

Purpose: Measure workplace skills that are demonstrated over time in a training environment.

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:



- Observe student behavior over time and provide an evaluation of their skills similar to a job review.
- Complete the evaluation online (for free) through your Illinois workNet account in 5 minutes or less.
- The rubric definitions are embedded into the evaluation.
- The skills in the evaluation apply to all occupations.

Frequency:

- The training provider should review the worksite evaluation, definitions, and the expectations at the beginning of the training.
- Complete the preliminary evaluation a few weeks into or midway through the training.
- The final evaluation should be completed towards the end of the training.

Results:

- Successfully completing the Observational Evaluation 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/Exceeds Standard.”
- The instructor/Illinois workNet partner and student review the results and discuss examples 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.

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 customer account. Select their assessment tab. Select Observational Evaluation.
4) Complete the evaluation. <ol style="list-style-type: none"> 1. Select appropriate skill level/answer for each evaluation area. Select the info bubble icon to see the description for each section. Once complete select the preview button.
5) Once everything is correct, submit the evaluation.
6) Once the evaluation is complete, your student/customer will receive an email to let them know their evaluation results are available.

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/ 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/ 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	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated	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.

	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
	influence or threats. Has a low expectation for self.	but needs encouragement at times. Sets moderate expectations for self.	
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.
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	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.	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

	team members. Disrespects other team members' input. Is unwilling to compromise to achieve overall team success.	Willing to compromise to achieve overall team success.	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.

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