

EvaluSkills: Workplace Skills Assessment

Develop and assess the skills most important to success in work and life.



PEREGRINE
— GLOBAL SERVICES —

The Challenge

- ◆ **Soft skills, or workplace skills, are vital personal qualities that help individuals achieve success in work and life.**
- ◆ **Yet, many have struggled to objectively measure these personal qualities to understand how we can better develop them.**



Workplace (Soft) Skills – What We Know

- ◆ 92% of executives consider soft skills and technical skills equally important – *WSJ, 2016 Employer Survey*
- ◆ 60% of HR Managers stated lack of soft skills in leadership limits company productivity levels – *2018 LinkedIn Survey*
- ◆ Soft skills training study at five Bangalore factories yielded a 250% ROI – *MIT Sloan study, 2018*



What Human Resource Managers Say

A 2019 report by the Society for Human Resource Management noted skill shortages in new graduates entering the workforce.

The top missing soft skills were:

- ◆ **Problem solving**
- ◆ **Communication**
- ◆ **Critical Thinking**
- ◆ **Innovation and Creativity**
- ◆ **Ability to deal with complexity and ambiguity**



What Leaders Say

Fortune 500 CEOs said 75% of long-term job success depends on people skills, while only 25% on technical knowledge.

– Stanford Research Institute International and Carnegie Mello Foundation, 2019



The Skills Needed are Soft



Most important skills needed in industry:

- ◆ **Leadership**
- ◆ **Management**
- ◆ **Communication**

- Cambridge Market Intelligence Ltd, 2020 research study

How Can We Develop Soft Skills?

- ◆ **Experiential learning or action learning**
- ◆ **Partnering with companies including internships or in business experiences**
- ◆ **Leadership workshop case studies**
- ◆ **Simulation exercises**
- ◆ **Cross program/transversal student projects**
- ◆ **Required student association/government activities**
- ◆ **In school incubators for student start-up**
- ◆ **Small/medium size business consulting**



NACE 8




Career & Self-Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.



Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.



Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.



Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals.



Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.



Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.



Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

The National Association of Colleges and Employers (NACE), through a task force of college career services and HR/staffing professionals, has identified eight competencies associated with career readiness.

When We Measure Soft Skills, We Can...

- ◆ **Assess and demonstrate the learning outcome requirements for program and institutional accreditation.**
- ◆ **Strengthen our workforce by developing career-ready graduates.**
- ◆ **Develop the competencies that help students get the job and keep it.**
- ◆ **Enhance the long-term personal and professional development of learners with actionable feedback that drives continuous improvement.**
- ◆ **Determine areas for programmatic improvement.**

When We Measure Soft Skills, We Can Also...

- ◆ **Assess and demonstrate the learning outcome requirements for program and institutional accreditation.**
- ◆ **Strengthen our workforce by developing career-ready graduates.**
- ◆ **Develop the competencies that help students get the job and keep it.**
- ◆ **Enhance the long-term personal and professional development of learners with actionable feedback that drives continuous improvement.**
- ◆ **Determine areas for programmatic improvement.**

Why Assessing Soft Skills is Difficult

- ◆ Hard to identify
- ◆ Lack of standard categorization
- ◆ One dimensional
- ◆ Term 'soft skill' is misleading
- ◆ Subjectivity
- ◆ Bias
- ◆ Objectives of assessment – school (accreditation) vs. personal (student feedback)



EvaluSkills



- ◆ **A 360-degree evaluation process that directly measures proficiency levels of essential workplace competencies.**
- ◆ **Uses the perspectives of peers, supervisors, advisors, mentors, and colleague**
- ◆ **Provides objective and accurate measures of relative skill levels as expressed in the workplace.**

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:

Association to Advance Collegiate Schools of Business
Standard 9: Curriculum Content

AACSB

Written and Oral Communication | Ethical Understanding | Interpersonal Relations Teamwork |

Multicultural Work Environments | Reflective Thinking

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



**AMBA Principle 6:
Competencies, Graduate Attributes and Learning Outcomes**

**Leadership | Teamwork | Critical Thinking | Decision-Making | Life-Long Learning Integrity | Cross-Cultural Effectiveness |
Global Citizenship | Business Ethics**

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



International Accreditation Council for Business Education
Key Learning Outcomes

Critical Thinking | Teamwork | Communication | Leadership

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



Accreditation Council for Business Schools and Programs
Standard 6.3 on Integrative Experiences

**Demonstrate Capacity to
Synthesize and Apply Knowledge
and Skills from an Organizational
Perspective**

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:

AUPHA

Association of University Programs in Health Administration
Curriculum and Teaching Criteria

Cultural Competence and Diversity | Ethics in Business | Decision Making | Leadership



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The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:

CA⁺HME

Commission on Accreditation
of Healthcare Management Education

CAHME Accreditation Criteria III.A.3, III.A.4, III.A.5, III.A.6

**Communication | Interpersonal Effectiveness | Ethics | Professionalism | Management |
Leadership | Critical Thinking, Analysis, and Problem Solving**



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The Accreditation Focus

EvaluSkills measures programmatic and institutional learning goals related to:



**Network of Schools of Public Policy, Affairs, and Administration
Standard 5 – Matching with the Mission Student Learning**

Leadership | Management | Communication | Management | Interpersonal Skills

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



Academy of Criminal Justice Sciences
Section B – Program Structure and Curriculum

Leadership | Management | Communication | Management | Interpersonal Skills

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



**National Association for the Education of Young Children
Essential Professional Tools**

**Cultural Competence | Ethical Principles | Communication | Inquiry Collaboration,
Teaching & Mentoring Skills | Advocacy | Leadership**

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



**New England Commission of Higher Education
Standards 4.12, 4.15**

Independent Learning | Information Literacy | Communication

Inquiry | Critical Judgment | Curiosity | Ethics

The Accreditation Focus

EvalSkills measures programmatic and institutional learning goals related to:



**Middle States Commission on Higher Education
Standard 3: Design and Delivery of Student Learning Experience**

Communication | Critical Analysis and Reasoning | Values and Ethics | Diverse Perspectives

Definitions

Assessment Item

An assessment item is a specific skill presented within the instrument.

Assessment items include Competency, Relational, and Influential (TYPES), organized by Character, Skill, or Action (CATEGORY)

Instrument Template

The instrument is the specific tool used for the EvaluSkills assessment.

Instrument templates are available to use or modify, or can be created with your selection of assessment items.

Assessment

The assessment is created when an instrument template is used to evaluate a group of participants. The assessment is given a name and due dates.

Participant

A participant is the person who is assessed through EvaluSkills by evaluators.

Evaluator

An evaluator is the person who fills out an assessment for a participant. For each participant, there should be a variety of evaluators from different organizational levels to give well-rounded feedback.

Reports

Reports are generated from the data collected in the assessment process. The individual results report summarizes a participant's collection of evaluations. The group report averages the scores of a group of participants for an assessment.

Flexible, Customizable Instruments

- ◆ Utilizing the expertise of our team, you can customize your instrument by selecting from a database of 200+ skills and corresponding rubrics.
- ◆ You can also write or develop your own skills and rubrics then add them to your assessment.

Adaptability Embraces change and can adjust to new or evolving conditions. Category: Character	Type: Competency	<input checked="" type="checkbox"/>
Business Trend Awareness Maintains an awareness of what is going on within the industry and how such trends could affect the organization. Category: Skill	Type: Competency	<input type="checkbox"/>
Change Leadership Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change. Category: Action	Type: Competency	<input type="checkbox"/>
Curiosity Exhibits inquisitive thinking such as exploration, investigation, and learning, and desire to gain new knowledge and skill. Category: Character	Type: Competency	<input checked="" type="checkbox"/>
Dealing with Uncertainty and Ambiguity Demonstrating the flexibility to handle competing demands and fight through the complexity by encompassing it. Category: Action	Type: Competency	<input checked="" type="checkbox"/>
Emotional Intelligence The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and em Category: Character	Type: Competency	<input type="checkbox"/>
Entrepreneurial Is willing to take calculated risks in the hope of profit; enterprising. Category: Action	Type: Competency	<input type="checkbox"/>

Instrument Creation

Let's use an analogy for creating your assessment: ordering a pizza. Restaurants have several pizzas on the menu, or you can build your own.

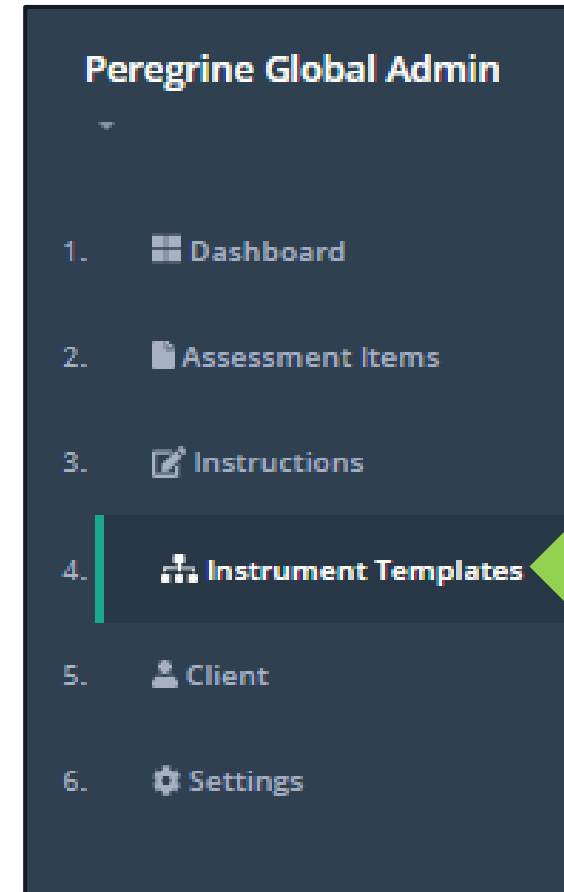
In EvaluSkills, the “ingredients” are the assessment items: the individual skills you want to assess (dependability, innovation, critical thinking, etc.).

To make your “pizza”, you can choose from available instrument templates, or create your own pizza.

Instrument Creation

To create an instrument, you simply...

- ◆ **Browse available instrument templates.**
- ◆ **Run the Instrument Report to see the items and rubrics.**



Instrument Creation

Then...

- ◆ **Make a copy if you'd like to add or delete items for your assessment.**
- ◆ **Use the Create Assessment button if you like the pre-made template as-is.**

Leadership 360-degree Assessment

No of Assessment Items : 15 | Competency: 0

 Copy

Create Assessment

Instrument Report

DBA Workplace Skills Assessment

No of Assessment Items : 23 | Competency: 23

 Copy

Create Assessment

Instrument Report

Leading Professional Teams Assessment

No of Assessment Items : 12 | Competency: 12

 Copy

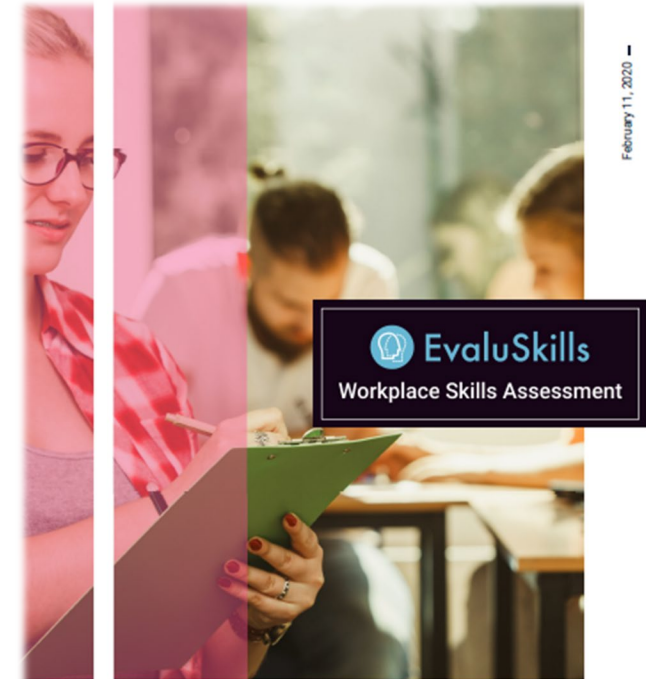
Create Assessment

Instrument Report

Instrument Report

The Instrument Report is a printable PDF download of all selected assessment items and the rubrics for each.

Administrators, participants, and evaluators can download the Instrument Report go better understand the full assessment.



NACE Career Readiness Competencies
Prepared By Peregrine Global Services

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Objectivity

The rubrics increase the objectivity of the assessment.

- ◆ Close-ended, 5-point Likert scale rubrics for each skill concentrate on the behavior.
- ◆ Ability to collect written feedback – adding to the richness of the data.

Critical thinking and problem-solving skills		
<i>Demonstrates originality and inventiveness.</i>		
Category: <i>Action</i>	Type: <i>Influential</i>	
Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Creative thinker; uses unique or unusual thinking across a variety of industries to solve difficult problems.	Naturally creative; able to work backwards and imagine steps that will lead to a desired result; has a wide range of studies and views things from perspectives of history, geography, religion, economics.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly uses nontraditional thinking in a creative manner to solve problems.	Involves others in brainstorming, both inside and outside the organization; seeks alternative viewpoints to explore possible courses of action.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Most of the time, is able to handle and solve difficult problems with nontraditional thinking.	Approaches problems in new, innovative ways; is not afraid of asking "what if" to explore previously unimagined options and discuss them impartially.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Uses traditional thinking to handle and solve difficult problems; open to non-traditional thinking of others.	Hesitates to voice or try non-traditional ideas for fear of failure or being judged by others; has creative ideas but prefers not to rock the boat.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Seldom, if ever, is open to nontraditional thinking in problem solving.	Threatened by non-traditional ideas; prefers to do job the way it was explained without question; relies on formal processes and structures to guide decisions.	Level of proficiency is significantly below expectations.

Easy to Use - User Interface

Administrative website allows you to :

- ◆ Create and manage various instruments to address the specific needs of different groups of participants.
- ◆ See and track progress of evaluations.
- ◆ Generate reports.

Leadership 360-degree Assessment November 2019

Info Participants 21 Assessment Items 15

Update Evaluation

Title
Leadership 360-degree Assessment November 2019

Test Type
☒ PreTest ☐ PostTest

Recommended Application
Higher Education

Due Date
11/30/2019

Progress	Status	Individual Results
100.00% All Evaluations Received	Completed	View Evaluation Add Evaluator
66.67% 2 Evaluations Received	InProgress	View Evaluation Add Evaluator
37.50% 3 Evaluations Received	InProgress	View Evaluation Add Evaluator
40.00% 2 Evaluations Received	InProgress	View Evaluation Add Evaluator
20.00% 3 Evaluations Received	InProgress	View Evaluation Add Evaluator
87.50% 7 Evaluations Received	InProgress	View Evaluation Add Evaluator

Choosing Evaluators

The screenshot shows the 'Add Evaluator' interface for Peregrine Global Services. At the top, there is a header with the company logo, 'Technical Support', a language selector set to 'English', and a 'Go To Dashboard' button. Below the header, the main title 'Add Evaluator' is followed by a note: 'At least invite 3 evaluators.' and a green 'Send Invitation' button. The main content area contains three rows of input fields for adding evaluators. Each row has fields for 'Add Email', 'First Name', 'Last Name', and a 'Select Role' dropdown menu. The first row has a green 'Add Evaluator' button, while the second and third rows have red 'Remove Evaluator' buttons.

You have the option to:

- ◆ **Assign evaluators for each participant.**
- ◆ **Have the participant identify evaluators.**
- ◆ **Require a minimum number of evaluators.**
- ◆ **Use a combination of both.**

Measure Change and Growth

Ability to track development over time:

- ◆ Access all assessment results within the administrative website.
- ◆ Conduct longitudinal analysis with a pre-test/post-test construct.
- ◆ Utilize the comparison to see growth and areas of where additional resources, learning, or training may be required.

Average Evaluator Score by Item for the Group



The Participant Role

Each Participant will receive an email invitation with instructions on how to create an EvaluSkills account.

During the process, participants will:

- ◆ **Log in to the platform**
- ◆ **Upload a profile picture as a visual cue for evaluators**
- ◆ **Enter evaluators, choosing a variety of people at different organizational levels**
- ◆ **Run an instrument report to see the criteria for skills being evaluated**
- ◆ **Complete a self-evaluation**
- ◆ **Run a Participant Report after the assessment closes**
- ◆ **Build an Action Plan for personal and professional development**

Participant Experience



My Assessments

Title	Date Created	Status	
Leading Professional Teams Assessment	2019-09-23	Completed	Individual Report Instrument Report

Participants can check the status of any pending assessments, run a report on their individual results, or download a copy of the assessment.

The Evaluator Role

Each Evaluator will receive an email invitation with instructions on how to create an EvaluSkills account.

During the process, evaluators will:

- ◆ **Set a password for their account.**
- ◆ **View the My Evaluations tab on the dashboard, where they can see all pending and completed evaluations.**
- ◆ **Run an Instrument Report to download the instrument and see the rubrics for each item.**
- ◆ **Evaluate a participant and save a draft or complete the evaluation and submit their feedback.**
- ◆ **Review previously submitted evaluations.**

Evaluator Experience

The evaluator will rate the participant on the selected skills, comparing their experience with the participant against the statements, behaviors, and scaling shown in the rubric.

1 - Does not play favorites

Treats others fairly and consistently. This person,

- 1 Clearly demonstrates favoritism in work assignments. Is unaware how this action impacts the rest of the team.

Behavior

Allows personal feelings toward others impact how they react to them. May deny they show favoritism. Assumes they are always being fair.

- 2 Has difficulty putting personal preferences aside. Others can easily tell who is favored and who is not.

Behavior

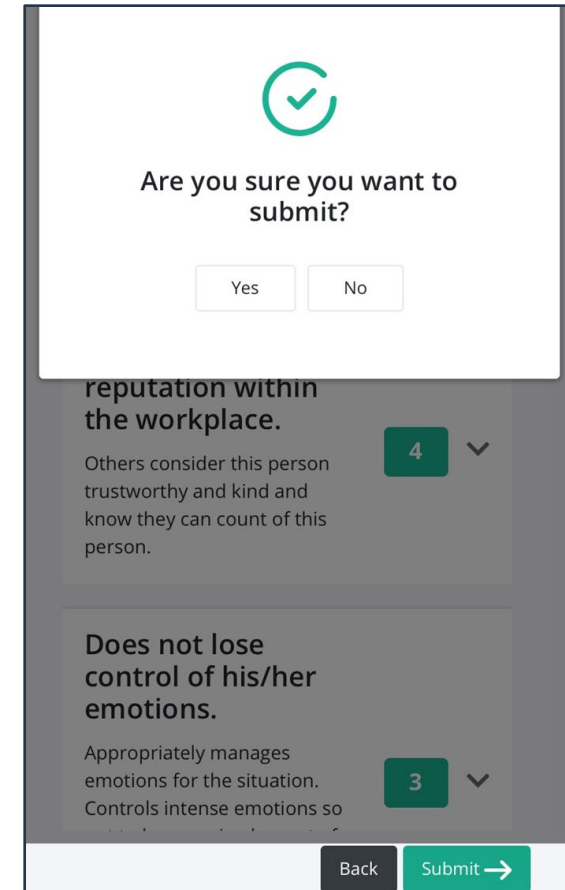
Gives challenging assignments to the person they know will get it done on time and with quality. Leaves some team members without opportunities for growth.

Skip for now

Next →

Submitting an Evaluation

- ◆ The evaluator can review and add comments prior to submitting an evaluation.
- ◆ Once the minimum number of evaluations has been completed, the participant can generate an individual results report.
- ◆ All responses are confidential and are not associated to any particular evaluator.

A screenshot of a mobile application interface. At the top, a white modal box contains a green checkmark icon and the text "Are you sure you want to submit?" with "Yes" and "No" buttons. Below the modal, the background is dark grey. It shows two evaluation items. The first item is "reputation within the workplace." with a description "Others consider this person trustworthy and kind and know they can count of this person." and a green box with the number "4" and a dropdown arrow. The second item is "Does not lose control of his/her emotions." with a description "Appropriately manages emotions for the situation. Controls intense emotions so..." and a green box with the number "3" and a dropdown arrow. At the bottom, there are "Back" and "Submit →" buttons.

Reporting Capabilities

- ◆ **Participant Reports that compare the participant's score against the average evaluator score, and average group score.**
- ◆ **Participant Action Plan Report in an online or PDF format.**
- ◆ **Group Reports with the average self and evaluator scores for the group, and a breakdown of those who performed significantly higher or lower than the group in each skill.**

Participant Report

**Reports show
the participant's
total average
score across all
competencies...**

Average Evaluator Score by Item



Here, the blue line shows the participant's average score, making it easy to highlight relative strengths and areas for improvement.

Participant Report

The participant's self-score was higher than the evaluators' average for them, and their score is significantly below the average rating for the group.

4.00

Self Score

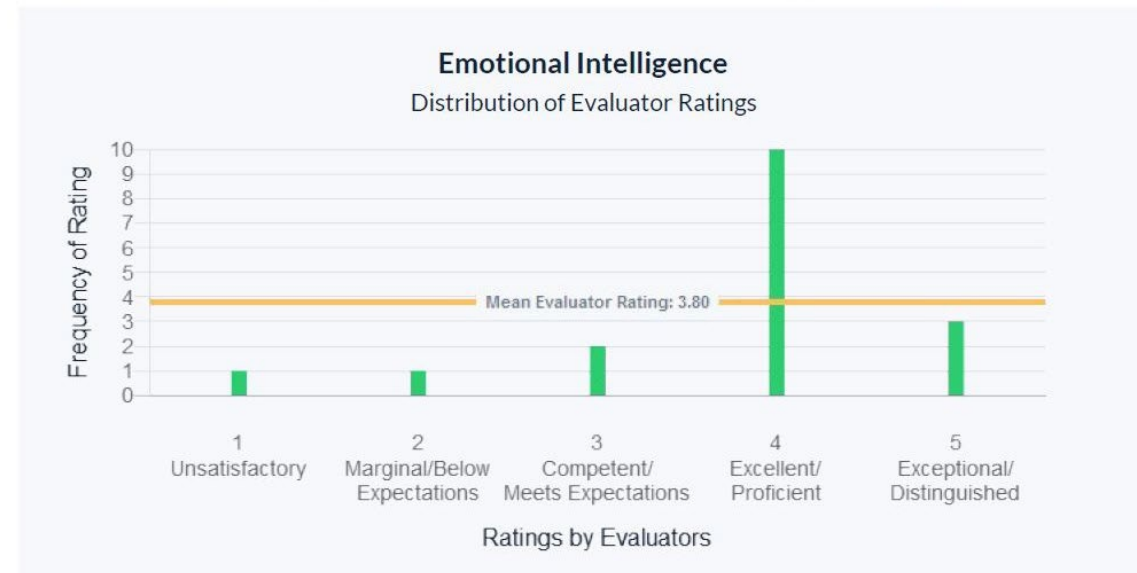
3.80

Evaluator Average

4.15

Group Average

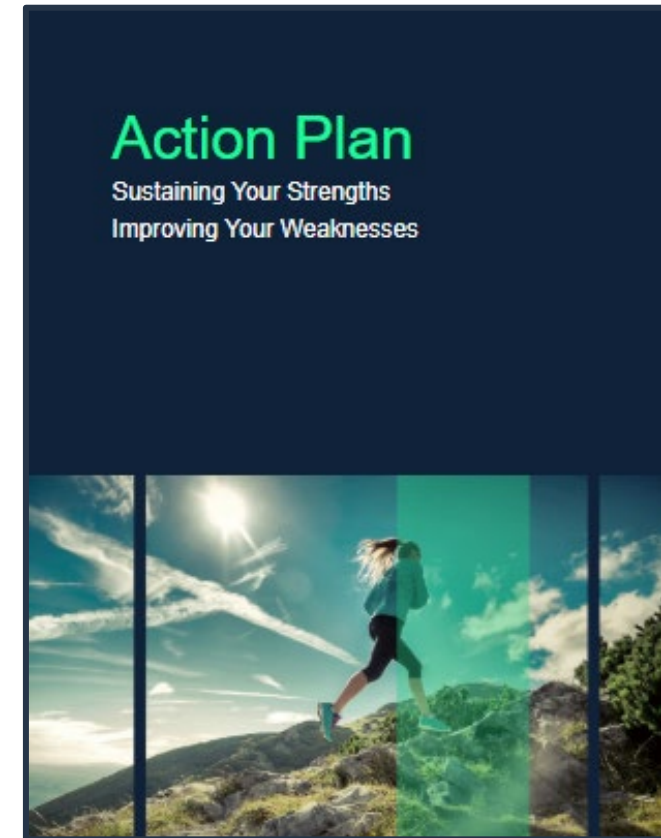
Competency: *Emotional Intelligence*



Action Plan

Participant Reports include an Action Plan, which:

- ◆ **Highlighting strengths to sustain**
- ◆ **Noting weaknesses to improve**
- ◆ **Asking for a timeline and person to hold them accountable**



Action Plan

Improve Weaknesses - Open-Minded

Areas to Improve: Your Weakness	This person is willing to change his/her mind when presented with new and different information.	3.00 Self Score	2.40 Evaluator
Actions to Improve or Mitigate the Weakness			
Your Proposed Timeline for this Action Item			
Who Will Help keep You Accountable for this Action Item?			

The Action Plan is part of the Participant Report and can be edited and downloaded in the online platform.

Group Reports

- ◆ Group reports provide information about a group of individuals overall strengths and weaknesses.
- ◆ Also, identify areas for improvement for individuals significantly below the group average.



Competency: *Business Trend Awareness*

Maintains an awareness of what is going on within the industry and how such trends could affect the organization.

○ Self Assessed Average
○ Group Average Score

Current
Evaluation

3.85 **4.28**
Self Score Group Average

Total Evaluations: 234

Frequency
of Ratings

5 - Understands that industry awareness is essential for the job. Regularly shares industry trend knowledge and understands trends to watch.	107
4 - Devotes some time to researching and monitoring industry trends and then offers these observations to the team for consideration.	72
3 - Maintains an adequate or average level of awareness of industry trends and how those trends could affect the organization.	36
2 - Only has a general awareness and understanding of industry trends.	5
1 - Does not have an awareness of industry trends that could affect the organization.	0
0 - Not Observed	14

Group Report

**Here, my group is strong
in Accountability, but
could use some help in
Valuing Diversity.**

Average Evaluator Score by Item for the Group Sorted from Highest Scores to Lowest Scores



Applications

- ◆ **Undergraduate**: Conduct at the end of the academic program for programmatic assessment and to provide students with an action plan.
- ◆ **Graduate**: Conduct a pre-program/post-program assessment to directly measure learning outcomes. The action plan from the pre-program assessment is used by the students for skill development throughout the academic degree program.
- ◆ **Staff/Faculty**: Use as a traditional 360-assessment based on the mission, vision, and values of the organization.

In Conclusion, EvaluSkills Provides:

- 1. Flexible, customizable assessment instruments**
- 2. Standardized rubrics for all assessment items to improve objectivity and consistency**
- 3. An administrative site to manage the process**

As well as:

- 4. Group reports to determine developmental needs**
- 5. Participant action plans to sustain strengths and improve weaknesses**
- 6. Ability to use a pre-test/post-test construct with longitudinal analysis to directly measure change with participant development**

Solution Pricing

Customization of rubrics and instruments, client and technical support services, full Client Admin login capabilities, and all reports are all included in this one simple service pricing.

PRICING FOR ALL ASSESSMENT SERVICES		
SERVICES PER YEAR	PRICE PER EXAM	
	BA/BS/GRAD	AA/AS
1–100	\$45	\$23
101–500	\$40	\$20
501+	\$36	\$18

We are catalysts for change.

We believe that we can contribute to improving the quality of higher education.

We believe we can develop values-based leaders who make a difference in our world.

We lead change by leveraging a diversity of talented people across a broad spectrum of disciplines, backgrounds, experiences, and cultures.

Together with our clients and partners, we believe that we can change the world.



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