Positive Attitude*	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 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 be 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.
Self-Evaluation – Problem Solving & Critical Thinking Makes good decisions Can solve problems	I have a hard time making good decisions or solving a problem I am facing.	I can make good decisions, but I have a hard time solving school/work related problems.	I will find help to solve school/work problems, so that I can make good decisions.	I always try to use logic and reasoning to solve school/work problems and make sound decisions.
Worksite Evaluation Problem-Solving & Critical Thinking	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.

Self-Evaluation **Work Ethic** Treats others with honesty, fairness, and respect I value my school/work time and property Accepts responsibility for my decisions and actions	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.
Worksite Evaluation *Work Ethic*	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.
Self-Evaluation **Quality of Work** Reviews work before submitting it Uses feedback to improve work Knows and works toward the big picture goals of school/work	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.
Worksite Evaluation *Quality of Work*	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.