

# EMPLOYER EVALUATION

NAME: \_\_\_\_\_ WORKSITE: \_\_\_\_\_

CONTACT: \_\_\_\_\_

CIRCLE THE APPLICABLE RATING	5 = Excellent 4 = Good 3 = Average 2 = Below Average 1 = Poor	ADDITIONAL COMMENTS
Was punctual ..... Completed each work day ..... Took only authorized breaks ..... Completed tasks as assigned .....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Reliability
Competent in a variety of tasks ..... Carried out instructions ..... Good attention span ..... Worked independently .....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Ability
Cooperated and worked well with others ..... Seemed confident and sure ..... Was polite to others ..... Was willing to learn from others ..... Was respectful of others .....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Relationships
Worked willingly ..... Showed initiative ..... Was adaptable ..... Accepted criticism/advice ..... Displayed enthusiasm .....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Attitude
Understood instructions and explanations ..... Verbal skills ..... Written skills ..... Phone skills .....	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1	Communication
Appropriate for work setting ..... Would you consider this student for future employment? ..... Do you think this occupational field is appropriate for this student? .....	5 4 3 2 1 Y N Y N	Personal Habits, Appearance, & Suitability

TOTAL:            / 115

Areas of Strength:

Areas Needing Improvement:

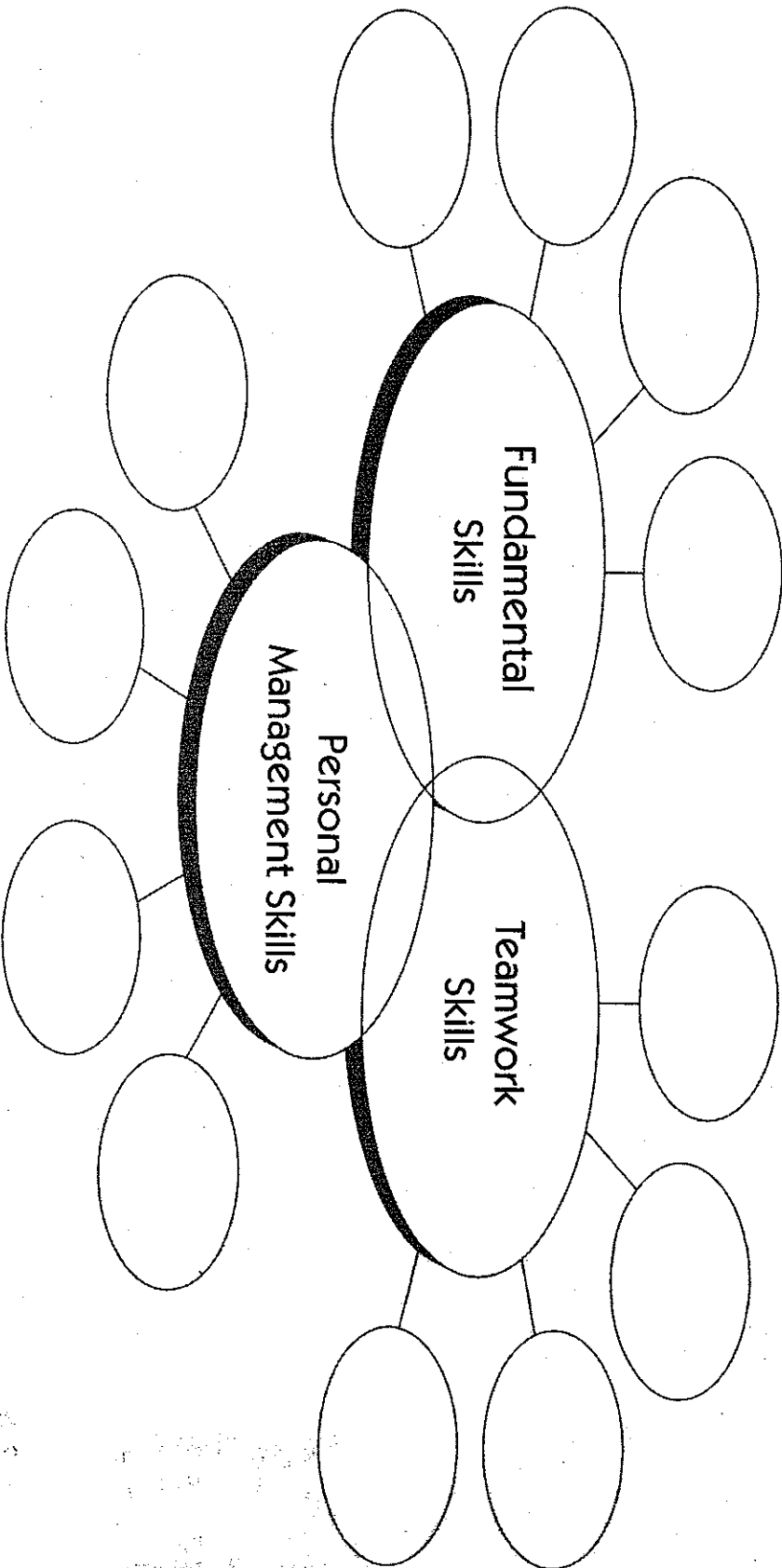
Additional Comments:

SIGNATURE OF EMPLOYER

DATE

# Employability Skills Web

Name: \_\_\_\_\_



### Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

#### Fundamental Skills

The skills needed as a base for further development

*You will be better prepared to progress in the world of work when you can:*

##### Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

##### Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

##### Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

##### Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

#### Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

*You will be able to offer yourself greater possibilities for achievement when you can:*

##### Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

##### Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

##### Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

##### Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

##### Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

#### Teamwork Skills

The skills and attributes needed to contribute productively

*You will be better prepared to add value to the outcomes of a task, project or team when you can:*

##### Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

##### Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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## Steps for Problem Solving

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Name: \_\_\_\_\_

- 1. Set the tone** Begin by stating your positive intentions for the relationship and the current situation; for example, "I want to resolve this problem." "Our relationship is important." "I want to hear your point of view."
- 2. Define and discuss the problem** If possible, come to a mutual agreement about what the conflict is exactly. Then, both of you outline your concerns and needs from the planning and reflection stage. Express both the surface and the underlying causes of the problem. During this time, do not interrupt the other person.
- 3. Summarize the progress** Take time to confirm that both you and the other person have heard and perceived the same information. Summarize by once again defining the problem and by going over the major points each person stated.
- 4. Explore alternative solutions** Brainstorm a variety of solutions and determine the advantages and disadvantages of each. The solution selected to try first should be:
  - acceptable to both parties,
  - specific, stating exactly what each person will do and how and when it will be done,
  - balanced, so that each person is contributing something to the resolution of the problem.
- 5. Follow up** Before leaving the meeting, agree on a time to meet in the near future. This will enable you to evaluate your solution and make some adjustments, if necessary. The follow-up meeting will also enable you to continue to build a positive relationship.

**BLACKLINE MASTER 44**
**Problem-Solving Process**

Problem: \_\_\_\_\_

SAMPLE

Step 1 Define Your Needs and Wants	In your graduating year, you need to work to make a specific amount of money for college and attain a certain percentage in marks at school to gain entrance.
Step 2 Analyze Your Resources	You are a capable student who is well organized and has a reputation for doing well. Your family supports the fact that you work. Your employer also supports your educational goals.
Step 3 Identify Your Choices	Your choices are: <ul style="list-style-type: none"> <li>• cutting back on your working hours.</li> <li>• finding a less demanding job</li> <li>• borrowing money for college</li> <li>• taking fewer subjects and returning to school next year</li> <li>• finding time for more assignments</li> </ul>
Step 4 Gather Information	Look at your resources and choices! Add information that might affect your choices. For example, what is the cost of a student loan? If possible cut back on your timetable and return to school next year? Can your parents help you? Could you borrow a computer for home use?.
Step 5 Evaluate Your Choices	Take time to evaluate the effectiveness of each solution. List the pros and cons of each choice.
Step 6 Make a Decision	Decide which of your choices will solve the problem. If the choice does not solve the problem, try something else and repeat steps 2 to 6. Decisions are not usually irreversible.
Step 7 Evaluate Your Decision	Refer back to problem. Have you achieved a solution?

**BLACKLINE MASTER 44****Problem-Solving Process**Problem: \_\_\_\_\_  
\_\_\_\_\_

Step 1 Define Your Needs and Wants	
Step 2 Analyze Your Resources	
Step 3 Identify Your Choices	
Step 4 Gather Information	
Step 5 Evaluate Your Choices	
Step 6 Make a Decision	
Step 7 Evaluate Your Decision	

## Transferable Skills Chart

<b>SKILL</b>	<b>EXAMPLES AT HOME/SCHOOL</b>	<b>EXAMPLES IN THE WORKPLACE</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Math tutor</li> <li>• Reading buddy</li> <li>• Newsletter editor</li> </ul>	<ul style="list-style-type: none"> <li>• Explain concepts to others</li> <li>• Read with understanding</li> <li>• Write persuasively</li> </ul>
<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>• Community club volunteer</li> <li>• Peer mediator</li> <li>• New student welcome wagon volunteer</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings appropriately</li> <li>• Withstand and resolve conflict</li> <li>• Sensitive to cultural differences</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Basketball team member</li> <li>• Peer mediating co-chair</li> <li>• YMCA camp counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate/reward peers' efforts</li> <li>• Bring reason to a problem</li> <li>• Motivate others</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Alter recycled clothing</li> <li>• Worked out a scheduling conflict at home</li> </ul>	<ul style="list-style-type: none"> <li>• See all sides of a situation</li> <li>• Open-Minded</li> </ul>
<b>Adaptability</b>	<ul style="list-style-type: none"> <li>• Changed schools twice</li> <li>• Created new system of team playoffs</li> </ul>	<ul style="list-style-type: none"> <li>• Accept change as a challenge</li> <li>• Tackle problems with optimism</li> </ul>
<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Use a planner</li> <li>• Earn own spending money</li> <li>• Prepare meals</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the need to achieve</li> <li>• Resourceful</li> <li>• Creative</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>• Found own mentor</li> <li>• Started baby-sitting co-op</li> </ul>	<ul style="list-style-type: none"> <li>• Identify untried possibilities</li> <li>• Carry out ideas</li> </ul>

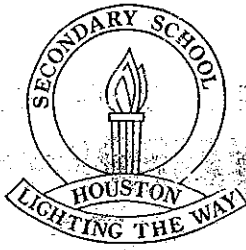


**BLACKLINE MASTER 50****Transferable Skills Chart**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	Examples at Home/School	Examples at a Volunteer Placement/Job
Communication		
Interpersonal		
Leadership		
Problem Solving		
Adaptability		
Self-Management		
Initiative		



# Work Experience REFLECTIVE LEARNING

(Career Preparation and Cooperative Education)

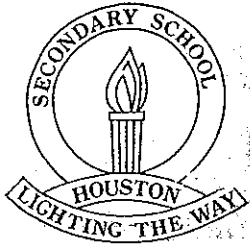
Name \_\_\_\_\_ Grade \_\_\_\_\_

Business Name \_\_\_\_\_

Date(s) Worked \_\_\_\_\_

*Please write a paragraph using complete sentences to answer all questions except number 2. Use a separate sheet of paper. Put your name on the separate sheet of paper!!!*

1. Describe the job that you did.
2. List at least 4 technical or workplace-specific skills used while on your work placement. Examples might be: use of specific tools or machines, computer software programs, cooking skills, inventory control.
3. What did you enjoy the most about this work experience?
4. What, if anything, did you **not** enjoy?
5. How do your school subjects relate to the skills you think are required for this job?
6. How does the experience relate to the goals you have for your future career?
7. What is the next step you are planning to help you obtain a job in your chosen field?
- 8) How did teamwork skills contribute to the success of your work experience? How does teamwork by all workers affect productivity at the work site?



# STUDENT EVALUATION OF WORK EXPERIENCE

(Career Preparation and Cooperative Education)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Company Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date of Work Experience: \_\_\_\_\_

Please circle the following traits as they apply to your work experience.

- |  | (0) Not applicable | (1) Poor | (2) Satisfactory | (3) Good | (4) Excellent |
|--|--------------------|----------|------------------|----------|---------------|
| 1. The employer's effort to provide a good work experience was .....                                     | 0                  | 1        | 2                | 3        | 4             |
| 2. The supervisor's help when needed was .....   | 0                  | 1        | 2                | 3        | 4             |
| 3. The variety of assigned tasks was sufficient to make the job interesting .....                        | 0                  | 1        | 2                | 3        | 4             |
| 4. The working conditions and working atmosphere for this type of work were .....                        | 0                  | 1        | 2                | 3        | 4             |
| 5. My feelings of acceptance by regular employees was .....  | 0                  | 1        | 2                | 3        | 4             |
| 6. For an understanding of this occupation, this work experience was .....                               | 0                  | 1        | 2                | 3        | 4             |
| 7. I feel the performance of my work was .....   | 0                  | 1        | 2                | 3        | 4             |
| 8. What did you like/dislike most about your experience? Are there any other experiences you would like? |                    |          |                  |          |               |

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Please answer these statements with: .....Yes / Possibly / No

1. I was punctual and completed all tasks assigned. \_\_\_\_\_

2. I feel I have more self-confidence now as a result of this experience. \_\_\_\_\_

3. I have a better understanding of the need to develop skills in all areas. \_\_\_\_\_

4. I now have a more realistic view of this occupation. \_\_\_\_\_

5. I am interested in more preparation for this area of work. \_\_\_\_\_

6. I will probably seek information about other occupations that interest me. \_\_\_\_\_

7. What do you think you gained from this experience?

(a) in career planning - \_\_\_\_\_

\_\_\_\_\_

(b) personally - \_\_\_\_\_

\_\_\_\_\_

8. If another student asked your advice on taking part in a work experience program what would you say?

\_\_\_\_\_

\_\_\_\_\_