

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.

- Attendance
- Punctuality
- Workplace Appearance
- Taking Initiative
- Quality of Work
- Communication Skills
- Response to Supervision
- Teamwork
- Problem Solving/Critical Thinking
- Workplace Culture, Policy and Safety

What to Expect:



- Supervisor observes the students 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 supervisors 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 make adjustments to 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 their 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 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. If you are completing the evaluation, select submit evaluation. If the contact is completing the evaluation, select send email button. 5. Select either <ul style="list-style-type: none"> • Current user is evaluator • Current user is entering evaluation from employer 6. Select appropriate skill level for each foundation skill/performance expectation. Select the info bubble icon to see the description for each section. Once complete select the preview button. 7. Once everything is correct, submit the evaluation.
5) Once the evaluation is complete, your student/customer will receive an email to let them know their evaluation results are available.

WORKSITE EVALUATION RATING DEFINITIONS ATTENDANCE

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive absences consistently impact work performance. Additional training and guidance are needed from the youth's case manager.	Below 90% attendance per agreed upon work schedule, but participant seeks out opportunities to make up missed work.	Maintains 90% 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.

PUNCTUALITY

Performance Improvement Plan Needed	Needs Development	Proficient	Exemplary
Excessive lateness consistently impacts work performance. Additional training and guidance are needed from the youth's case manager.	Inconsistent in arriving to work, returning from breaks on time, and calling supervisor prior to lateness.	Arrives to work and returns from breaks on time. If late, calls supervisor ahead of time. On a pathway to understanding the importance of reporting to work on time consistently.	Perfect or near perfect in arriving for work and returning from breaks on time. Model for other new workers.

WORKPLACE APPEARANCE

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 youth's 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.

TAKING INITIATIVE

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 youth's 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 being a self-starter.	Consistently begins and remains on task until completion, and initiates interaction for next task. Can work independently, and leads others.

QUALITY OF 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 youth's 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.

COMMUNICATION SKILLS

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 youth'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 being 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.
RESPONSE TO SUPERVISION			
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.
TEAMWORK			
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 youth's 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 being 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.
PROBLEM-SOLVING/CRITICAL THINKING			
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 in 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.

WORKPLACE CULTURE, POLICY AND SAFETY			
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 youth's 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.

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