



## ***Employer Survey***

This form enables employers in your community to quickly identify the **soft skills** and **basic academic skill** levels that are of particular importance to them. The results can inform curriculum development so the training provider can target the skills prospective employees need.

Work with the contact person(s) at employer sites who are familiar with the job(s) for which learners are being trained.

### ***For Soft Skills***

The charts on pages 2 and 3 show the full range of work behaviors (soft skills) that can be reported on a ***Workforce Skills Profile***.

Are the work behaviors listed on the attached form actually performed on the job? If the answer is "yes", a check should be placed in the blank to the left of the statement. Limit your selection to the 8 most important skills to your organization.

After all statements have been discussed and evaluated, rank them in the order of priority.

### ***For Basic Academic Skills***

The charts on pages 4 and 5 show the full range of Basic Academic Skill levels that can be reported on a ***Workforce Skills Profile***. They also describe what a person typically can do at each skill level.

Read all the descriptors and determine at which level a person's skill needs to be in order to do the job. Circle the skill levels required in reading and math to be able to do the job(s) being evaluated.

|                                    |
|------------------------------------|
| Name of Employer:                  |
| Date:                              |
| Individual(s) Completing this Form |

## Personal Qualities Skills

Please check  the 8 most important **competencies** for your organization. Then, rank these 8 **competencies** in order of priority.

| Check if Required | Personal Qualities Competencies   | Skill           |
|-------------------|---|-----------------|
|                   | 1 Recognizes a situation of right & wrong and acts accordingly.   | Integrity       |
|                   | 2 Recognizes the ethical limits of a situation, assertively confronts others that are pushing those limits. Reminds others of proper behavior. Will refer to higher authority if needed.          |                 |
|                   | 3 Takes whatever steps necessary to minimize impact of private life on work.  | Responsibility  |
|                   | 4 Takes responsibility when an unusual situation demands special attention  |                 |
|                   | 5 Recognizes when more information is needed, willing to ask for help if necessary  |                 |
|                   | 6 Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.  |                 |
|                   | 7 Responds by helping out when needed, even if it means giving up some personal time.   |                 |
|                   | 8 Makes sure the job is done before leaving, does not leave extra work for next shift.  |                 |
|                   | 9 Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback.   | Self Esteem     |
|                   | 10 Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities.  |                 |
|                   | 11 When things get slow, finds something to do rather than wait to be told what to do.  | Self-Management |
|                   | 12 Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed.  |                 |
|                   | 13 Uses open and honest communications in order to maintain relationships   | Sociability     |
|                   | 14 Correctly balances business need against interpersonal relations. Takes time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work. |                 |

## Customer Care Skills

Please check  the 8 most important **competencies** for your organization. Then, rank these 8 **competencies** in order of priority.

|    | Customer Care Competencies   | Skill                 |
|----|--|-----------------------|
| 1  | Remains polite and professional when interacting with customers who make unreasonable demands.   | Customer Relations    |
| 2  | Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.                                  |                       |
| 3  | Increases customer loyalty by immediately addressing concerns and following up.  |                       |
| 4  | Handles competing customer needs in a calm and helpful manner, follows through on commitments.   |                       |
| 5  | Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere                              | Decision Making       |
| 6  | Recognizes priorities, then implements solutions based on an understanding of business need.   |                       |
| 7  | Decides when to vary from routine operating policies/guidelines and when to adhere to them.  |                       |
| 8  | Recognizes when more information is needed for making a decision.  |                       |
| 9  | Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.              | Commitment to Quality |
| 10 | Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. |                       |
| 11 | Proactively assists peers for the purpose of increasing overall quality of company operations.   |                       |
| 12 | Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.                        |                       |
| 13 | Balances own work schedule against customer needs; willingly makes adjustments.  |                       |
| 14 | Determines customer need and improves customer relations by "listening" to customer comments and requests.                               |                       |

*Note:* "Customer" does not refer only to individuals external to the organization. Also included are internal employees, persons in another unit/area, for whom such activities are performed.

## Basic Reading Skills

The following describe what a person typically can do at each skill level.  
Circle the skill level required to be able to do the job being evaluated.

| Certified Skill Level | READING Skills typically demonstrated at this level   |
|-----------------------|---|
| 1                     | Recognizes very common sight words<br>Identifies and follows basic directions on public signs and buildings   |
| 2                     | Recognizes and writes letters and numbers<br>Reads and understands common sight words   |
| 3                     | Reads familiar words and phrases and many other common words related to immediate needs<br>Recognizes sight words on the computer<br>Reads common signs with familiar words and symbols, including many transportation-related and workplace signs<br>Recognizes some unfamiliar words even though unsure of meaning<br>Makes sense of simple notes and messages<br>Interprets simple forms and locate familiar information in simple lists   |
| 4                     | Reads and interprets simple material on familiar topics<br>Reads and interprets simple directions, schedules, signs, maps, and menus  |
| 5                     | Understands common vocabulary on familiar subjects. Locates specific information in short familiar text and in ordered lists<br>Interprets a variety of simple forms in common life and work contexts<br>Understands simple written instructions<br>Understands basic terms in common computer applications   |
| 6                     | Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts.<br>Interprets text in standard organizational formats, including tables and checklists<br>Finds information in directories and simple reference materials<br>Interprets illustrations and simple diagrams<br>Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content |
| 7                     | Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communication<br>Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content<br>Understands some technical vocabulary related to work needs<br>Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization                            |
| 8                     | Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information<br>Interprets detailed policies and procedures<br>Reads complex diagrams and graphs<br>Reads most materials and communications related to job without significant difficulty<br>Uses print and Internet-based references and interpret complex Web sites   |

## Basic Math Skills

The following describe what a person typically can do at each skill level. Circle the skill level required to be able to do the job being filled.

| Certified Skill Level | MATH Skills typically demonstrated at this level   |
|-----------------------|--|
| 1                     | Has simple counting skills<br>Can perform simple operations, such as adding and subtracting single-digit numbers   |
| 2                     | Reads and write numbers associated with personal identification<br>Reads three-digit numbers and simple money amounts<br>Reads time<br>Adds and subtracts single-digit and some two-digit numbers<br>Can perform some basic multiplication   |
| 3                     | Reads time, dates, and simple money amounts<br>Adds and subtracts two-digit whole numbers and recognizes correct change in transactions<br>Multiplies single-digit numbers<br>Reads data in simple lists and tables  |
| 4                     | Calculates a single simple operation when numbers are given<br>Recognizes correct change in transactions; makes simple change<br>Understands, reads, and does simple addition and subtraction of simple common fractions<br>Reads and write decimals to two places and do simple calculations with money amounts   |
| 5                     | Uses mental math to solve simple problems<br>Converts and calculates with units of time<br>Calculates linear measurement in inches, feet and miles<br>Uses common measurement instruments<br>Interprets data in tables and charts. Records data in simple formats  |
| 6                     | Applies and calculates percent<br>Finds mean, range, median, and mode for a data set<br>Compares and extracts information from a variety of graphs<br>Creates simple table or chart to record data<br>Calculates with customary US measure for linear dimensions, weight and capacity<br>Estimates equivalents between US and metric measurement systems<br>Calculates perimeter and area of common figures. Interprets simple scale drawings<br>Reads scales and meters on common measuring devices |
| 7                     | Creates tables that provide for calculation of data<br>Applies common practical formulas (e.g., $d = r \times t$ )<br>Plots equations on a graph<br>Interprets and calculates rates (e.g., frequency, consumption)<br>Calculates perimeter, area and volume of a variety of common figures<br>Calculates with metric units of measure  |
| 8                     | Interprets data in more complex sorts of graphs and representation<br>Summarizes and reports data for a particular purpose<br>Presents data in various representations and interpretations<br>Applies ratio and proportion<br>Creates and interprets graphs of more complex equations<br>Works with three-dimensional representations and coordinate systems<br>Applies and calculates a variety of rates  |