Employability Skills Inventory
COMMUNICATION

- Communicating clearly and effectively with peers, supervisors, clients, and stakeholders. This includes providing and presenting information by phone, email/written communication, or in-person communication to individuals and groups.

- Writing emails and other forms of written communication clearly, and taking the time to check spelling and grammar.

- Listening actively to understand and asking questions to clarify or offer differing points of view.

- Ability to acknowledge and interact effectively with people from different cultures, different communication and language styles, and different abilities, and adapting as necessary to communicate effectively.

- Relaying and receiving feedback in written and oral form.

- Understanding, interpreting, and following instructions in oral, written, or email form.

- Sharing ideas for improvement to a process, product, or service through discussion or a follow-up email.

Potential Performance Tasks

The following is a list of potential performance tasks that demonstrate how *Communication* 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 *Communication*.

- Communicating a detailed procedure to a peer or re-capping a service-related situation to a supervisor.

- Communicating with external stakeholders over the phone, in-person, or over email.

- Outlining a process or standard operating procedure.

- Engaging in close reading of reports and documentation.

- Giving a fellow participant feedback on a written product or an idea.

- Receiving feedback on one's own deliverable and following through on recommendations.

- Sharing a start-up process or procedure one has developed.

- Writing a debrief report or follow-up email.

- Listening to and successfully implementing a new task.

- Creating and giving clear presentations

Detailed Rubric

The following rubric is meant to provide service year program staff and service year corps members a guide to assess *Communication* as a skill. This rubric should be utilized as a tool during check-in meetings to determine coaching and professional development discussions and recommendations.

SKILL	Emerging	Developing	Proficient	Advanced
Communicating clearly and effectively with peers, supervisors, clients, and stakeholders. This includes providing and presenting information by phone, email/written communication, or in-person communication to individuals and groups.	• Struggles to communicate all necessary details when speaking to stakeholders or peers causing many questions or confusion. • Exhibits extreme nervousness when speaking in front of others or groups which gets in the way of the message they are trying to convey. • Often misunderstands communication and directives yet does not ask clarifying questions. • Struggles to communicate updates or situations effectively to a group.	• Communicates some necessary details, but also omits some details when speaking to stakeholders or peers causing some questions or confusion. • Exhibits some nervousness when speaking in front of others or groups which occasionally gets in the way of the message they are trying to convey. • Sometimes misunderstands communication and directives and occasionally asks clarifying questions. • Sometimes communicates updates or situations effectively to a group, but occasionally causes confusion or misunderstanding.	• Communicates all necessary details when speaking to stakeholders or peers, individually or in groups. • Exhibits ease and comfort, and speaks with clarity during public speaking engagements. • Listens and asks clarifying questions during discussions and while getting directives. • Communicates updates and situations to groups that have all necessary information and appropriate action requests.	• Meets proficiency benchmark and helps peers by modeling effective communication. • Coaches and trains others in effective communication techniques. • Exhibits confidence and flair with public speaking.

Writing emails and other forms of written communication clearly, and taking the time to check spelling and grammar.	• Emails have two or more of the following issues:
	  • Subject lines are missing or not relevant to message
	  • Too much or not enough detail or background information
	  • Unclear action items or requests
	• Writes with many typos and grammar or spelling errors, and does not review and edit before sharing the final product.
	• Does not yet understand when to appropriately use email, phone, texts, or in-person conversation to convey information based on the audience, level of urgency, and situation.
		• Emails have one of the following issues:
		  • Subject lines are missing or not relevant to message
		  • Too much or not enough detail or background information
		  • Unclear action items or requests
		• Writes with many typos and grammar or spelling errors, and does not review and edit before sharing the final product.
		• Mostly understands when to appropriately use email, phone, texts, or in-person conversation to convey information, but occasionally chooses an inappropriate method for the situation.
			• Emails include the following:
			  • Clear, concise, and relevant subject lines
			  • Appropriate and relevant background information and detail
			  • Clear action items and requests
			• Writes with very few typos and grammar or spelling errors, and is careful to review and edit before sharing the final product.
			• Knows when to appropriately use email, phone, texts, or in-person conversation to convey information based on the audience, level of urgency, and situation.
				• Meets proficiency benchmark and helps peers by modeling the handling of confidential and sensitive information and keeping equipment safe.
				• Is called upon to coach others.

SKILL	Emerging	Developing	Proficient	Advanced
Listening actively to understand and asking questions to clarify or offer differing points of view.	• Rarely provides verbal/nonverbal feedback while listening to indicate understanding during conversations or meetings. • Needs to be reminded to take notes during complex information sharing and detailed directives. • Asks no or irrelevant questions during conversations or meetings, but is unable to move forward with an action item later. • Is continuously distracted by computer or phone in meetings or discussions without explaining if they are using the devices to take notes, research information, or other relevant actions.	• Provides sporadic verbal/nonverbal feedback while listening to indicate understanding during conversations or meetings. • Occasionally needs to be reminded to take notes during complex information sharing and detailed directives. • Occasionally asks relevant questions to clarify understanding, but is still unable to move forward on action items later. • Is occasionally distracted by computer or phone in meetings or discussions without explaining if they are using the devices to take notes, research information, or other relevant actions.	• Provides ample verbal/nonverbal feedback to indicate understanding and active listening during conversations and meetings. • Always takes notes during complex information sharing and detailed directives without being prompted. • Asks relevant questions to clarify understanding, and takes the initiative to follow-up if unable to complete an action item later. • Is not distracted by electronic devices even when taking notes, researching information, or other relevant actions. • Occasionally offers a different point of view or a refinement to a process.	• Meets proficiency benchmark and helps peers by modeling effective listening and questioning techniques. • Coaches and trains others in effective listening and questioning techniques.
Ability to acknowledge and interact effectively with people from different cultures, different communication and language styles, and different abilities, and adapting as necessary to communicate effectively.	• Gets easily frustrated by others who don't communicate in similar ways to them. • Ignores or does not communicate with someone because they are unable to determine how to best communicate with them. • Is unable to adapt their communication style to meet someone else's for the betterment of a project or initiative.	• Occasionally gets frustrated by others who do not communicate in ways similar to them. • Occasionally avoids communicating with others because they are unable to determine how to best communicate with them. • Attempts, with limited success, to adapt their communication style to meet someone else's for the betterment of a project or initiative.	• Exhibits patience with others who do not communicate in similar ways to them. • Employs multiple methods of communication with others to meet them where they are. • Adapts their communication style to meet someone else's for the betterment of a project or initiative.	• Meets proficiency benchmark and helps peers by modeling how to effectively acknowledge different communication styles and abilities. • Coaches and trains others to adapt and tailor communication to meet a variety of styles and needs. • Is brought into discussions to help bridge communication and language gaps.

SKILL	Emerging	Developing	Proficient	Advanced
Relaying and receiving feedback in written and oral form.	• Makes no intentional effort to create an environment conducive to feedback by building trust with peers and co-workers. • Feedback is vague and not focused on specifics; no examples are given. • Allows feedback to be guided by emotions and personal biases, rather than facts. • Is not aware of non-verbal communication that occurs during feedback conversations, of both self and others. • Gets defensive when given feedback and ignores it instead of trying to engage with or understand it.	• Makes some effort to create an environment conducive to feedback by building trust with peers and co-workers before giving feedback. • Feedback is somewhat vague, but a few examples are given. • Is working on not allowing feedback to be guided by emotions and personal biases, but occasionally struggles. • Is somewhat aware of non-verbal communication that occurs during feedback conversations, of both self and others, and adjusts approach accordingly. • Rarely gets defensive when given feedback and mostly tries to engage with or understand it.	• Creates an environment conducive to feedback by building trust with peers and co-workers. • Feedback is specific and includes specific strengths and areas of improvement. • Does not allow feedback to be guided by emotions and personal biases. • Is keenly aware of non-verbal communication that occurs during feedback conversations, of both self and others, and adjusts approach accordingly. • Never gets defensive when given feedback and engages with it for a better result.	• MMeets proficiency bnchmark and helps peers by modeling effective feedback strategies. • Coaches and trains others to adapt and tailor feedback approaches.
Sharing ideas for improvement to a process, product, or service through discussion or a follow-up email.	• Exhibits extreme frustration when there is a disagreement around a process or action item, but does not share ideas for improvement or discuss the challenges with a supervisor. • Does not follow-up over email or through discussion with peers or a supervisor to share concerns about a process or ideas for improvement. • Refuses to complete a task where they do not agree with the approach.	• Exhibits some frustration when there is a disagreement around a process or action item, and only occasionally shares ideas for improvement or discusses the challenges with a supervisor. • Occasionally follows-up over email or through discussion with peers or a supervisor to share concerns about a process or ideas for improvement. • Sometimes does not complete a task when they do not agree with the approach.	• Shares ideas for improvement and/or discusses challenges with a supervisor when facing disagreement • Follows-up with peers or a supervisor to share concerns about a process or ideas for improvement. • Makes an effort to understand the rationale for the approaches they disagree with, and complete tasks anyway.	• Meets proficiency benchmark and is a model for effectively sharing ideas and concerns. • Coaches and trains others in how to effectively share ideas and concerns.