

# **Appendix C**

## **Work Based Learning Resources**

## All Aspects of Industry

*All Aspects of the Business/Organization* identifies nine aspects that are common to any enterprise. Learners should gain experience and understanding of the associated concepts and skills to be successful.

1. **Planning**—How an organization plans (include goals and objectives), type of ownership (public, private), relationship of the organization to economic, political, and social contexts, assessment of needs.
  - Strategic planning
  - Goals/objectives
  - Assessment
2. **Management**—Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment, and materials.
  - Organizational structure
  - Corporate culture
  - Mission statement
3. **Finance**—Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
  - Capital acquisitions
  - Financial operations
4. **Technical and Production Skills**—Basic skills in math, communications, computer, time management, and thinking; specific skills for production; interpersonal skills within the organization.
  - Basic academic skills
  - Team player skills
  - Specific production skills
5. **Principles of Technology**—Technological systems being used in the workplace and their contributions to the product or service of the organization.
  - Technology in the workplace
  - Continued professional training
6. **Labor Issues**—Rights of employees and related issues; wage, benefits, and working conditions.
  - Job descriptions
  - Employees' rights and responsibilities
  - Role of labor organizations

7. **Community Issues** – Impact of the company on the community, impact of the community on the organization.
  - Community activities and issues
  - Organization’s involvement in the community
  
8. **Health, Safety, and Environment** – Practices and laws affecting the employee, the surrounding community, and the environment.
  - Regulatory issues
  - Workplace safety
  
9. **Personal Work Habits** – Nontechnical skills and characteristics expected in the workplace.
  - Positive attitude
  - Personal fitness and appearance
  - Readiness to work

**WORK BASED LEARNING**  
A Summary of Compliance Issues and Requirements

<b>Issue</b>	<b>Student Learner (Paid Trainee)</b> (See Chapter 3 of this guide for details on Employment Status)	<b>Unpaid Trainee</b> (See Chapter 3 of this guide for details on Employment Status)	<b>Job Shadow</b> (See Appendix B of this guide for more information on Job Shadowing)
<b>Documentation</b>	<ul style="list-style-type: none"> <li>- training agreement on file at school and at work site (signed by student, parent, school, and employer)</li> <li>- and training plan on file at school and at work site</li> <li>- Alaska Work Permit (must be approved by Alaska Dep't of Labor and kept at the work site)</li> <li>- work site evaluated by school prior to student placement</li> <li>- work site supervisor assigned to student</li> <li>- school and work site supervisor evaluate student at work site</li> <li>- student progress is assessed in skill attainment, work ethics, and attendance</li> <li>- safety instruction given in school</li> <li>- safety instruction given at work site</li> </ul>	<ul style="list-style-type: none"> <li>- training agreement on file at school and at work site (signed by student, parent, school, and employer)</li> <li>- and training plan on file at school and at work site</li> <li>- work site evaluated by school prior to student placement</li> <li>- work site supervisor assigned to student</li> <li>- school and work site supervisor evaluate student at work site</li> <li>- student progress is assessed in skill attainment, work ethics, and attendance</li> <li>- safety instruction given in school</li> <li>- safety instruction given at work site</li> </ul>	<ul style="list-style-type: none"> <li>- parent permission</li> <li>- roles/ responsibilities detailed appropriate to site</li> <li>- activities detailed</li> <li>- work site monitored</li> <li>- school safety orientation</li> </ul>
<b>Injury to Participant</b>	work site workers' compensation coverage	<ul style="list-style-type: none"> <li>- responsibility of the student, parent, and school</li> <li>- work site general liability insurance may apply</li> </ul>	<ul style="list-style-type: none"> <li>- parent health insurance may apply for medical costs</li> <li>- district may make short-term student accident insurance available for medical costs</li> <li>- work site general liability insurance may apply</li> </ul>

<b>Injury to Others Resulting From Participant's Role</b>	<ul style="list-style-type: none"> <li>- work site general liability insurance may apply</li> <li>- district general liability insurance may apply</li> </ul>	<ul style="list-style-type: none"> <li>- work site general liability insurance may apply</li> <li>- district general liability insurance may apply</li> </ul>	<ul style="list-style-type: none"> <li>- work site general liability insurance may apply</li> <li>- district general liability insurance may apply</li> </ul>
<b>Hours Worked</b>	<ul style="list-style-type: none"> <li>- restricted by federal child labor provisions, some flexibility</li> <li>- districts should have local policy mirroring state standards concerning hrs for 16 &amp; 17 year olds</li> </ul>	<ul style="list-style-type: none"> <li>- restricted by both state and federal child labor provisions</li> </ul>	<ul style="list-style-type: none"> <li>- N/A, participant not working</li> </ul>
<b>Hazardous Occupations</b>	<ul style="list-style-type: none"> <li>- not allowed; under certain conditions exemptions allowed but only in limited areas (16 &amp; 17 year olds only)</li> </ul>	<ul style="list-style-type: none"> <li>- not allowed; under certain conditions exemptions allowed but only in limited areas (16 &amp; 17 year olds only)</li> </ul>	<ul style="list-style-type: none"> <li>- N/A, participant not working</li> </ul>
<b>Occupational Safety or Health Hazard</b>	<ul style="list-style-type: none"> <li>- yes, must comply with all OSHA regulations and standards</li> </ul>	<ul style="list-style-type: none"> <li>- yes, must comply with all OSHA regulations and standards</li> </ul>	<ul style="list-style-type: none"> <li>- yes, must comply with all OSHA regulations and standards</li> </ul>
<b>Safety Training</b>	<ul style="list-style-type: none"> <li>- yes, essential, both prior and during</li> </ul>	<ul style="list-style-type: none"> <li>- yes, essential, both prior and during</li> </ul>	<ul style="list-style-type: none"> <li>- yes, essential, both prior and during</li> </ul>
<b>Applicability of Unemployment Insurance</b>	<ul style="list-style-type: none"> <li>- time during training agreement is exempt; adult criteria is stricter</li> </ul>	<ul style="list-style-type: none"> <li>- N/A, no employee status</li> </ul>	<ul style="list-style-type: none"> <li>- N/A, no employee status</li> </ul>
<b>Applicability of Workers' Comp Act</b>	<ul style="list-style-type: none"> <li>- coverage needed; typically extended by employer</li> </ul>	<ul style="list-style-type: none"> <li>- coverage needed; liability under Act determined on a case-by-case basis</li> </ul>	<ul style="list-style-type: none"> <li>- N/A, participant not working</li> </ul>

## Glossary of Terms Related to Work Based Learning

A vast cluster of activities occurs under the umbrella of “Work Based Learning”, and this glossary is an attempt to help clarify the most common or definitive meaning of some of its associated terms. It is hoped that a common language will facilitate communication both within and across district and agency boundaries.

Term	Definition, source used
Apprenticeship	See Registered Apprenticeship, Youth Apprenticeship, School to Apprenticeship, and Pre-apprenticeship
Community Service Learning	See Service Learning
Cooperative Education	A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. The two experiences must be planned and supervised by the school and employers so that each contributes to the student’s education and employability. Source: Perkins regulations, 34CFR Part 400.4 (b); also in NDCCTE
Internships	A supervised work based learning experience which links a learner with an employer for a planned set of activities often designed to give the learner a broad overview of a business or occupational field. Source: MTAG. <i>Note: May be short term or long term, paid or unpaid.</i>
Job Shadowing	Activity in which an individual spends time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest. Source: ERIC Thesaurus
Mentor, Mentoring	<ol style="list-style-type: none"> <li>1. Within the context of Work Based Learning: Mentoring is a one-on-one relationship in which an experienced employee fosters the development of a less experienced person by providing challenges, encouragement, guidance, and resources. Source: OTA</li> <li>2. Within the context of Career Pathways/Clusters: An organized system of pairing a student with an adult who is working in the student’s chosen field. Source: CORD Glossary</li> <li>3. Within the context of youth programs: A mentor is an adult who, along with parents, provides young people with support, counsel, friendship, reinforcement, and constructive example. Source: National Mentoring Partnership</li> </ol>
On The Job Training (OJT)	<ol style="list-style-type: none"> <li>1. OJT is usually a paid work experience in which a person is taught specific job skills by an employer. OJT is usually associated with employment and training programs such as the Workforce Investment Act, Vocational Rehabilitation, or Alaska Temporary Assistance. Source: MTAG.</li> <li>2. The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that               <ol style="list-style-type: none"> <li>(A) Provides knowledge or skills essential to the full and adequate performance of the job</li> <li>(B) provides reimbursement to the employer of up to 50% of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and</li> <li>(C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.</li> </ol> </li> </ol> <p>Source: WIA, Section 101, (31)</p> <p><i>Note: One connotation of “on the job training” is its being opposed to training through a school or formal training program. Consequently, when the term is used <u>within</u> the context of a school program, it is inherently confusing. It is probably better for educators to use other terms, such as work experience or cooperative education.</i></p>

## Glossary of Terms Related to Work Based Learning

Pre-apprenticeship Programs	Nonprofit organizations, schools, and government agencies administer training programs to help people to qualify for apprenticeships. They target specific groups, including high school students, disadvantaged youth, veterans, and women. <i>Note: School to Apprenticeship is one variant of a pre-apprenticeship model, as is the HUD Step-Up program.</i> Source: Apprenticeships.
Registered Apprenticeship	Apprenticeship is a structured training model that combines on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Registration is with the Department of Labor's Bureau of Apprenticeship and Training and ensures standards of fairness, safety and training. Registered Apprenticeship training is more formal than most other types of on-the-job training. Source: Apprenticeships; see also Perkins regulations, 34CFR Part 400.4 (b), apprenticeship training program.
School Based Enterprise	Students work part-time in a school-owned business and take elective classes that develop the required occupational and entrepreneurial skills. Source: OTA
School to Apprenticeship	A cooperative education program for secondary students that integrates academic and occupational instruction, includes a paid work experience, and leads to entrance into a registered apprenticeship program. After graduation, participants become full time apprentices and have already completed a number of the requirements. Source: OTA, Apprenticeships.
Service Learning	Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school. Source: ERIC Thesaurus.
Work Based Learning	Work based learning refers to learning that results from work experience that is planned to contribute to the intellectual and career development of students. The work experience is supplemented with instruction and activities that apply, reinforce, refine, or extend the learning that occurs during work, so that students develop attitudes, knowledge, skills, and habits that might not develop from work experience alone. Source: OTA
Work Experience Programs	On-the-job experiences to increase the employability of participants -- included are a variety of federal job training, vocational, career education, and corrections programs often less structured than cooperative education programs. Source: ERIC Thesaurus. <i>Note: "On the job experiences" not to be confused with "on the job training".</i>
Work Study Program	Programs, generally federally funded, providing part-time employment to students who need financial aid to begin or continue their education -- usually at the postsecondary level and different from "work experience programs" in that "work study" emphasizes financial aid and not employment experience. Source: ERIC Thesaurus <i>Note: Term is used in Alaska workers' compensation statute (AS 23.30.237) as a synonym for a high school cooperative education program.</i>
Youth Apprenticeship	A term connected to the School to Work Opportunities Act, it refers to a coordinated learning program that integrates academic and occupational instruction, includes paid work experience, extends from high school through postsecondary education, and leads to an industry recognized certificate. <i>Note: The term is not widely used in Alaska, and varies somewhat in its meaning from state to state. Some definitions (<a href="http://wdr.doleta.gov/research/youth/stw.cfm">http://wdr.doleta.gov/research/youth/stw.cfm</a>) see it as for students planning no postsecondary education. The term is separate and distinguished from registered apprenticeship. The state CTE office believes it is better to use other terms if possible, because it is confusing to use the term, "apprenticeship", for a program that is not in fact connected to a registered apprenticeship. Sources: OTA, MTAG, Experiences.</i>

## Glossary of Terms Related to Work Based Learning

### Sources for definitions, listed alphabetically

“Apprenticeships”, in Occupational Outlook Quarterly, summer, 2002. Reprinted by the Bureau of Labor Statistics, U. S. Department of Labor. Website: <http://www.bls.gov/opub/ooq/ooqhome.htm>.

CORD Glossary. Found at the National Tech Prep Network Members resource library; website: <http://www.cord.org/lev1.cfm/2>

ERIC Thesaurus: Educational Resources Information Center, Processing and Reference Facility, on the web at <http://www.ericfacility.net/extra/pub/thesearch.cfm>

“Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration”, Research and Evaluation Report Series 97-E, Employment and Training Administration, Office of Policy and Research, 1997. Web site: <http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=6121>

MTAG: Washington State’s Manufacturing Technology Advisory Group, Prepare Tech Prep Students Today for the Workforce Tomorrow, March, 1995, Glossary, pp. 43-46. Publication can be found at <http://www.cord.org/lev2.cfm/147>

National Mentoring Partnership website: <http://www.mentoring.org/>

NDCCTE: Measuring Tech Prep Excellence; A Practitioner’s Guide to Excellence, published by the National Dissemination Center for Career and Technical Education, Glossary, pages 57-60.

OTA: U.S. Congress, Office of Technology Assessment, Learning to Work: Making the Transition from School to Work, U.S. Government Printing Office, 1995, available on-line at: [http://www.wvs.princeton.edu/~ota/ns20/pubs\\_f.html](http://www.wvs.princeton.edu/~ota/ns20/pubs_f.html). Definitions utilizing this source generally paraphrase from the text as opposed to being exact quotations.

Regulations Governing the Carl D. Perkins Vocational Education Act, (CFR title 34, Part 400.4), issued August 14, 1992, available from MII Publications, Washington DC, or on-line at: <http://www.access.gpo.gov/nara/about-cfr.html#page1>.

WIA: Workforce Investment Act, Section 101 online at: <http://www.doleta.gov/programs/factsht/wialaw.cfm>.

Work Related Learning Guide, published by Jobs for the Future, August, 1999. Although not specifically cited above, this has useful explanations of terms and models. Accessible at <http://www.jff.org/jff/kc>

## Productive Attitude & Personal Qualities

The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Demonstrates personal character (honesty, tact, ethics, and integrity) that contributes to a positive and productive work environment.</b>	Consistently leads and encourage others to value high personal character (those items listed in acceptable column)	Accepts responsibility and takes ownership for outcomes	Recognizes when they are responsible	Blames others for mistakes. Takes credit for other people's work
	Protects confidential information and assists in preventing breaches of confidentiality	Protects confidential information	Recognizes confidential information, but has difficulty determining who has the right to the information.	Shares confidential information
	Recognizes that laws, regulations and company policies may be out of alignment with current conditions and advocates for change	Complies with laws, regulations and company policies	Is aware of laws, regulations and company policy	Ignores laws, regulations and company policies
	Recognizes contributions and improves organizational values and assets	Performs own work accurately and is truthful about activities to protect organizational values and assets	Admits and discusses with supervisor the inappropriate behavior of having falsified data, lied about activities, or misused organizational assets and reports on others.	Falsifies data, lies about activities, or misuses organizational assets.
<b>Uses work time efficiently and safely while maintaining quality standards.</b>	Takes initiative to find additional work	Consistently on task	Sometimes needs to be reminded to stay on task	Wastes time and resources
	Takes initiative/makes recommendations for quality improvement	Meets quality and quantity production standards	Some effort to meet quality and quantity production standards	No effort to meet quality and quantity standards
	Leads and encourages others to respond to safety hazards (including reporting)	Assesses and responds appropriately to safety hazards (include reporting)	Meets safety standards when brought to their attention	Takes short-cuts relative to safety hazards of which they are aware
<b>Shows courtesy and respect toward others.</b>	Seeks input from others	Values input from others	Is learning to accept input from others	Reacts negatively towards others who provide input
	Values diversity in multicultural environments	Demonstrates culturally appropriate communication skills	Understands culturally appropriate communication skills when brought to their attention	Does not acknowledge diversity in multicultural environments
	Encourages and models appropriate work place manners and etiquette	Consistently practices work place appropriate manners and etiquette	Demonstrates basic manners and etiquette	Lacks basic manners and etiquette
<b>Is willing to learn.</b>	Seeks new opportunities to learn new skills	Is willing to learn new skills	Receptive to improving learning performance	Is reluctant to learn new skills and tasks

<b>People Skills</b>				
The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Is a good team member who relates well to all kinds of people inside and outside the organization?</b>	Puts aside own ambition for benefit of team.	Collaborates and cooperates with others who have different viewpoints.	Allows personal opinions toward team member to undermine team goals.	Refuses to share work, information.
	Defines success in terms of the whole team. (willing to lose the battle to win the war)	Works harmoniously with customers, subordinates, superiors, and peers	Recognizes own negative attitude and attempts to improve	Joins team to ensure failure
	Models (is role model) and rewards (recognizes & thanks) courtesy in others	Shows courtesy and respect towards others	Inconsistently shows courtesy and respect towards others	Makes chronic, negative comments or insults others or conditions in workplace
	Seeks and values opinions of others	Considers opinions of others.	Considers opinions of others in an inconsistent manner.	Inconsiderate of others' opinions
	Seeks out feedback from others	Accepts and gives constructive feedback	Does not accept criticism or feedback well	Refuses to acknowledge feedback
<b>Builds constructive and effective relationships.</b>	Encourages collaboration And assists co-workers and organizations	Works harmoniously with customers, subordinates, superiors, and peers	Makes effort to communicate and attempts to overcome discomfort in new environments	Gossips and makes no effort to develop positive relationships with co-workers
	Listens and asks for clarification courteously	Practices attentive and active listening	Makes an effort to listen	Ignores or repeatedly interrupts speaker
	Accepts personal recognition graciously	Acknowledges and appreciates contributions of others	Recognizes the contributions of others but may not verbalize it	Takes credit for others' work or minimizes others' contributions

## Punctuality & Attendance

The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Arrives at work site/station and performs scheduled activities on time.</b>	Often arrives early and is always on time	Arrives on time 96-99% of the time	Arrives on time 80-96% of the time	Arrives on time 0-79% of the time
	Submits completed projects and tasks before the deadline	Meets deadlines or communicates delays with supervisor prior to the deadline	Communicates personal delays at or after the deadline	Misses deadlines and fails to communicate delays to supervisor
<b>Is prepared for the work day as scheduled by supervisor.</b>	Is consistently a good role model and always appropriately prepared for the job	Is prepared for the job	Changes inappropriate patterns of un-preparedness when counseled by supervisor	Repeats inappropriate patterns of un-preparedness after counseling
	Has additional tools to begin work	Has appropriate tools to begin work	Doesn't have appropriate tools to begin work, but acquires them when counseled by supervisor.	Doesn't have appropriate tools to begin work and does not acquire them when counseled by supervisor.
<b>Observes company policy regarding scheduled and unanticipated absences.</b>	Anticipates agency needs and is a good role model in following the policy and preparing for anticipated absences	Appropriately follows policy and communicates with necessary parties in reporting and scheduling absences	Is aware of policy, but does not consistently prepare or communicate within timeframe prescribed	Disregards policy

## Critical Thinking & Problem-Solving

The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Identifies the problem, reviews options and their implications in solving the problem, takes best action to solve problem.</b>	Identifies problem, builds consensus, shared ownership and solicits buy in	Seeks appropriate advice and assistance from co-workers and supervisors in solving problems	Attempts to solve problems without seeking appropriate assistance (help)	Unaware of problem
	Seeks out additional training and experience to understand problem	Applies education and on-the-job experience to a problem	Occasionally understands application of education and on the job experience to solving problems	Ignores problems
	Suggests solutions or options to solve problem identified by supervisor or that he/she sees	Implements solution under supervisor direction	Randomly selects solution	Doesn't care that there is a problem
	Evaluates results and practices continuous improvement in refining process	Considers the results of the solution applied	Implements solutions without considering results	Makes no application of education or experience to solving problems
<b>Understands cause and effect and relationships within a system (various levels of organization / system).</b>	Instinctively or proactively recognizes relationships of cause and effect	Able to articulate consequences of actions	Has difficulty seeing and explaining inter-relationships within a system.	Sees relationships in isolation
	Demonstrate ways to improve system (i.e. organizational, mechanical, or operating)	Demonstrate interest in learning components of a system (i.e. organizational, mechanical, or operating)	Little interest in learning components of a system or problem	No interest in learning components of a system or problem
<b>Utilizes logic, research, innovation, future visioning and creativity.</b>	Frequently conceives of improved ways of accomplishing tasks	Is open to new ways to accomplish tasks and solve problems.	Reluctant to change	Resistant to change
	Builds consensus and shared ownership and solicits buy in	Seeks advice and assistance from co-workers and supervisors	Tends to work in isolation without discussing ideas, approaches with others	Trapped in routine, same approach ("we've always done it this way.")
				Solely works in isolation

## Time & Resource Allocation

The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Is dependable and follows through in work assignments to completion.</b>	Asks, "What can be done next?"	Meets deadlines.	Completes work, but late	Ignores assignment
	Anticipates expectations	Verifies expectations for work assignment.	Asks for clarification of expectations.	Rejects expectations
	Anticipate next steps. Recognize parameters for moving ahead on own. Requests permission to move ahead	Reports on progress and status of work assignments	Doesn't report on progress and status of work assignments	Offers excuses for non-performance; shifts blame to others
	Suggests improvement strategies. (Looks for better way)	For the occasional (DEFINE) problem, alerts supervisor about problem, requests extension, describes extenuating conditions AND identifies methods to overcome.	Doesn't consistently report to supervisor about problems, extension, extenuating conditions, and attempts to offer solution.	Hides problems or doesn't report problems
<b>Prioritizes work tasks and responsibilities to meet required deadlines.</b>	Assists others in learning from mistakes and doesn't repeat mistakes	Learns from mistakes and improves	Seldom learns from mistakes	Does not learn from mistakes
	Capable of completing tasks on time and think ahead in meeting work schedules	Recognizes relative importance of tasks and schedules accordingly	Incorrectly prioritizes	Continually fails to prioritize.
	All responsibilities completed within deadlines and assists others.	All responsibilities completed within deadlines	Understands priorities, but struggles to meet them. Completes work, but late	

<b>Business Basics</b>				
<b>The Participant:</b>	<b>Exemplary (Exceeds Requirements)</b>	<b>Acceptable (Must Have)</b>	<b>Developing (Has Potential)</b>	<b>Deficient (Counterproductive or Not Engaged)</b>
<b>Understands and supports the employer's organization, mission, goals and services.</b>	Participates in the development of employer's organization, mission, goals and services	Supports employer's mission, vision and goals by participating and contributing in meetings, talks and learns from supervisor, participates in company activities, reads company literature.	Learning about the employer's organization, mission, goals and services	No interest in business, just a paycheck
	Fine representative for business (e.g. role model, youth model, spokesperson)	Interprets, uses and can talk knowledgably about aspects of the business to adults and youth (is articulate)	Has some understanding of aspects of the business to adults and youth	No interest in aspects of business
<b>Provides customer service</b>	Models politeness to customers	Demonstrates being polite , to customers	Inconsistently polite to customers	Impolite to customers
	Models attentiveness to customers	Demonstrates being attentive to customers	Inconsistently attentive to customers	Inattentive to customers
	Models being helpful to customers	Demonstrates being helpful to customers	Inconsistently helpful to customers	Not helpful to customers
<b>Is dressed, and groomed appropriately for the organization.</b>	Consistently models appropriate and safe dress in the work area	Complies with company policy for appropriate and safe dress in the work area	Clothes are inconsistently clean, and inappropriate	Clothes are not clean, are inappropriate and may be distracting to co-workers
	Models appropriate grooming in the work place	Is consistently well groomed in the work place	Does not consistently meet appropriate grooming standards	Grooming is inappropriate to the work place
<b>Understands basic business concepts such as profit and loss and return on investment.</b>	Analyzes and makes recommendations using basic business concepts such as profit and loss, and return on investment	Interprets and uses basic business concepts such as profit and loss and return on investment	Understands basic business concepts such as profit loss/and return on investment May need to shift this to the left	Actions/behavior inconsistent with understanding of basic business concepts
<b>Is conscious of safety in the work area. (see Productive Attitude &amp; Personal Qualities)</b>	Models and helps create a safe environment.	Understands the safety polices and procedures of the company and can use these appropriately when necessary (fire extinguisher, first aide kit, safety equipment, etc.).	Careless about following safety standards.	Deliberately takes chances with safety

## Information and Analysis, Technology & Communication

The Participant:	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive or Not Engaged)
<b>Demonstrates communication skills necessary to accomplish work (reading, writing, oral communication and listening skills).</b>	If appropriate, has portfolio, letters of reference, resumes that exceed standard process	Complete, accurate, edited, and legible application and resumes	Applications and resumes contain errors, incomplete and not legible	No resume
	Responses indicate awareness of business or job responsibilities, cultural or organizational expectations	Appropriate responses for requested information in interview process (job seeking)	Does not follow directions in completing application	Handwriting illegible
			Unclear communication	No application
	Takes the initiative to present themselves appropriately according to employers expectations (e.g.: assertively including handshake and eye contact)	Appropriate non verbal communication (dress, eye contact, hygiene, posture)	Unclear responses to questions	Lack of response
			Inconsistent inappropriate non verbal communication (eye contact, personal space, clothing, attitude issues, etc.)	Inability or refusal to articulate thoughts
	Converses appropriately in different situations	Can converse appropriately	Converses inconsistently	Inappropriate non verbal communication (i.e. aggressive posture, attitude of entitlement, physical exposure, profanity and suggestive messages, etc.)
	Models suitable grammar skills	Uses suitable grammar skills	Converses inappropriately in different situation.	Does not use suitable grammar skills
Initiates conversation necessary to help others accomplish their work tasks when appropriate	Initiates conversation necessary to accomplish tasks	Inconsistent in using grammar skills	Does not engage in conversation necessary to accomplish tasks	
<b>Collects and interprets relevant information, organizes and communicate information accurately.</b>	Initiates additional information beyond what is provided and shares with supervisor	Utilizes (identify, interpret, articulate, and apply) information at the worksite (i.e. safety handbook)	Waits for conversation necessary to accomplish tasks to be initiated by others.	Does not review information provided
	Offer suggestions to improve the information and communication processes	Compile, organize and communicate information as work tasks require (e.g.: inventory, monthly reports, etc.)	Carelessness in processing information resulting in inaccuracies and miscommunications	Does not complete tasks or reports as required
	Provide innovative, concise evaluation, analysis and presentation		Incomplete information collected and presented	Reports inaccurate information
			Unclear reporting	
		Illegible writing		
<b>Selects and uses appropriate industry relevant technology to accomplish work (e.g.: computers, fax, telephone, multimeter, copier).</b>	Offer suggestions for more efficient use and appropriate tools	Analyze assignment and selects appropriate tools	Misuse or incorrect choice of tools	Deliberate misuse or abuse of tools
	Leading others to value role of safety in the work place	Uses tools safely and efficiently to complete work	Unskilled in the proper and safe use of tools	Unsafe use of tools after training

Participant's Name:

YES Team Member Name:

Please check the box that most accurately describes your assessment of the participant.

	Exemplary (Exceeds Requirements)	Acceptable (Must Have)	Developing (Has Potential)	Deficient (Counterproductive OR Not Engaged)	N/A (Not Applicable)
<b>★ Productive Attitude &amp; Personal Qualities</b>					
Demonstrates personal character (For example: honesty, ethics, integrity)					
Uses time efficiently without sacrificing quality					
Works safely					
Shows courtesy and respect (tact)					
Is willing to learn					
<b>★ People Skills</b>					
Contributes as a team member <ul style="list-style-type: none"> <li>• Values others' input</li> <li>• Accepts feedback</li> </ul>					
Builds constructive and effective relationships (customers, subordinates, supervisors, peers)					
<b>★ Punctuality &amp; Attendance</b>					
Arrives at work site/station on time					
Is prepared for the work day					
Observes company policy regarding scheduled and unanticipated absences					
<b>★ Critical Thinking &amp; Problem Solving</b>					
Identifies the problem, reviews cause & effect, selects best solution within system					
Utilizes logic, research, innovation, future visioning and creativity.					
<b>★ Time and Resource Allocation</b>					
Dependable in work assignments					
Meets deadlines					
<b>★ Business Basics</b>					
Understands employers organization and mission					
Supports employer's standards					
Responds to customer's expectations					
Appropriately dressed and groomed					
Understands business concepts (P/L, RO1)					
<b>★ Information &amp; Analysis, Technology &amp; Communication</b>					
Demonstrates communication skills necessary to accomplish work					
Collects and interprets relevant information accurately					
Appropriately uses workplace technology					
Comments (you may use the back of the sheet for additional comments):					