



Jobs League Worksite Agreement

Participant Work Readiness Assessment

Office of Workforce and Community Initiatives

Participant Evaluation					
Participant Name:		Employer Name:			
Participant Job Title:		Worksite:			
Start Date:		Worksite Supervisor/Reviewer:			
Review Date #1:		Review Date #2:			
Foundational Skill	Performance Expectations	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
* See page 3 for more detailed grading descriptions					
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMUNICATION SKILLS	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSE TO SUPERVISION	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEAMWORK	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM SOLVING/ CRITICAL-THINKING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WORKPLACE CULTURE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers may add as many or few additional skills as they see fit based on the position.	TOTAL SCORE (add 4-box total; average score = total/# of skills)	Total:	Total:	Total:	Total:



To meet work readiness skill attainment:

1. Employee must have an overall average score that is “proficient” (3.0) or employee must meet “proficient” standard in 80% of the total categories listed.
2. Supervisor **MUST** verify that performance on job was satisfactory.
3. Employee must not have been fired from this work experience.

*Examples: If there are 10 skill categories, participant must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories. If an employer chose 15 skills to measure, participants would need minimum score of 45 (3 X15) out of a possible 60 or be proficient in at least 12 of the 15 categories.

Review Comments/Goals:

Employee had satisfactory work performance and has met minimum total score:

Supervisor Signature Printed Name Date

Participant Signature Printed Name Date



Tips for Implementing Work Readiness Tool

- **FLEXIBILITY:** This work readiness tool is modifiable to best meet employer's needs. Ten foundation skills have already been listed. Employers may measure all or most of these skills and are also encouraged to add any additional workplace and career skills.
- **SAMPLE SKILLS:** Listed below are examples of potential additional skills.

Occupation/Technical Skills	Academic Skills	Leadership Skills	Business Skills
<ul style="list-style-type: none"> -- Occupation-specific skills -- Industry-sector skills -- Industry-wide skills -- Understanding all aspects of an industry 	<ul style="list-style-type: none"> -- Written communication -- Reading and reviewing -- Mathematics and data analysis -- STEM: science, technology, engineering, and mathematics -- Basic computer skills 	<ul style="list-style-type: none"> -- Leadership -- Creative thinking/innovation -- Project management -- Teaching and instructing 	<ul style="list-style-type: none"> -- Customer service skills -- Telephone skills -- Planning and organizing -- Scheduling & coordinating -- Using computer applications

- **PREPARATION:** Employers should review tool with the youth on or prior to the first day of the work experience. Depending on the number of youths at a worksite and the employer's discretion, this can be done as part of an employer-led group orientation or individually with each young worker. At the conclusion, each youth should have a clear understanding of their job description and expectations, what work readiness skills they will be measured on, and how often they will be measured.
- **FREQUENCY:** It is recommended that employers conduct more than one evaluation. Benefits of administering bi-weekly or "mid-point" assessments include the ability for employers to offer youth constructive feedback; formally recognize positive work performances; address small issues before they become larger ones; and formally communicate youth performance with local program staff to ensure added support. An additional benefit is that local areas may be able to document the work readiness progress if a participant who has already proven to be proficient in work readiness leaves the program prior to its end.
- **FIRST EVALUATION:** The first evaluation can also be used as a helpful diagnostic and developmental tool that is maximized when delivered within the first two or three weeks. For participants experiencing challenges and have received a "1" in any category, a performance improvement plan should outline a set of goals in the comment section. In the past, some employers have had youth first assess their own performance and use any gaps in assessments to promote positive communication.
- **GRADING SCALE:** A grading scale of foundation skills has been listed on page 3 for employer convenience. To add any additional skills, employers can copy the language in the "general key" and modify as they see fit.
- **SUPPORT:** Local area program staff are available to make evaluation process as simple and seamless as possible. Through employer orientations, worksite monitoring, and on-going communication, summer youth program staff are available to address any outstanding questions or concerns by the employer. They may also be available to assist with job descriptions and provide additional supportive work readiness training to participants. Program staff can be reached at: _____.

Sources: Tool content and design is based on three general sources encompassing public study, private research, and practical local application.

(1) US Dept. of Labor – ETA's "Building Blocks for Competency Models" http://www.careeronestop.org/CompetencyModel/pyramid_definition.aspx
 (2) Employer research collaboration of The Conference Board, Partnership for 21st Century Skills, Corporate Voices, & Society for HR Management includes online-accessible reports: "New Graduates' Workforce Readiness", "Are They Really Ready to Work?", and "The Ill-Prepared US Workforce".
 (3) Sample tool design is based most closely on the Massachusetts Work-Based Learning Plan (<http://www.skillslibrary.com/wbl.htm>). The Seattle King County's Learning and Employability Profile, and other tools from the 2009 Summer Youth Employment Initiative under the American Recovery and Reinvestment Act were also utilized. For more info, see: "Tips on Measuring Work Readiness" www.workforce3one.org/view/5000910643776065645/info

For additional information about DSS Office of Workforce and Community Initiatives, please visit mydss.mo.gov/employment-training-programs. Missouri Department of Social Services is an equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities. Missouri Relay Services are available at 711.

