RESULTS FROM CWP'S ASSESSMENT AND DEVELOPMENT OF SOFT SKILLS WITHIN FIVE PARTICIPATING ACADEMIES

This Report summarizes results of a pilot effort
managed byHartford, CT's WIB, Capital Workforce Partners'
(CWP) Office of Youth Service to determine the impact
of assessment and development on youth's
soft skills in five academies during the
2011 – 2012 school and work experience year.

September , 2012

Learning Resources, Inc.

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Introduction

The following Report summarizes results of a pilot effort managed by Capital Workforce Partners' (CWP's) Office of Youth Service to determine the impact of assessment and development on youth's soft skills in five academies during the 2011 – 2012 school and work experience year.

A total of 145 students were included in the study and of this total 50 had available to them LRI's curriculum whose focus is the development of the soft skill competencies measured by LRI's Workforce Readiness Skills (WRS) program. The balance of students used their traditional curriculum resource.

Goals of this effort included the determination of:

1. The extent to which academy youth developed their soft skills during this initiative.
2. The extent to which participating youth developed a level of soft skill success that employers define as acceptable. Nationally, employers have established that a score of 6 (out of 10) is minimum level of acceptability for individuals to qualify for an interview for employment.
3. The impact LRI's curriculum had on skill building: Did youth with access to the curriculum develop their soft skills to a greater extent than those without access?
4. The extent to which youth, academy workforce professionals and CWP find LRI's assessment and development tools relevant, easy to use and valuable
5. The extent to which LRI's resources supported and strengthened CWP's Career Competencies model
6. Areas in which the initial pilot model could be enhanced to achieve even better results – academy-wide.
7. Where LRI's tools might have application to CWP's other efforts with youth, adult and targeted populations.

The data contained in the report addresses the goals identified above and supports the belief that soft skills assessment and development, as demonstrated by the outcomes of this initiative, support CWP's ability to serve employers and citizens in its region and those served though its websites: www.capitalworkforce.org and http://careercompetencies.org.

Methodology

Five academies were identified for inclusion in this study. Two were included as a "pilot" group and the other 3 were designated a "control group." Table 1 below identifies the number of students participating across each of the study locations, and whether they were in the pilot group or control group. For all locations students were administered the AccuVision Workforce Readiness Skills (WRS) assessment program's Personal Qualities module; some youth were also assessed by the second module, Customer Care. Behaviors and skills measured by these assessment modules are included in Appendix A.

Once assessed, pilot location students were directed to developmental activities within a LRI curriculum that addresses the competencies measured by WRS. After-school activities focused on the remediation of deficits using a curriculum designed specifically to develop WRS competency deficits for each assessed (pilot) student. Appendix B includes examples of the training curriculum used in the Pilot Group. This group of students were post-assessed just prior to work-experience and assessed a final time following work experience.

Control group students were not provided developmental support beyond their already established curriculum.   Some of this group was reassessed prior to work experience and almost all were assessed again following this activity.

Table 1 – Number of students participating by each location

Location	Number of Students	Experimental Group
110 – Urban League	37	Control (no curriculum)
112 – Our Piece of the Pie	37	Pilot (curriculum)
114 – Opportunity HS	37	Control
116 – Catholic Charities	17	Pilot
121 – Blue Hills	17	Control

Results

All students took the Personal Qualities Module and a subset took the Customer Care Module. Table 2 shows the number of students that participated in the pre-test for each module from each location.

Table 2 - Number of students taking the personal qualities and customer care modules a first time

Location	Personal Qualities Module	Customer Care Module
110 –Urban League	37	4
112 – Our Piece of the Pie	37	37
114 – Opportunity HS	36	37
116 – Catholic Charities	17	17
121 – Blue Hills	16	17

Personal Qualities Module

In order to determine whether the groups were at an equivalent skill level to begin with, performance on the first assessment across all locations was examined. A baseline was established for each student through the initial pre-assessment and the Feedback Report (See Appendix C). Results in Table 3 show that the groups were in fact all equal. This provides evidence that none of the groups were at a different starting point from the others before the assessments and training were conducted. For a more in-depth presentation of the statistics provided below, a follow-up conversation may be appropriate.

Table 3 - Difference in performance on first assessment

	Test for equality of variances		Test for equality of means			
	F	Sig	T	Df	Significance	Mean Diff.
Raw Score	.034	.854	.062	141	.951	.085
Probability of Success	.485	.487	.243	141	.808	.069

Performance gains (post training curriculum) were measured by performance on the overall scores from the second administration of the Personal Qualities Assessment. The overall score differences between the first and second administration from the Pilot Group (Our Piece of the Pie and Catholic Charities) were compared against the control group (Urban League, Opportunity HS, and Blue Hills).

Table 4 shows that there was a significant difference in **performance gains** between the control group and pilot group. In fact, the pilot group improved their scores significantly greater than the control group (t=2.52, df=95, p < .05).

Table 4 – Change in scores by group

Training Group	Score Change
Control Group	-1.65
Pilot Group	2.28

There was a significant increase in scores from the first administration to the second administration for those who received the specialized training curriculum. For the control group that did not receive the additional training there was a slight decrease in score, which was neither unexpected nor uncommon.

Table 5 shows the breakdown of performance gains by specific location. Again, both pilot locations had a significant improvement while the control groups each slightly declined. This table also shows that no one site disproportionately influenced the overall results. In other words, the results were consistent across sites.

Table 5 – Performance gains by location

Site	Average Score Performance Improvement
Urban League	-1.82
Our Piece of the Pie	2.24
Opportunity HS	-1.48
Catholic Charities	2.44
Blue Hills	-1.88

In addition to simply looking at overall performance gains, the percentage of students in each group improving their performance was examined. Even though there was an overall decrease in performance for the control group, a significant number of students from that group improved their performance. However, it was still less than the number of students from the pilot group that improved their performance. Table 6 shows the percentage from each location where performance between the first and second administration of the assessment improved.

Table 6 – Percent of students improving by site

5

Site	Percent of group improving their score after training
Urban League	29%
Our Piece of the Pie	47%
Opportunity HS	41%
Catholic Charities	67%
Blue Hills	37%

The greatest percentage of improvement occurred in the two pilot sites (Catholic Charities and Our Piece of the Pie). Table 7 shows the percentage of the two groups that improved performance, declined performance, and stayed the same.

Table 7 – Percentage of the groups that improved performance

Group / Performance Change	No Change	Declined	Improved
Control Group	5.6%	55.6%	38.9%
Pilot Group	11.6%	37.2%	51.2%

Over half of the Pilot group improved their performance overall, while less than 40% of the Control group saw any gains in performance. These results show that the **number of students** improving performance was significantly greater for the Pilot group **and** the **performance gains** were significantly greater for the Pilot group as well.

Personal Qualities Skills Information

Next, performance on the skills measured by the assessment, and also trained in the pilot classrooms, was examined.

Table 8 shows that overall the two lowest skills for the entire group, based on the pre-assessment, was Self-Management and Sociability. These results were consistent across locations. Appendix D shows the skill rankings for each individual location.

Table 8 – Overall skill rankings on pre-test

Skill	Rank	Performance
Integrity	1	Avg.
Responsibility	2	Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

Given that the training was to be focused on the weakest two skills performance improvement on those two skills was specifically examined for all locations. Performance improvement was also

examined for all skills. While not all significant there was improvement across the groups on all skills as can be seen in Table 9.

Skill	Percentile Change
Integrity	2.28
Responsibility	0.12
Self-Esteem	0.69
Self-Management	2.31
Sociability	1.47

Table 10 shows that the Pilot group locations made significant improvement on the two skills needing the most amount of development.

Location	Self-Management Percentile Change	Sociability Percentile Change
Urban League	-0.78	3.80
Our Piece of the Pie	6.20	1.52
Opportunity HS	4.59	1.50
Catholic Charities	7.34	16.24
Blue Hills	-11.89	-7.33

Customer Care Module

One hundred twelve students took the Customer Care Module. Of the 112 only 78 took a post test on the same module. The frequency of students participating on both the pre- and the post-test by location is shown below in Table 11. There is a much lower number of students participating in the Pilot Group (for this module). This makes sense given that development began with the more basic skills measured in the Personal Qualities Module.

Location	Number of Students
110 – Urban League	0
112 – Our Piece of the Pie	32
114 – Opportunity HS	32
116 – Catholic Charities	9
121 – Blue Hills	5

In order to determine whether the groups were at an equivalent skill level to begin with, performance on the first exam across all locations was examined. A baseline was established for each student. Results in Table 12 show that the groups were in fact not equal to begin with. The Control Group actually scored significantly better (approximately 3 points) on the pre-test compared to the Pilot Group. The following examines performance gains for both groups.

Table 12 – Difference in performance on first exams

	Test for equality of variances		Test for equality of means			
	F	Sig	T	df	Significance	Mean Difference
Raw Score	1.19	.277	2.088	110	.039	2.83

Next, performance gains (post training curriculum) were measured by performance on the overall scores from the second administration of the Customer Care Assessment. The overall score differences between the first and second administration from the Pilot Group (Our Piece of the Pie and Catholic Charities) were compared against the control group (Urban League, Opportunity HS, and Blue Hills).

Table 13 shows that there was <u>no significant difference in performance gains</u> between the control group and pilot group, (t=2.52, df=95, p < .05). However, the pilot group did appear to be headed in the direction of outperforming the Control group and had a slight increase in scores.

Table 13 – Change in scores by group

Training Group	Score Change
Control Group	-0.81
Pilot Group	1.37

Table 14 shows the breakdown of performance gains by specific location. Again, both pilot locations had a significant improvement while the control groups each slightly declined. This table also shows that no one site disproportionately influenced the overall results. In other words, the results were consistent across sites.

Table 14 – Performance gains by location

Site	Average Score Performance Improvement
Our Piece of the Pie	0.22
Opportunity HS	-0.06
Catholic Charities	6.44
Blue Hills	-7.40

In addition to simply looking at overall performance gains, the percentage of students in each group improving their performance was examined. Even though there was an overall decrease in performance for the control group, a significant number of students from that group still improved their performance. However, it was still less than the number of students from the pilot group that improved their performance. Table 15 shows the percentage from each location where performance between the first and second administration of the assessment improved.

Table 15 – Percent improving on Customer Care Skills by location

Site	Percent of group improving their score after training
Our Piece of the Pie	43.8%
Opportunity HS	40.6%
Catholic Charities	77.8%
Blue Hills	20.0%

Again, the greatest number of students improving their overall performance came from the two pilot locations versus the control group. Not only was there a quantity difference in the number of people improving but the magnitude of the improvement was also greatest from the pilot sites.

These results show that the **number of students** improving performance was significantly greater for the Pilot group while the **performance gains** were only slightly greater for the Pilot group.

Customer Care Skills Information

Next, performance on the skills measured by the assessment, and also trained in the classroom, was examined.

Table 16 shows that overall the two lowest skills for the entire group, based on the pre-assessment, was Self-Management and Sociability. These results were consistent across locations. Appendix D shows the skill rankings for each individual location.

Table 16 – Overall skill rankings on pre-test

Skill	Rank	Performance
Decision Making	3	Below Average
Customer Relations	1	Average
Commitment to Quality	2	Below Average

Given that the training was to be focused on the weakest two skills performance improvement on those two skills was specifically examined for all locations. Performance improvement was examined for all skills. While not all significant there was improvement across the groups on two of the three skills as can be seen in Table 17.

Table 17 – Performance change by skill

Skill	Percentile Change
Decision Making	4.35
Customer Relations	2.47
Commitment to Quality	-1.35

Table 18 shows that the Pilot group locations made significant improvement on the two skills needing the most amount of development. The Control group also made improvements in Decision Making but did not in Commitment to Quality.

Table 18 – Performance change on weakest two skills by location

Location	Decision Making Percentile Change	Commitment To Quality Percentile Change
Urban League	N/A	N/A
Our Piece of the Pie	5.75	9.92
Opportunity HS	3.23	-6.17
Catholic Charities	6.27	8.70
Blue Hills	4.35	-1.35

Pilot Study Conclusions

There were clearly significant gains in the Pilot Group on overall performance as well as individual skills. The results were stronger for the Personal Qualities Module than they were for the Customer Care Module, though some of the finding may be due to the smaller numbers participating in the Customer Care skill building activities. Further, given the climate's impact on the number of weeks available for this effort, there was pressure on Academies to focus on one module, Personal Qualities, rather than spreading their time over the second module. The positive results of this decision can be seen in the extent to which Pilot sites improved the weakest two skills of their students, Self-Management and Sociability, as reported in Table 9.

Results of this pilot were strong and suggest that, with the establishment of clearer protocols for Academies and perhaps with additional support the Pilot's results can be strengthened and widened to support results within Control Group Academies. Specific opportunities to learn from this effort appear in the next section, Building upon Success – Improving the Pilot Process.

Finally, the results of the CWP/LRI pilot suggest that there may be additional opportunities to consider in further support of the Capital Region. This is discussed in the final section of this Report, Building upon Success – Opportunities within CWP.

Building upon Success –Moving to Full Implementation with CWP Youth

One goal of any pilot is to learn from the process. While results of this effort were impressive, there were lessons learned to improve the process and these are summarized below:

I.   Pilot Site issues and Opportunities.

   A.   While there was general understanding among sites as to why CWP undertook this effort, the message should be clearer regarding:

      1. The importance of employers' involvement in defining their specific, job-related soft skill needs
      2. How employers' data relates to individuals' Feedback Reports, which are one outcome of the assessment process.
      3. How a comparison of the needs of employers with the strengths (and development needs) of individuals can guide Academies in identifying which skills to focus development on – both during after school and work-experience activities.

   B.   Establish plans and protocols to ensure that Academies are prepared to assess learners early in the school year, at the end of after-school activities and before students are sometimes no longer available following work-experience.

   C.   Clarify when and how assessment results will be communicated to youth. Different Academies may do this differently – but there should be a CWP-accepted protocol in place.

   D.   Establish a process so that Academies and their employer-partners know:

      1. What kind of information they will receive regarding the results of this effort.
      2. What data Academies will share with employers.
      3. How results will strengthen Academies' retention of current work-experience employers and enable them to add new employers to their list.
      4. How sites will use outcome data to strengthen their programs and continuously improve those aspects that are not performing as effectively as desired.

II.   Outreach

   A.   While item I.A.1 is an important first step at employer-involvement, as Academy staff have reported, employers are often unclear as to just what skills are most important and which skills are characteristic of their effective workers. This suggests….

   B   A joint effort by CWP and, for example, Capital Community College (CCC) and the Department of Labor could make available to employers the ability to benchmark (assess) the actual competencies of incumbents. CCC could provide employers with contract (remediation/ development) training when deficits are identified.

Through these efforts Capital area employers' workforce will be strengthened. And, with DOL's involvement, employers can become more effective at including desired soft skills competencies in job postings and job orders.

C. Is there an opportunity to encourage high schools in the community to learn from CWP and its Academies and begin to integrate soft skills discussion and development into academic and career courses?

Building upon Success – Other Opportunities within CWP

Nationally, most of the over 4,000,000 people assessed by LRI's assessment programs have been adults: Applicants, Incumbents and Future Workers. This raises several questions:

I.   How aligned are LRI's tools with CWP's 6 primary strategic goals?
II.   How relevant are the tools and goals of last year's program to the concerns of CWP's adult-related activities?
III.   How might the pilot process be enhanced and expanded next year – what could we do better to improve outcomes with in-school youth, out-of-school/disconnected youth and summer youth?

Would there be value in exploring how LRI's proven technology might support a closer collaboration between employers, CWP's services (youth, adult and 1-stop services) and CWP's community and state partners. Such an effort would:

- Support the development of incumbent workers (by remediating skill deficits and supporting career advancement within organizations)
- Develop and provide resources to enable employers' supervisors and mentors to better develop the workplace behaviors of future workers – and incumbents.
- Demonstrate and document the Board's commitment to providing value-added services and tools that support and better focus employers' developmental role during work-experience programs, including summer youth and their recruitment of applicants who meet or exceed the skills employers identify as essential;
- Document the ROI implications of the initiative to CWP and employers.

Appendix A – Skills Measured by Assessment

Workforce Readiness Skills (WRS) – Personal Qualities and Customer Care Skills Module

	Personal Qualities	Skill
1	Recognizes a situation of right and wrong and acts accordingly.	Integrity
2	Recognizes the ethical limits of a situation; confronts those who push those limits. Will refer to higher authority if needed.	Integrity
3	Tries to keep private life from affecting work.	Responsibility
4	Takes responsibility when an unusual situation demands special attention.	Responsibility
5	Recognizes when more information is needed; is willing to ask for help if necessary	Responsibility
6	Recognizes quality work; ready to go the extra mile to make sure that the job gets done properly.	Responsibility
7	Responds by helping out when needed, even if it means giving up some personal time.	Responsibility
8	Makes sure the job is done before leaving; does not leave extra work for next shift.	Responsibility
9	Stands up for self where appropriate; doesn't get defensive when criticized; accepts and learns from critical feedback.	Self-Esteem
10	Willing to try new things, learn new skills and ask for help when needed.	Self-Esteem
11	When things get slow, finds something to do rather than wait to be told what to do.	Self-Management
12	Asks for help when he/she can't do something, whether it's because of a lack of training or infor things are just too busy to get everything done.	Self-Management
13	Is open and honest with coworkers because he/she knows it's easier to work with people when along.	Sociability
14	Spends some time chatting with coworkers, but not too much. Knows the difference between " when it's okay to socialize, and when it's time to concentrate on work and to let others concent work.	Sociability

Appendix A – Skills Measured by Assessment – Cont'd

Customer Care Skills	
Remains polite and professional when interacting with customers who make unreasonable demands.	Customer Relations
Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.	Customer Relations
Increases customer loyalty by immediately addressing concerns and following up.	Customer Relations
Handles competing customer needs in a calm and helpful manner, follows through on commitments.	Customer Relations
Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere	Decision Making
Recognizes priorities, then implements solutions based on an understanding of business need.	Decision Making
Decides when to vary from routine operating policies/guidelines and when to adhere to them.	Decision Making
Recognizes when more information is needed for making a decision.	Decision Making
Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.	Decision Making
Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	Commitment to Quality
Proactively assists peers for the purpose of increasing overall quality of company operations.	Commitment to Quality
Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.	Commitment to Quality
Balances own work schedule against customer needs; willingly makes adjustments.	Commitment to Quality
Determines customer need and improves customer relations by "listening" to customer comments and requests.	Commitment to Quality

Appendix B – Sample Curriculum – Personal Qualities

Personal Qualities Development System

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PERSONAL QUALITIES DEVELOPMENT SYSTEM

WELCOME TO THE TRAINING

The Personal Qualities Development System (PQDS) is designed to support you in delivering this training material in as consistent yet flexible manner possible. The Trainer's Manual will make it easy for you to focus on needs of the participants rather than the training material. We want YOU to succeed as you focus on seeing your PARTICIPANTS succeed. It's up to you to lead others in achieving success in changing their personal qualities behaviors that will positively impact their personal and work lives.

PQDS is designed around a set of standard uses and support systems. Please know that maximum flexibility rests with you, and that PQDS may be customized to meet your specific timelines and needs. To provide background on these standard uses and support systems, the following overview is provided:

- The PQDS Power Point describes this training system in more detail.
- PQDS training is customized around the five competency areas addressed by the Workforce Readiness Skills

Assessment: responsibility, integrity, self-esteem, self-management and sociability. Each competency will be taught, practiced, applied and reinforced in the training and (if applicable) at the work site. An Action Planning Session is included as an extra resource. To learn more about the WRS competencies, go to: http://www.learning-resources.com

- Participants will complete a Workforce Readiness Skills Assessment prior to the training. Individual assessment results will be shared with the Trainer and participants, with the Trainer deciding on any modification or points to stress during the training period.
- The Trainer or other individual may be assigned as "coach" to support participants before, during, and after the training. A Reference Guide for Coaches is included in PQDS.
- If participants are already employed, it would be advisable to involve their supervisor(s) in some way to reinforce the behaviors being addressed in the training material. A Supervisor's Interview Questions sheet is included in this training material.
- For Trainers needing support or to be reminded of relevant training concepts, PQDS includes a set of power points for viewing as needed. These power points pertain to: Learning Theories, Tips for Trainers, Mind mapping, and Rules and Procedures for the Classroom.
- The Trainer's Manual with Handouts is "turn-key," meaning it is designed to guide every step you, the Trainer, should consider in preparing for and delivering the material. Symbols will guide your activities to follow during the training sessions. The training is prepared for delivery over 24 hours that may be scheduled in any manner necessary (2 hours per week or 1 hour per day over a 4-week period, etc). It is best not to exceed 20 participants in any one training class.
- The Participant Manual with Handouts will be given to each participant and serve as their guide through training and as a reference on personal qualities skills after the training. Encourage them to make notes and major concepts learned.
- The Trainer's Manual and Participant Manual will have separate "Handouts" for use as in-class assignments. The Trainer's Handouts have desired answers or actions to look for as Participants complete the work.
- Participants will complete a Workforce Readiness Skills Assessment at the conclusion of training to assess growth in participant soft skill levels.

Examples of types of activities used by trained trainers:

Module 1-RESPONSIBILITY
1.2 Resolving Problems/Issues

Brainstorming Activity: 15 Minutes
Large Group Activity: Ask participants to brainstorm a list of the types of general problems people ages 16-24 encounter. No names, no specifics. Have participants write problems on the flipchart. Tell them you will continue to add types of problems to the list as they come up in class. This activity shows them that they are not alone and that there are lots of things to deal with.

Jigsaw Puzzle Activity: 20 Minutes
Small Group Activity: Purchase used 25-50-piece jigsaw puzzles found at garage sales, thrift shops, etc. Create a problem with each of the puzzles: break a couple of pieces in one box, take out two pieces in another box, put the wrong puzzle in another box so picture does not match puzzle, mix two puzzle pieces up, etc. Assign each small group a puzzle and ask them to put the puzzle together in a certain amount of time. Time them and make it tough by reminding them time is almost up and rushing them. They do not need to finish the puzzle. Process this activity: Ask them how they realized there was a problem, how they reacted, if they asked for help from the other groups, how they solved the problem. Did some back away, did some take charge, etc. This activity should help them become more aware of how they react to problems and that there are many different ways to deal with a problem. Remind participants that if they are not sure of how to deal with a problem they should ask for help.

Appendix C – Personal Qualities Feedback Report

AccuVision™

WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

Organization Name

APPLICANT

Feedback Report

For

JOHN DOE

001-01-1001

_____

RESULTS

ʊ ʊ ʊ
4 out of 10 people
with the same score as

JOHN DOE

have been successful in performing
the job duties associated with
entry level positions.

_____

The AccuVision Personal Qualities Module measures skills and characteristics such as integrity, responsibility, being non-defensive, monitoring one's own performance, and friendliness and politeness.

Neither the applicant's technical knowledge nor experience are measured by the system and have not been considered in this report. Information in this report is based strictly on the applicant's responses to the questions in the AccuVision Personal Qualities System.

AccuVision WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES SYSTEM

SECTION I: SKILL RANKING

	Rank* Order	Performance Skill Level
INTEGRITY Recognizes the ethical limits of a situation and won't exceed those limits. Has a good sense of right and wrong and acts accordingly.	3	
RESPONSIBILITY Stays with a job until it is complete. Sets high standards, paying attention to detail, is punctual, enthusiastic and positive. =	1	X
SELF-ESTEEM Exhibits self-control and responds to feedback unemotionally and non-defensively; is a self-starter.	5	
SELF-MANAGEMENT Is aware of and honest about personal strengths and weaknesses. Works hard to achieve goals and improve performance.	2	
SOCIABILITY Listens well, is open and friendly. Handles familiar and unfamiliar settings. Is interested in others.	4	

*   Rank Order: 1 equal's strongest skill

**   Performance Level: X indicates that on this skill the individual scored better than 65% of the people in the AccuVision data base.

AccuVision WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

SECTION II: SKILL AND TASK ANALYSIS

Effective performance in the situations depicted in the tape required the application of different skills. Below is a listing of the simulated work activities, clustered according to the skill most needed to effectively perform them. Also, the individual's performance level (acceptable or needs development) is indicated for each work activity associated with the skill.

INTEGRITY:
Recognizes the ethical limits of a situation and won't exceed those limits.

Situations In Which the Participant's Performance Was Acceptable

❑   Recognizes a situation of right & wrong and acts accordingly.

Situations In Which the Participant's Performance Needs Development

❑   Recognizes when others are acting inappropriately, and confronts others that are not acting right. Reminds others of proper behavior. Will refer to higher authority if necessary.

RESPONSIBILITY:
Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Situations In Which the Participant's Performance Was Acceptable

❑   Takes whatever steps necessary to minimize impact of private life on work.
❑   Takes responsibility when an unusual situation demands special attention.
❑   Recognizes when more information is needed, willing to ask for help if necessary.
❑   Recognizes quality work, ready to go the extra mile to make sure that the job gets done properly.

Situations In Which the Participant's Performance Needs Development

❑ Responds by helping out when needed, even if it means giving up some personal time.
❑ Makes sure the job is done before leaving, does not leave extra work for next shift or others.

SELF-ESTEEM:
Exhibits self-control and responds to feedback unemotionally and non-defensively; is a self-starter.

Situations In Which the Participant's Performance Was Acceptable

❑ Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback.

Situations In Which the Participant's Performance Needs Development

❑ Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities.

SELF-MANAGEMENT:
Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors own progress toward goal attainment, and motivates self through goal achievement.

Situations In Which the Participant's Performance Was Acceptable

❑ When things get slow, finds something productive to do rather than wait to be told what to do.

Situations In Which the Participant's Performance Needs Development

❑ Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed.

(Feedback Report for XXXXXXXXXX)

SOCIABILITY:

Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations' relates well to others; responds appropriately as the situation requires; takes an interest in what others say and do.

Situations In Which the Participant's Performance Was Acceptable

❑ Uses open and honest communications in order to maintain relationships.

Situations In Which the Participant's Performance Needs Development

❑ Correctly balances business need against interpersonal relations. Takes the time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work.

AccuVision WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: INTEGRITY

TASK: RECOGNIZES WHEN AN ETHICAL DILEMMA OCCURS, MAKES THE RIGHT CHOICE.

❑ Examine your own sense of values; is what you are doing or being asked to do right or wrong? Will you feel good about yourself if you "get away with it?"

❑ Sometimes the best thing to do isn't clear. In those cases, ask your supervisor for help. Your supervisor is not your enemy.

❑ Remember, you were hired to work a full shift. You agreed to accept their money and they expect to get a full day's pay out of you. Promote your own sense of good/bad among your coworkers. If they know where you stand they will be less likely to ask you to do something that will get you (or them) into trouble.

❑ Promote your own sense of good/bad among your coworkers. If they know where you stand they will be less likely to ask you to do something that will get you (or them) into trouble.

❑ It is approaching the end of your shift, your work is done, why not leave early? Think about it from your company's perspective. What would you want your employees to do?

❑ Remember, your company pays you for working your shift. Any money they give you that you don't earn is money stolen.

❑ Consider your level of authority, do you have the authority to "cover" for a coworker that wants to leave early? In most cases, letting someone go early is the supervisor's decision.

❑ Think about your actions, it is critical to your future and to the stability of your job that your boss trusts you. Before slipping out early (or letting a coworker slip out early) consider what this will do to the trust that your boss feels toward you.

❑ You might find yourself in a position of responsibility and closing up the business at the end of the day. If the sign on the door says you are open until 11 p.m., it is critical that you do not close those doors at 10:45, even if it means having to stay late for clean up.

❑ If you are late to work, be honest about it and put down the correct time on your time card, even if no one would ever know about it and doing so causes you to lose money or get in trouble. In the long run, it is ALWAYS better to be honest.

(Feedback Report for XXXXXXXXXX)

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: INTEGRITY

TASK: **RECOGNIZES WHEN OTHERS ARE ACTING INAPPROPRIATELY, ASSERTIVELY CONFRONTS OTHERS THAT ARE NOT ACTING RIGHT AND REMINDS OTHERS OF PROPER BEHAVIOR. WILL REFER TO HIGHER AUTHORITY IF NECESSARY.**

❑ Company policies, procedures and guidelines are created to help you understand how to do your job. It is in your best interest to read those guidelines.

❑ If you see someone breaking company rules, don't encourage them by smiling, agreeing with them or applauding their behavior.

❑ If you see someone breaking company rules, point out their error to them. Make sure that they know that you know what they are doing and that you disapprove.

❑ Friendships with coworkers are not like friendships away from work, you can't just look the other way when a coworker is doing something that is against company policies. Sometimes you have to put the company ahead of being nice.

❑ You should not overlook the behavior of others, even buddies, when what they are doing might cause the organization to fail (e.g., theft). Take responsibility to get them to stop their unethical or illegal behavior.

❑ Even small things, such as handing out extra food to friends who come to your restaurant, should be avoided. Company profit depends on an accurate accounting between product purchased and product sold. Everything given away is profit lost.

❑ If you see someone breaking company rules, you've tried to get them to stop and it continues, then it is time to bring the problem to your supervisor.

❑ If you learn that one of your coworkers has been breaking company rules for a long time (e.g. stealing, writing down the wrong times on a time card, etc.), it is your responsibility to report this to your supervisor. This won't make you popular with your coworkers, but it will help you to build trust with your supervisor and keep you employed.

❑ Even if you personally don't understand why the company has made a rule, follow the company policy. If you feel strongly that this policy is silly or counter-productive, discuss it with your supervisor but don't break it.

❑ Learn your company policies and procedures. If you know what is right, you will have a better understanding of what is wrong. You will also be able to help others understand right and wrong behavior.

(Feedback Report for XXXXXXXXXX)

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: RESPONSIBILITY

TASK: TAKES WHATEVER STEPS NECESSARY TO MINIMIZE IMPACT OF PRIVATE LIFE ON WORK.

❑   If your children are causing you to get to work late every day, first, remember that you are the parent, you control your children's day. Start your day early enough to resolve all possible issues. Keep in mind that your work has high priority in your life. If you keep your work as a high priority, you will find a way to deal with these family issues.

❑   Think ahead. If you know that you will need to miss work due to child care issues, talk to your boss about it. Your boss may have helpful suggestions. For sure your boss is going to need to know about it and schedule accordingly.

❑   If you lose your job, you lose your income. Without income your children will suffer. Do whatever it takes to keep that job.

❑   Your family comes first. In most cases, however, your family can best be served if you stay employed. Try to keep family issues away from your work setting.

❑   If your kids are calling you at work a lot, with not-too-serious problems, teach them that it is important not to call you at your work.

❑   For many, transportation is a problem. Speak to your coworkers, what are they doing to get to work? Would any be able to help you? Maybe if you chip in on buying gas?

❑   Treat your work schedule as sacred, make all other plans around your work schedule.

❑   You were hired with the expectation that you would be there every work day, putting in a full shift's work for a full shift's pay. It is up to you to find a way to make that happen. It is your responsibility to come up with a way to work without interruptions from home.

❑   Difficulties at home interfering with your work? Try talking openly of your problems with the family member(s) causing you trouble. Be sensitive to their needs, but also make them aware of yours.

❑   Share with your family your "vision" of the benefits from working. Show them how your work will help them all to obtain their goals. Encourage them to help you with your work (e.g., by helping you get to work on time, not bothering you at work, etc.)

❑   Learn to see your family as a resource, they can help you keep your home problems at home.

❑   Develop a social network for helping out with home situations. Family, friends, neighbors, others at work with similar situations can all be a source of help.

❑   Develop backups so that if one solution fails you are not caught short.

Appendix D Skill Rankings on Personal Qualities for All Locations

Personal Qualities <u>Pre-test</u> Rankings by Location, Tables 110 – 121, Page 31, and

Personal Qualities Post-Test Rankings by Location, Tables 110 – 121, Page 32

Personal Qualities Pre-test rankings

110 - Urban League of Greater Hartford

Skill	Rank	Performance
Integrity	2	Avg.
Responsibility	1	Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

112 - Our Piece of the Pie

Skill	Rank	Performance
Integrity	3	Avg.
Responsibility	2	Avg.
Self-Esteem	1	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

114 - Opportunity High

Skill	Rank	Performance
Integrity	2	Avg.
Responsibility	1	Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

116 - Catholic Charities

Skill	Rank	Performance
Integrity	1	Above Avg.
Responsibility	2	Above Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

121 - Blue Hills Civic

Skill	Rank	Performance
Integrity	3	Avg.
Responsibility	1	Avg.
Self-Esteem	2	Avg.
Self-Management	4	Avg.
Sociability	5	Below Avg.

Personal Qualities Post-Test Rankings by Location

110 - Urban League of Greater Hartford

Skill	Rank	Performance
Integrity	2	Avg.
Responsibility	1	Above Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Avg.

112 - Our Piece of the Pie

Skill	Rank	Performance
Integrity	1	Avg.
Responsibility	2	Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

114 - Opportunity High

Skill	Rank	Performance
Integrity	2	Avg.
Responsibility	3	Avg.
Self-Esteem	1	Above Avg.
Self-Management	5	Below Avg.
Sociability	4	Avg.

116 - Catholic Charities

Skill	Rank	Performance
Integrity	1	Above Avg.
Responsibility	2	Above Avg.
Self-Esteem	5	Below Avg.
Self-Management	4	Avg.
Sociability	3	Avg.

121 - Blue Hills Civic

Skill	Rank	Performance
Integrity	2	Avg.
Responsibility	1	Above Avg.
Self-Esteem	3	Avg.
Self-Management	5	Below Avg.
Sociability	4	Below Avg.

Appendix D – Skill Rankings on Customer Care for All Locations

Customer Care <u>Pre-test</u> Rankings by Location, Tables 112 – 121, Page 34, and

Customer Post-Test Rankings by Location, Tables 112 – 121, Page 35

Customer Care Pre-test rankings by Location

112 - Our Piece of the Pie

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Below Avg.

114 - Opportunity High

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	2	Below Avg.
Commitment to Quality	1	Average

116 - Catholic Charities

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Below Avg.

121 - Blue Hills Civic

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Average

Customer Care Post-test rankings by Location

112 - Our Piece of the Pie

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Below Avg.

114 - Opportunity High

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Below Avg.

116 - Catholic Charities

Skill	Rank	Performance
Decision Making	2	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Average

121 - Blue Hills Civic

Skill	Rank	Performance
Decision Making	3	Below Avg.
Customer Relations	1	Average
Commitment to Quality	2	Below Avg.