

## Employability Skills Inventory

### WORK ETHIC

- Being honest and cultivating a personal work ethic.
- Handling confidential and sensitive information appropriately and respectfully; keeping equipment safe.
- High levels of effort and perseverance, and a positive attitude towards work and service.
- Considering the impact of decisions and actions on one's peers and community.
- Eagerness to learn new skills and improve upon existing ones.
- Ability to work and serve with minimal supervision.

### Potential Performance Tasks

The following is a list of potential performance tasks that demonstrate how *Work Ethic* pertains to a service year experience. These are just examples and do not necessarily reflect a comprehensive list of tasks every service year corps member will do during their service year – there may be other tasks that demonstrate proficiency in Work Ethic.

- Limiting absences and lateness, but letting your supervisor or a peer know when and if you need to be out or late.
- Sharing mistakes early so issues can be resolved quickly.
- Making sure to lock up or password protect sensitive files or information.
- Respecting peers', supervisors', clients', and stakeholders' need for more time to complete tasks and communicating schedule delays appropriately.
- Maintaining positive relationships with peers, supervisors, clients, and stakeholders.
- Attempting to solve issues on one's own first before involving others.
- Awareness of the importance of taking care of one's health (for example, taking time to overcome illness, but also understanding how one's absence affects the whole team).

SKILL	Emerging	Developing	Proficient	Advanced
<b>Being honest and cultivating a personal work ethic.</b>	<ul style="list-style-type: none"> <li>Is consistently unfocused or distracted during service, which keeps them from accomplishing tasks or being a reliable team member.</li> <li>Needs prodding to accept responsibility for mistakes or oversights and/or passes blame when something goes wrong.</li> <li>Consistently makes excuses for poor behavior with no attempt to explain their actions.</li> <li>Needs constant reminders about how to use organizational resources appropriately and with transparency (e.g. has used resources for personal or extraneous purposes).</li> </ul>	<ul style="list-style-type: none"> <li>Is sometimes able to adapt to their professional surroundings.</li> <li>Needs occasional reminders about expectations related to organizational culture.</li> <li>Mostly follows stated procedures, like calling in when they will be late or absent.</li> <li>Demonstrates occasional lapses in respecting others' personal and professional space and may need assistance in doing one of the following: <ul style="list-style-type: none"> <li>Giving co-workers an appropriate level of personal space.</li> <li>Confines work and materials to own space and does not interfere with others' work or space</li> </ul> </li> <li>Procures supplies when necessary, and does not use others' supplies to excess or without permission.</li> </ul>	<ul style="list-style-type: none"> <li>Works hard to remain focused during service and is a reliable team member.</li> <li>Accepts full responsibility for mistakes or oversights when they are at fault.</li> <li>Never makes excuses for poor behaviors and offers reasonable explanations and apologies if issues arise.</li> <li>Always limits the use of organizational resources for personal or extraneous purposes and is transparent when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmark and helps peers by modeling honesty and a strong work ethic.</li> <li>Is called upon to coach others.</li> </ul>
<b>Handling confidential and sensitive information appropriately and respectfully; keeping equipment safe.</b>	<ul style="list-style-type: none"> <li>Does not follow procedures for handling confidential and sensitive information.</li> <li>Shares confidential or sensitive information with others when not authorized to do so.</li> <li>Does not follow procedures for keeping equipment or materials safe.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly follows procedures for handling confidential and sensitive information.</li> <li>Rarely shares confidential or sensitive information with others when not authorized to do so.</li> <li>Mostly follows procedures for keeping equipment or materials safe.</li> </ul>	<ul style="list-style-type: none"> <li>Handles confidential and sensitive information with care and in line with policies and procedures.</li> <li>Never shares confidential or sensitive information with others when not authorized to do so.</li> <li>Consistently follows procedures for keeping equipment or materials safe.</li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmark and helps peers by modeling the handling of confidential and sensitive information and keeping equipment safe.</li> <li>Is called upon to coach others.</li> </ul>
<b>High levels of effort and perseverance, and a positive attitude towards work and service.</b>	<ul style="list-style-type: none"> <li>Gets easily frustrated when work does not happen in a manner that they would like.</li> <li>Is unable to discuss issues when they arise and instead becomes withdrawn or combative.</li> <li>Often gives up on a task or project without asking for guidance, support, or help.</li> <li>Does below the bare minimum on a task or deliverable.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally gets frustrated when work does not happen in a manner that they would like.</li> <li>Is mostly able to discuss issues when they arise and rarely becomes withdrawn or combative.</li> <li>Sometimes gives up on a task or project without asking for guidance, support, or help.</li> <li>Does the minimum on a task or deliverable.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits patience and understanding when work does not happen in a manner that they would like.</li> <li>Is able to discuss issues when they arise avoiding tension.</li> <li>Never gives up on a task or project. Always asks for guidance, support, or help.</li> <li>Ensures that a task or deliverable is done to the best of their ability and offers additional support to others.</li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmark and helps peers by modeling high levels of effort, perseverance, and a positive attitude towards work.</li> <li>Is often called upon to speak on behalf of a project or organization.</li> <li>Consistently asks others if they need help or support to complete a difficult task or project.</li> </ul>

SKILL	Emerging	Developing	Proficient	Advanced
<b>Considering the impact of decisions and actions on one's peers and community.</b>	<ul style="list-style-type: none"> <li>Does not view themselves as part of a larger mission or vision.</li> <li>Is not aware of how their actions and decisions impact their peers or the communities they are serving.</li> <li>Does not accept feedback related to how their actions are impacting their peers.</li> <li>Makes decisions quickly without weighing full impact.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to view themselves as part of a larger mission or vision.</li> <li>Is somewhat aware of how their actions and decisions impact their peers or the communities they are serving, but struggles to adjust or adapt.</li> <li>Is beginning to accept feedback related to how their actions are impacting their peers.</li> <li>Occasionally makes decisions quickly without weighing full impact.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understands how their role plays a part in a larger mission or vision.</li> <li>Is keenly aware of how their actions and decisions impact their peers or the communities they are serving, and involves peers and community members when applicable in decision making.</li> <li>Accepts feedback related to how their actions are impacting their peers and adjusts accordingly.</li> <li>Weights all sides before making a decision.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmarks and is seen by peers and co-workers as a model for considering the impact of decisions.</li> </ul>
<b>Eagerness to learn new skills and improve upon existing ones.</b>	<ul style="list-style-type: none"> <li>Rarely seeks out learning opportunities.</li> <li>Gets frustrated when they have to learn something new or enhance an existing skill.</li> <li>Does not volunteer for tasks where they have to learn a new skill.</li> <li>Does not exhibit a Growth Mindset or recognize that even if they struggle with certain skills, their abilities aren't set in stone and can be improved over time with practice.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes seeks out learning opportunities.</li> <li>Occasionally gets frustrated when they have to learn something new or enhance an existing skill.</li> <li>Occasionally volunteers for tasks even when they have to learn a new skill.</li> <li>Occasionally exhibits a Growth Mindset, recognizing that even if they struggle with certain skills, their abilities aren't set in stone and can be improved over time with practice.</li> </ul>	<ul style="list-style-type: none"> <li>Always seeks out learning opportunities.</li> <li>Maintains perseverance when they have to learn something new or enhance an existing skill.</li> <li>Always volunteers for tasks even when they have to learn a new skill.</li> <li>Consistently exhibits a Growth Mindset, acknowledging and understanding that even if they struggle with certain skills, their abilities aren't set in stone and can be improved over time with practice.</li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmark and is seen as a model by peers and others in learning and improving.</li> <li>Coaches and trains others in how to adopt a Growth Mindset.</li> <li></li> </ul>
<b>Ability to work and serve with minimal supervision.</b>	<ul style="list-style-type: none"> <li>Needs constant supervision to get tasks done or to move on to new tasks.</li> <li>Does not take initiative to offer help to others or take on a new project or task when they have down time.</li> <li>Does not communicate when they have free time in their schedule.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Needs some supervision to get tasks done or to move on to new tasks.</li> <li>Takes some initiative to offer help to others or take on a new project or task when they have down time.</li> <li>Occasionally communicates when they have free time in their schedule.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Works well independently needing little supervision to get projects or tasks done.</li> <li>Moves from task to task only involving supervisor to provide updates or ask for clarification.</li> <li>Always communicates when they have free time in their schedule and are ready to take on new projects.</li> </ul>	<ul style="list-style-type: none"> <li>Meets proficiency benchmark and is a model for effectively serving with minimal supervision.</li> <li>Is commended by peers and others for showing initiative to help others.</li> <li></li> </ul>