

**Purpose:** Measure workplace skills that are demonstrated over time.

**Topics Covered:**

Workplace skills that are required for college and career success.

- Work Ethic/Character
- Problem Solving Skills
- Interpersonal Skills
- Computer Skills

**What to Expect:**






- An instructor observes your skills similar to a job review.
- You receive graded results through your Illinois workNet account.
- The results include skill level definitions.
- The skills in the evaluation apply to all occupations.

**Benefits:**



Use the results to help you reach your goals.

- See which skills need to be improved. Work on building those skills.
- Identify your strong skills. Market those skills.

| Steps:   | Find It Here:<br><a href="http://www2.illinoisworknet.com">www2.illinoisworknet.com</a>                         |
|--|---|
| 1) See if your instructor uses this evaluation. This is a free for all Illinois workNet partners. They can learn more about the evaluation through <a href="http://www.illinoisworknet.com/assessments">www.illinoisworknet.com/assessments</a> .  |   |
| 2) Once your instructor completes the assessment, you can view the results through your My Dashboard (My assessments).   |  My Dashboard              |
| 3) Discuss the results with your instructor and identify skills where you excel and skills that need some improvement. Make sure you understand what changes are needed to improve your skills. Use the <a href="#">Job Skill Guide</a> to learn more about the skills employers want.   |  Qualify for Jobs          |
| 4) Include your strong skills in your resume and portfolio.<br>a) Use the resume builder Skills Assessments as a tool to brainstorm examples. Store your examples in one place. You can share the list with your instructor using the share icon.<br>b) Use those examples to put together a resume draft or update your resume and portfolio. Look at <a href="#">Prepare Your Resume</a> and <a href="#">Marketing Your Skills</a> for tips. |  Qualify for Jobs          |
| 5) Use your strong skills to write an essay to apply for scholarships or an internship. See <a href="#">Planning and Financing Training</a> to learn more about financial aid and scholarships.  |  Training & Credentials    |
| 6) Use your strong skills to put together responses to interview questions. See <a href="#">Employment and Hiring Planning</a> articles for tips.  |  Job Openings & Recruiting |

| FUNDAMENTAL                  |   | YES or NO  |  |  |
|------------------------------|---|--|--|--|
| Appearance                   | 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.  |  |  |  |
| Oratory/<br>Speaking         | 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/<br>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/<br>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/<br>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.   |  |
| PROBLEM SOLVING              | 1 = Below Standard/Expectation  | 2 = Meets Standard/Expectation   | 3 = Exceeds Standard/Expectation   |  |
| 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.  |
| Active Listening     | Struggles to understand, interpret, and evaluate what he or she heard. Does not accurately recall information. Does not ask clarifying questions. 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 questions. 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 questions. 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             | 1 = Below Standard/Expectation  | 2 = Meets Standard/Expectation   | 3 = Exceeds Standard/Expectation  |
| Computer Literacy    | Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Has difficulty using word processing software.   | Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing software.   | Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing, presentation and spreadsheet software.  |