



# Evaluskills

## Workplace Skills Assessment



### **NACE Competencies - March 2020** **For Organization Name**

**Prepared By Peregrine Global Services**



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# Suggestions for Understanding and Implementing Your Group Report Results:

## *Business & Industry*

There is a wealth of information enclosed in the individual and group reports that can help you make decisions about group development and individual development. This guide will demonstrate some of the common action items available.

### What are some Developmental needs of Your Group?

- Using the group report you can easily see items where several participants scored above and below the group average. Use the scatter plots to identify those participants with strengths in certain areas and those participants with relative weaknesses in certain areas. *If 50% or more of the participants (or whatever standard you set) scored below the group average, this might be an item for future development.*

For example, let's use the item of adaptability. If half your participants scored below average in adaptability, then you might consider some way to increase their adaptability.

- You could have those who scored highest pull together a training on the mindset of adaptability to give to those who scored below average.
- You could set up coaching, pairing one low scorer with one high scorer for a specific period of time to work on adaptability.
- You could research and find some professional development training that includes adaptability.
- You could recommend books or movies and have all participants discuss how the book/movie demonstrates the behavior of adaptability.

- Think about developing your next generation of leaders. You know who has strengths in what area, have them begin training the next generation in the areas you need strength overall. For example, if your industry is changing, you might need a workforce that can lead and manage change. Have those who scored high in leading change help develop strategies to use throughout the organization to move your culture more toward accepting change as an opportunity rather than a problem.
- Comparing the average self-assessment score with the average evaluator score can potentially identify some blind spots for the organization.* For example, if the self-assessments are significantly lower than the evaluator's assessment, maybe we need a short course on self-discovery to help participants identify what they are capable of (individual blind spots). If the self-assessments are significantly higher than the evaluator's assessments, maybe as an organization we have a blind spot and believe we are better in that area than we are.
- If you have both a pre-test and a post-test, use the score comparisons to identify if any changes you made had the desired result. Depending on your sample sizes, you may not be able to do statistical calculations (e. g. a t-Test) to compare the two groups, but you can see potential trends by considering the relative differences in the item scores.



## Individual Development Plans

The group report lists the names of participants at the high and low end of each measurement, so coordinating additional individual development can be specific to their needs.

The individual report clearly demonstrates where a person's high and low scores are. Ask them to develop an action plan based upon how they will sustain and leverage their talents and how they may minimize or mitigate their areas of weakness.

We tend to focus on building weakness into strength. Realistically, a person may never build a weakness into a strength. Each of us has weak areas and there are many ways to minimize or mitigate the impact of those weaknesses. For example, suppose I am weak in communication:

- Find someone who is strong in communication to coach and mentor me.
- Have someone help me draft and proofread my written communication before sending.
- Practice verbal communications ahead of time with someone who will give me honest feedback and help craft my message.
- Develop a structure for communicating that I can easily follow to ensure I am communicating the right things to the right people.
- Do not make the entire plan about changing or correcting a weakness.
- Ask them to help others in the area they are strong.

## Accountability of an Action Plan

Completing SMART goals and action plans will ensure change and accountability through this process. Follow-up is essential for sustained success.







# Suggestions for Understanding and Implementing Your Group Report Results:

## *Higher Education*

The use of the Group Report information in higher education is slightly different from when the report is used in business/industry. [The primary purpose of the EvalSkills in higher education is to assess the learning outcomes related to soft skills.](#) The Participant Report from EvalSkills does assist the learner, particularly when the evaluation is conducted just prior to graduation and the learner is entering/advancing in the workplace.

Based on our experience, the following are some suggestions for how academic program managers can use the EvalSkills Group Report for learning outcomes assessment.

- [The 360-degree instrument should be customized to align with your learning outcomes.](#) One or more assessment items should map directly to one or more learning outcomes. If this is your initial evaluation (first time use), use the item averages to establish the initial benchmark. Subsequent evaluations of different cohorts of students can then be used in comparison to directly measure the results of any changes made to the academic program relative to these learning outcomes.
- You can compare different cohorts of students across the institution using the EvalSkills Group Reports. Generate a report for each cohort and then compare the results between the cohorts.
- Use the overview graph to see your relatively higher scores and relatively lower scores. How do this highs and lows relate to your specific learning outcomes? Consider what you might to do within the academic program to improve upon the low scores and sustain the high scores.
- Examine the distribution histogram for each item that shows the frequency of ratings. Use this information in conjunction with the scores to indicate your relatively high scores and your relatively low scores.
- [If the EvalSkills 360-degree assessment is used as a programmatic pre-test \(at the start of the academic program\), you can use the scatter plots to identify those students with strengths in certain areas and those students with relative weaknesses in certain areas.](#) You can then construct a more focused educational experience for the students by concentrating improvement-type instruction for those students with relatively low scores. You can also perhaps use those students with relatively high scores as mentors or instructors for those students with relatively low scores.
- Once you have both a programmatic pre-test and a post-test, use the score comparisons to identify if any changes you made to the program had the desired result. Depending on your sample sizes, you may not be able to do statistical calculations (e. g. a t-Test) to compare the two groups, but you can see potential trends by considering the relative differences in the item scores.
- You do not necessarily have to have the same students in the pre-test and the post-test cohorts to get a sense of how your academic program developed the soft skills of the students. It certainly helps make the data more precise if you do conduct the pre-test and the post-test with the same cohort of students, but you can at least get a stronger sense of trends and potential issues by comparing different cohorts of students. Thus, you can conduct the programmatic pre-test and post-test in the same academic term, just with different cohorts of students (those starting the program and those completing the program).



- You can use the overall assessment score as a benchmark for the totality of the soft skills assessed on your specific instrument. Perhaps that is the key metric you use for year-to-year comparisons and trend analysis, particularly if you have just one or two learning outcomes that are specific to soft skills with multiple items to evaluate these learning outcomes.
- Compare the overall self-evaluation scores with the overall evaluator scores. This comparison can give you a sense of how the students see themselves relative to how others see them. If this is a programmatic pre-test, such insights into how students see themselves versus how others perceive them could lead towards some dynamic instruction and discovery during their academic program.
- If you did not require a self-evaluation with your assessment effort, you might want to go back and have the student use EvaluSkills as a self-evaluation. You should do this before the students see their Participant Report as not to bias their perspectives. There are many interesting uses of the self-evaluation from an academic perspective.
- Once you have selected and customized your assessment instrument based on your specific learning outcomes, you should not change the instrument with future assessments. Perhaps you can add an item or two to the instrument; however, any significant changes to the instrument could invalidate future direct comparisons of total scores. Item-by-Item comparisons can still be conducted; however, total score comparisons could be invalid if the instrument has changed significantly.
- Once you have selected and customized your assessment instrument based on your specific learning outcomes, you should not change the instrument with future assessments. Perhaps you can add an item or two to the instrument; however, any significant changes to the instrument could invalidate future direct comparisons of total scores. Item-by-Item comparisons can still be conducted; however, total score comparisons could be invalid if the instrument has changed significantly.





# What is being measured?

The areas assessed in this instrument are:

## 01 \_ Critical thinking and problem-solving skills

Ability to think clearly and rationally in analyzing a situation to form a judgment.

- 1- Demonstrates originality and inventiveness.
- 2- Uses knowledge, facts, and data to solve problems.
- 3- Obtains and interprets information.
- 4- Exercises sound reasoning to analyze issues, make decisions, and overcome problems.

## 02 \_ Oral and written communication skills

Conveying and receiving information, whether spoken or written.

- 1- Writes and edits memos, letters, and complex technical reports clearly and effectively.
- 2- Speaks in public and express ideas to others.
- 3- Articulates thoughts and ideas orally in a clear, effective manner.
- 4- Articulates thoughts and ideas clearly and effectively in written forms.

## 03 \_ Teamwork and collaboration skills

Working with others to create or produce something.

- 1- Builds collaborative relationships with colleagues, peers and/or customers.
- 2- Negotiates and manages conflict.
- 3- Functions within a team structure workplace.
- 4- Performs well within a diverse workplace environment.

## 04 \_ Digital technology skills

Proficient in the use of technology.

- 1- Performs as a team member using technology tools across a dispersed workplace.
- 2- Adapts to new and emerging technologies.
- 3- Leverages existing digital technologies ethically and effectively to solve problems, complete tasks, and accomplish goals.
- 4- Embraces the changes that technology brings to an organization.

## 05 \_ Leadership skills

Using social influence to maximizes the efforts of others towards the achievement of a goal.

- 1- Uses interpersonal skills to coach and develop others.
- 2- Assesses and manages emotions and uses empathetic skills to guide and motivate.
- 3- Organizes, prioritizes, and delegates work.
- 4- Leverages the strengths of others to achieve common goals.





# What is being measured?

The areas assessed in this instrument are:

## 06 \_ Professionalism and work ethic skills

Intrinsic belief that work done well has moral value.

- 1- Demonstrates personal accountability and effective work habits.
- 2- Understands the impact of non-verbal communication on professional work image.
- 3- Demonstrates integrity and acts responsibly with the interests of the larger community in mind.
- 4- Possesses and maintains appropriate knowledge and skills of the profession.

## 07 \_ Career management skills

Conscious planning of one's activities and engagements for professional development.

- 1- Can navigate and explore job and position options and take steps necessary to pursue opportunities.
- 2- Identifies and articulates the skills, strengths, knowledge, and experiences relevant to the position desired.
- 3- Has identified areas necessary for professional growth to accomplish career goals.
- 4- Understands how to self-advocate for opportunities in the workplace.

## 08 \_ Global and intercultural fluency skills

Ability to successfully operate and communicate within different cultural contexts.

- 1- Values and respects diverse cultures, races, ages, genders, sexual orientations, and religions.
- 2- Learns from diverse cultures, races, ages, genders, sexual orientations, and religions for workplace application.
- 3- Demonstrates openness, inclusiveness, and sensitivity towards others.
- 4- Interacts respectfully with all people and understands individuals' differences.







## Assessment Summary

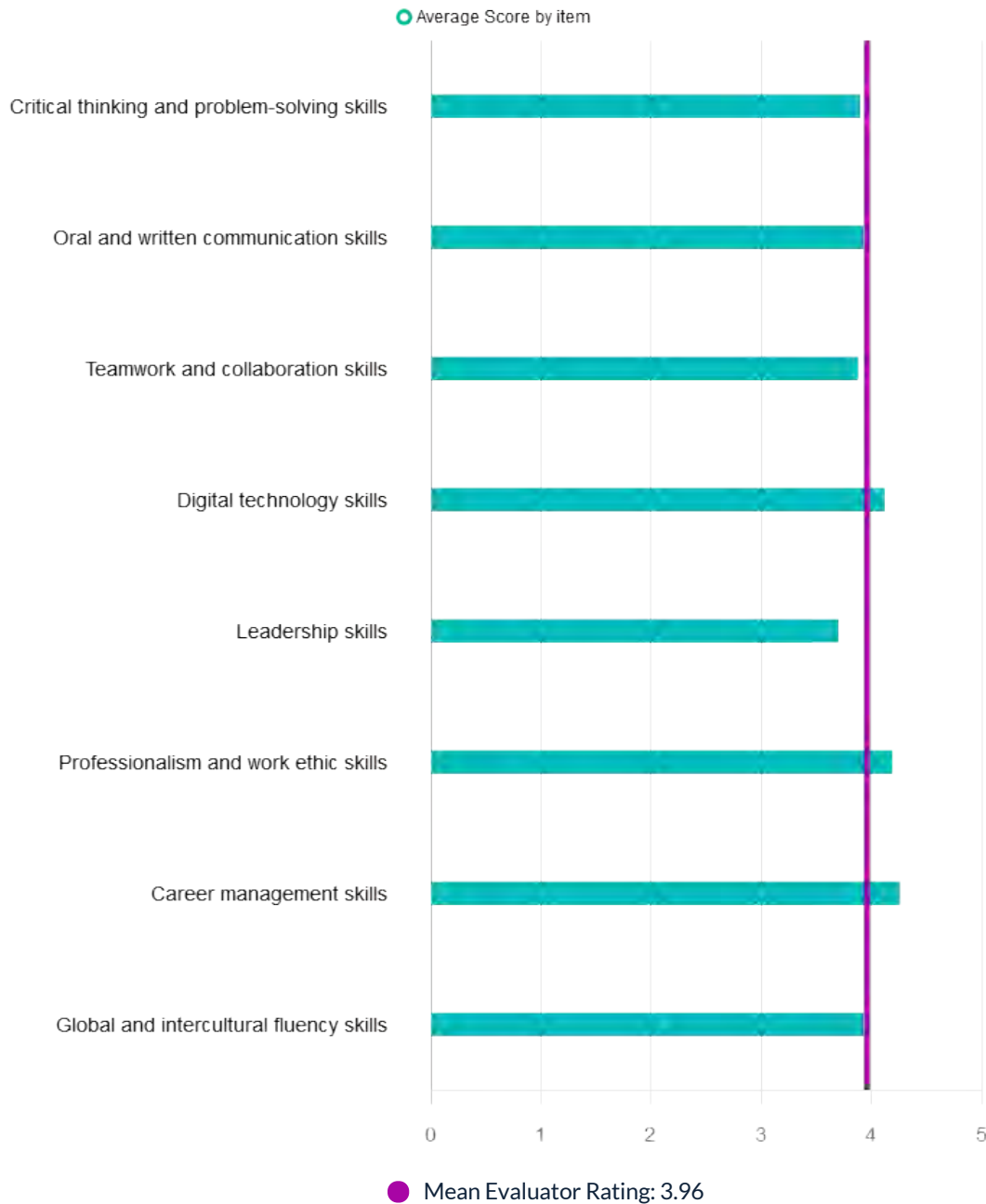
○ Evaluations Requested	30
○ Evaluations Completed	26
○ Average Number of Evaluators per Participant	4.29
○ Overall Score of the Group	3.96

## Assessment Participants

First Name	Last Name	Highest Item score	Lowest Item score	Total Self Score Average	Total Evaluator Average
Name	Name	5.0	3.0	3.75	3.64
Name	Name	5.0	2.0	4.91	3.71
Name	Name	5.0	2.0	3.56	3.98
Name	Name	5.0	3.0	3.61	3.53
Name	Name	5.0	2.0	4.59	4.30
Name	Name	5.0	3.0	3.94	4.43
Name	Name	5.0	3.0	3.41	4.09



## Average Evaluator Score by Item for the Group

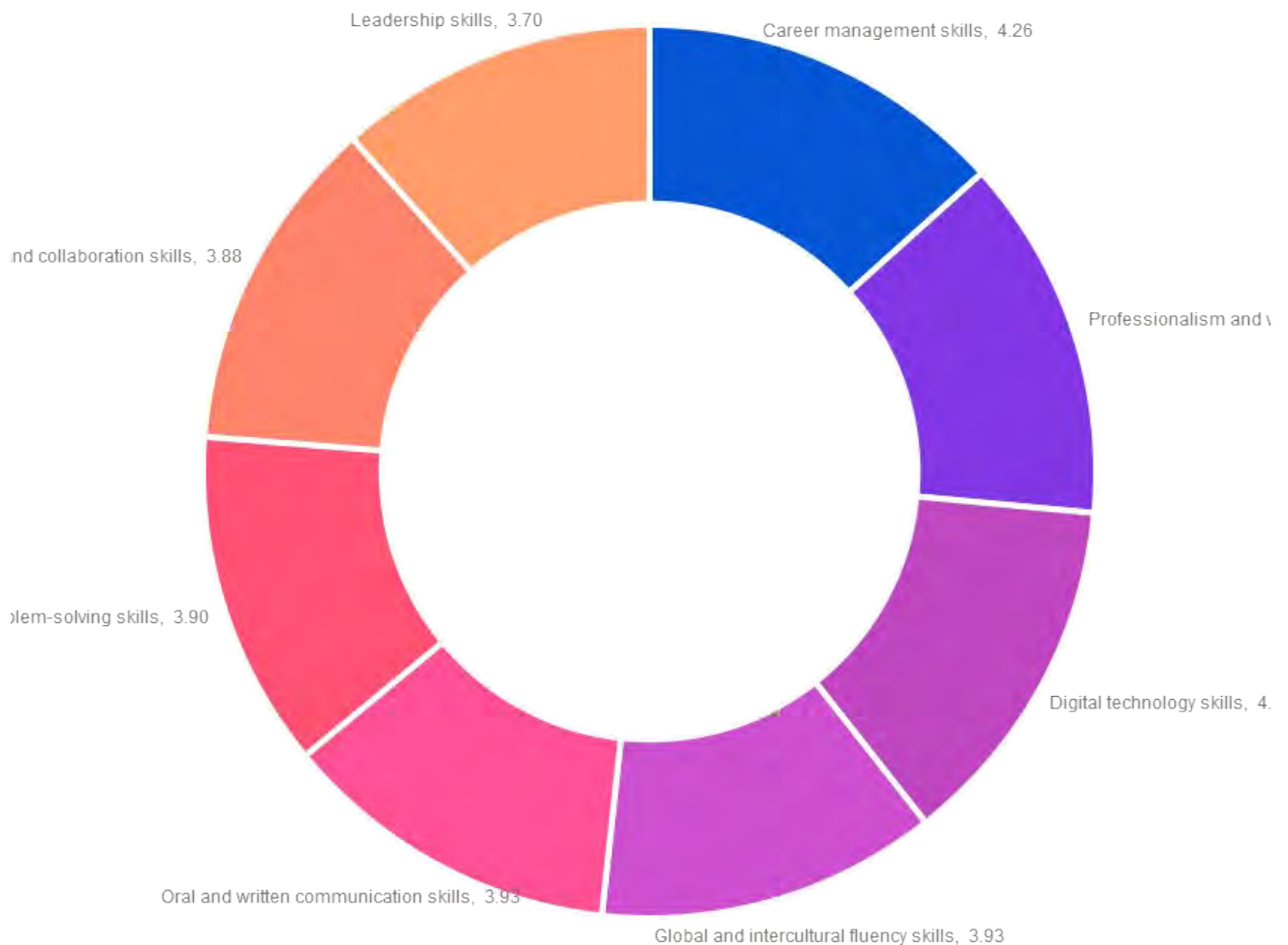


## How Each Item in the Assessment is Rated

0	1	2	3	4	5
<b>Not observed</b> Excluded from average calculation.	<b>Unsatisfactory</b> Level of proficiency is significantly below expectations.	<b>Marginal/Below Expectations</b> Level of proficiency is slightly below expectations.	<b>Competent/Meets Expectations</b> Level of proficiency is at an expected level.	<b>Excellent/Proficient</b> Level of proficiency exceeds expectations.	<b>Exceptional/Distinguished</b> Level of proficiency significantly exceeds expectations.



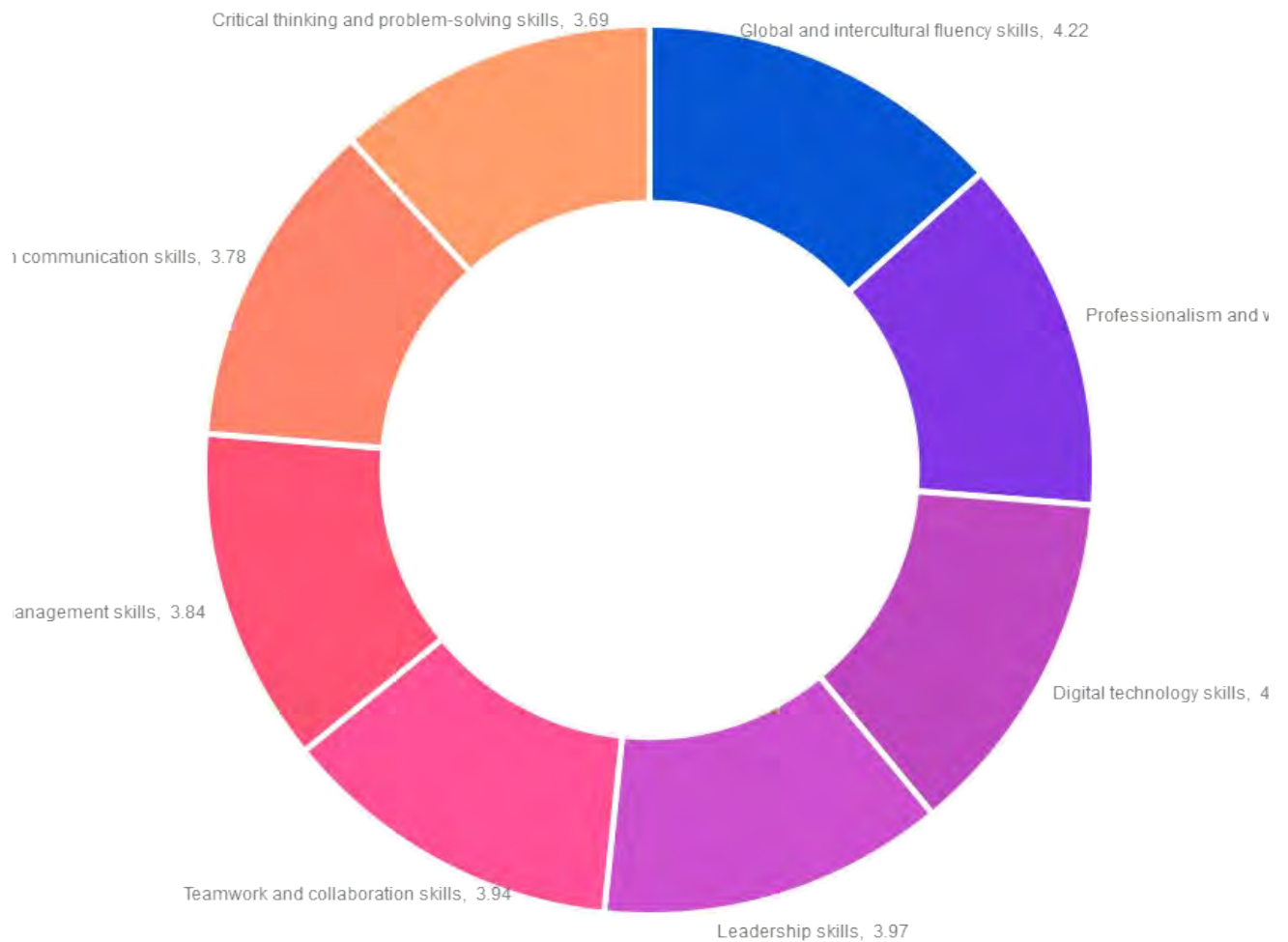
## Average Evaluator Score by Item for the Group Sorted from Highest Scores to Lowest Scores



This Chart allows you to see the overall strengths (top 2-4 items) and weakness (bottom 2-4 items) of the Group. You can use this information to help guide your overall developmental strategy.



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

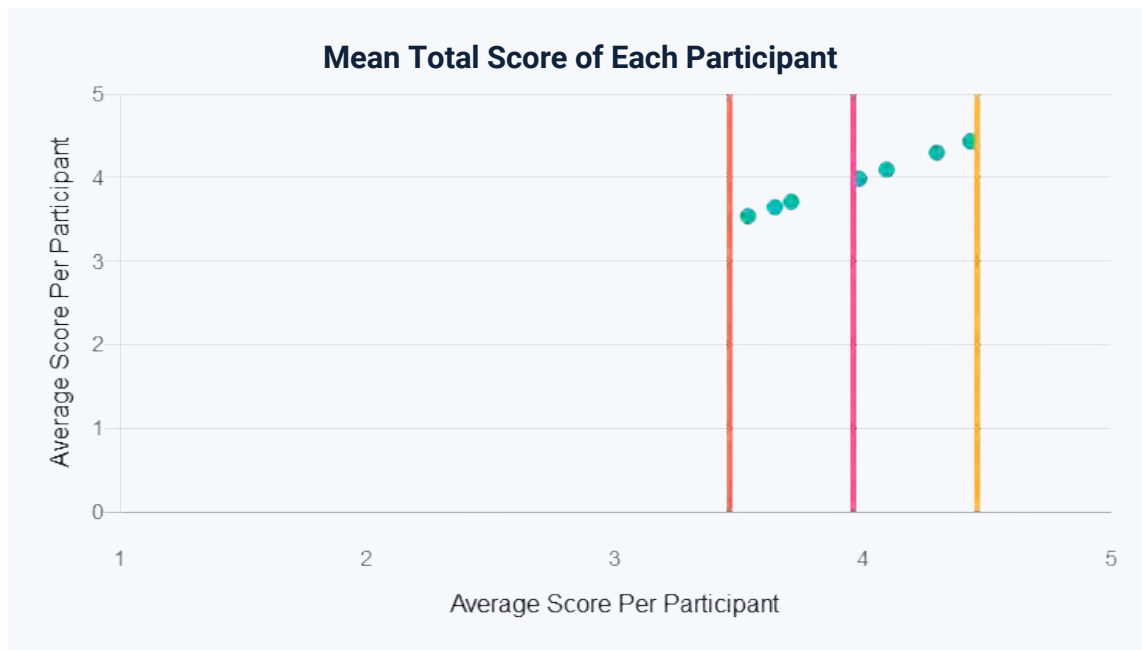


This Chart allows you to see the overall strengths (top 2-4 items) and weakness (bottom 2-4 items) of the Group. You can use this information to help guide your overall developmental strategy.





# Scatter Plot of Total Assessment Average Scores by Participant



● 0.50 Lower Than Group Mean

● Group Mean 3.96

● 0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



# Results by Assessment Items

Total Number of Participants: 07

Total Number of Assessment Items: 08

Total Number of Evaluations: 30

Average Evaluations per Participant: 4.29





# How to Read Your EvaluSkills Group Report

## Soft Skill Type

This is how we organize the soft skills in the database and is either Competency, Relational, or Influential. If the soft skill is an Influential type, then the skill is shown with four elements.

## Soft Skill

The name of the soft skill.

## Soft Skill Statement or Definition

How the soft skill is either defined or stated on the evaluation.

## Self Assessed Average

The average self-assessment scores of the participants included within this group, assuming that the participants completed a self-assessment.

## Group Average

The average score of the group as rated by the evaluators.

## Total Evaluations

The number of times the rating was selected by the evaluators.

## Frequency of Ratings

The number of times the rating was selected by the evaluators.

## Evaluation Rubric

The rubric for the assessment items.

## Distribution of Evaluator Rating

This graph shows the distribution of the ratings selected by the evaluators. The bars in the chart are the number of times a specific rating was selected.

## Significantly Higher than Group Average

If the difference between the Group Average (all participant evaluations) and a specific participant's Evaluator Average is 0.50 or higher.

## Significantly Lower than Group Average

If the difference between the Group Average (all participant evaluations) and a specific participant's Evaluator Average is 0.50 or lower.

## Current Evaluation

The evaluation most recently conducted.

## Previous Evaluation

(if shown). An evaluation that was previously conducted. If a similar evaluation was previously conducted, the information from this evaluation is shown. You can then compare any previous ratings with the current ratings.

## Participant Mean Score

The average score of all the evaluators that scored a specific participant.

## Group Average

The average of all evaluations conducted for the group.

## Scatter Plot

The distribution of participant scores relative to the group mean, significantly higher ( $\geq 0.50$ ), and significantly lower ( $\leq 0.50$ ).

## Element

The Influential soft skills each have four elements. All other soft skills have one score. The Influential soft skills have one box for comments.



### Soft Skill Type

This is how we organize the soft skills in the database and is either Competency, Relational, or Influential. If the soft skill is an Influential type, then the skill is shown with four elements.

### Soft Skill

The name of the soft skill.

### Soft Skill Statement

How the soft skill is either defined or stated on the evaluation.

## Competency: *Adaptability*

*Embraces change and can adapt to new or evolving conditions.*

Self Assessed Average

Group Average Score

### Current Evaluation

# 3.80

Self Assessed Average

# 3.51

Group Average

Total Evaluations: 100

5 - Extremely adaptable with new and evolving conditions

4 - Very readily and highly adaptable to new and evolving conditions and situations

3 - Embraces changes and adapts to new and evolving conditions and situations

2 - Adapts to new and evolving conditions and situations

1 - Adapts to new and evolving conditions and situations

0 - Not applicable

### Self Assessed Average

The average self-assessment scores of the participants included within this group, assuming that the participants completed a self assessment.

Frequency of Ratings

3

7

40

30

20

5

### Group Average

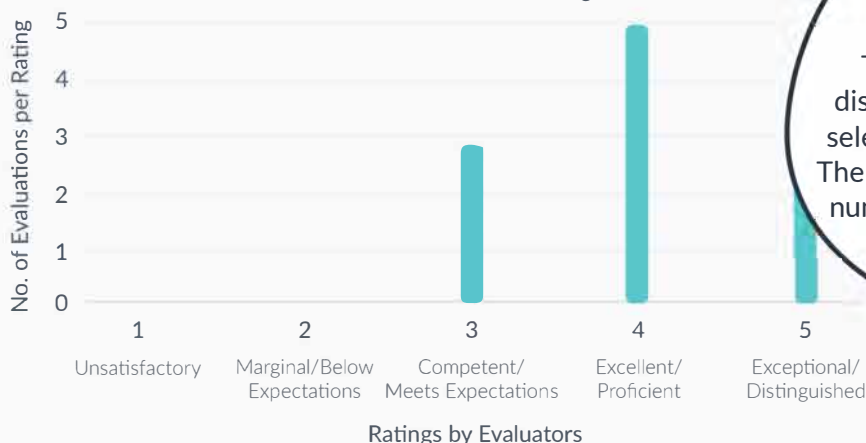
The average score of your group as rated by evaluators.

### Evaluation Rubric

The Rubric used for the Assessment Items.

### Adaptability

Distribution of Evaluator Ratings



### Distribution of Evaluator Rating

This graph shows the distribution of the ratings selected by the Evaluators. The bars in the chart are the number of times a specific rating was selected.





# Influential: *Critical thinking and problem-solving skills*

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

- Self Assessed Average
- Group Average Score

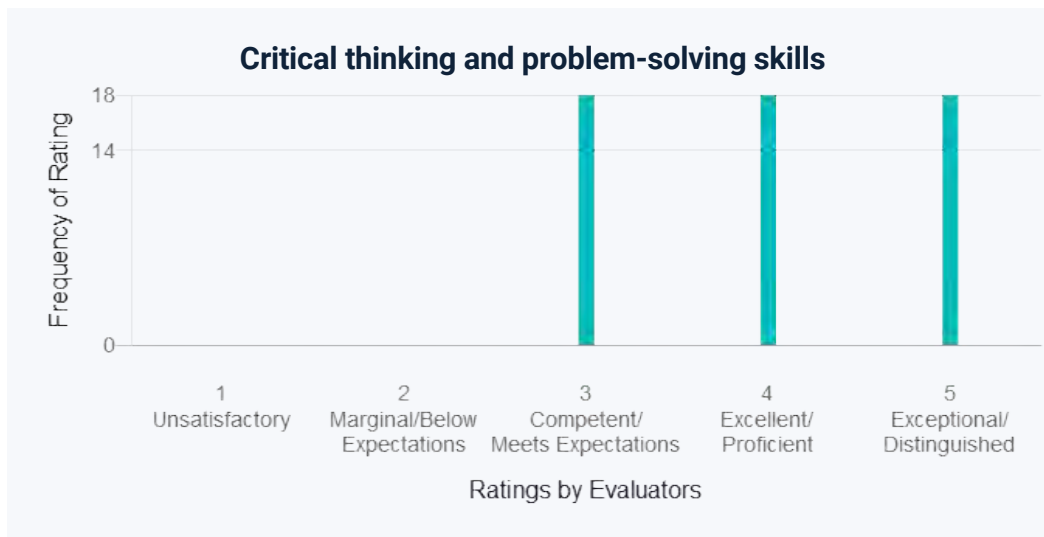
**Current  
Evaluation**

**3.69**

Self Score

**3.90**

Group Average





# Influential: *Critical thinking and problem-solving skills*

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*



0.50 Lower Than Group Mean

Group Mean 3.90

0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



## Influential: *Critical thinking and problem-solving skills*

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

### Participants with a Mean Score of 0.50 or Higher than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	4.50



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 01

Demonstrates originality and inventiveness.

**3.50**  
Self Score

**3.94**  
Group Average

Total Evaluations: 17

Frequency  
of Ratings

5 - Creative thinker; uses unique or unusual thinking across a variety of industries to solve difficult problems.

6

4 - Regularly uses nontraditional thinking in a creative manner to solve problems.

4

3 - Most of the time, is able to handle and solve difficult problems with nontraditional thinking.

7

2 - Uses traditional thinking to handle and solve difficult problems; open to non-traditional thinking of others.

0

1 - Seldom, if ever, is open to nontraditional thinking in problem solving.

0

0 - Not Observed

0







# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 01

Demonstrates originality and inventiveness.

**3.50**  
Self Score

**3.94**  
Group Average



0.50 Lower Than Group Mean

Group Mean 3.94

0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 02

Uses knowledge, facts, and data to solve problems.

**3.38**  
Self Score

**3.88**  
Group Average

Total Evaluations: 17

Frequency  
of Ratings

5 - Uses multiple lines of inquiry to determine root causes and analyze possible solutions.

5

4 - Seeks data from a variety of sources and invites collaboration to design interventions.

5

3 - Confers with others to gather information and data about a problem.

7

2 - Looks critically at a problem but does not involve others or gather data others may have access to.

0

1 - Fails to understand the system producing a problem and jumps to solutions that may not address the root cause.

0

0 - Not Observed

0





# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 02

Uses knowledge, facts, and data to solve problems.

**3.38**  
Self Score

**3.88**  
Group Average



● 0.50 Lower Than Group Mean

● Group Mean 3.88

● 0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 02

Uses knowledge, facts, and data to solve problems.

**3.38**  
Self Score

**3.88**  
Group Average

## Participants with a Mean Score of 0.50 or Higher than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	5.00

## Participants with a Mean Score of 0.50 or Lower than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	3.33





# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 03

Obtains and interprets information.

**3.75**  
Self Score

**4.18**  
Group Average

Total Evaluations: 17

Frequency of  
Ratings

5 - Reliably explores literature and finds new sources of valuable information to make good decisions.

5

4 - Takes the initiative to find and review material and sources to establish a conclusion.

10

3 - Has the ability to study material to establish a conclusion.

2

2 - Struggles with ability to review material to establish a conclusion.

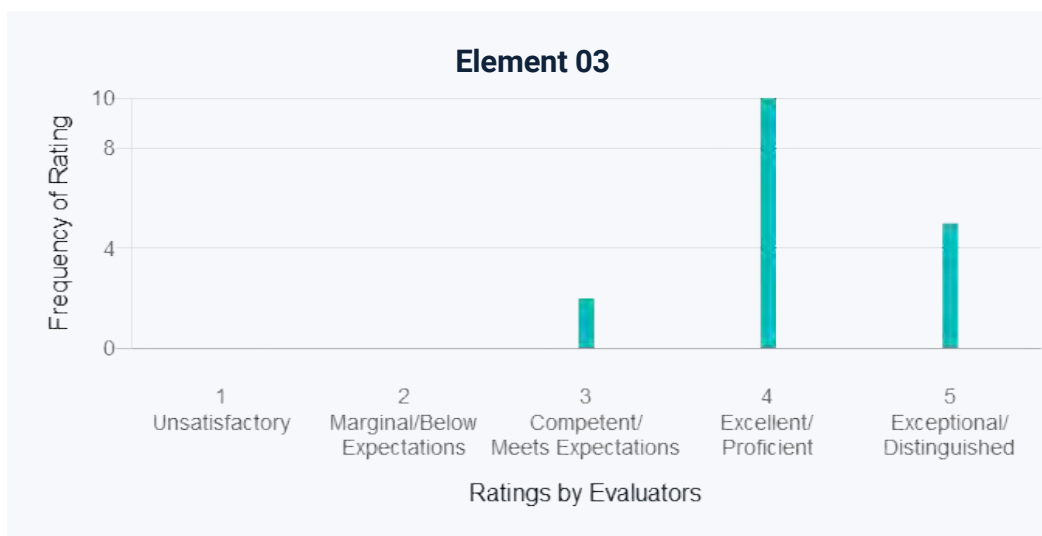
0

1 - Does not review literature or consult outside sources to reach a conclusion or solve a problem.

0

0 - Not Observed

0





# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 03

Obtains and interprets information.

**3.75**  
Self Score

**4.18**  
Group Average



● 0.50 Lower Than Group Mean

● Group Mean 4.18

● 0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 03

Obtains and interprets information.

**3.75**  
Self Score

**4.18**  
Group Average

## Participants with a Mean Score of 0.50 or Higher than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	5.00
Name	Name	5.00



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 04

Exercises sound reasoning to analyze issues, make decisions, and overcome problems.

**4.12**  
Self Score

**3.59**  
Group Average

Total Evaluations: 17

Frequency  
of Ratings

5 - Consistently uses a process to identify and solve root cause problems; identifies multiple causes and solutions by using experience and instinct; not afraid to confront practices and policies as needed.

2

4 - Can lead a root cause analysis without help; able to identify root causes by knowing what questions to ask to dig deeper.

6

3 - Is able to lead a process to identify and solve root cause analysis.

9

2 - Struggles to identify root causes to issues and come up with solutions; if someone else leads the discussion, they participate and contribute, but cannot lead the process on their own.

0

1 - Seldom, if ever, is able to identify and solve root cause analysis.

0

0 - Not Observed

0





# Influential: Critical thinking and problem-solving skills

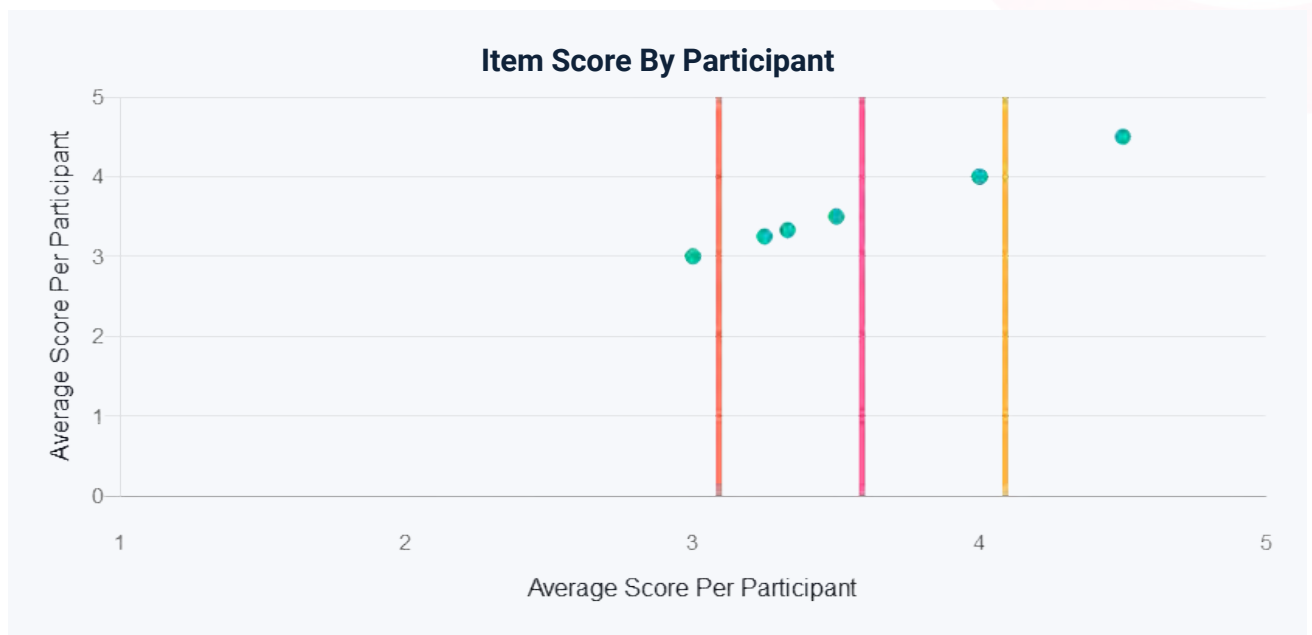
*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 04

Exercises sound reasoning to analyze issues, make decisions, and overcome problems.

**4.12**  
Self Score

**3.59**  
Group Average



● 0.50 Lower Than Group Mean

● Group Mean 3.59

● 0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



# Influential: Critical thinking and problem-solving skills

*Ability to think clearly and rationally in analyzing a situation to form a judgment.*

## Element 04

Exercises sound reasoning to analyze issues, make decisions, and overcome problems.

**4.12**  
Self Score

**3.59**  
Group Average

## Participants with a Mean Score of 0.50 or Higher than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	4.50

## Participants with a Mean Score of 0.50 or Lower than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	3.00





## Influential: *Oral and written communication skills*

*Conveying and receiving information, whether spoken or written.*

- Self Assessed Average
- Group Average Score

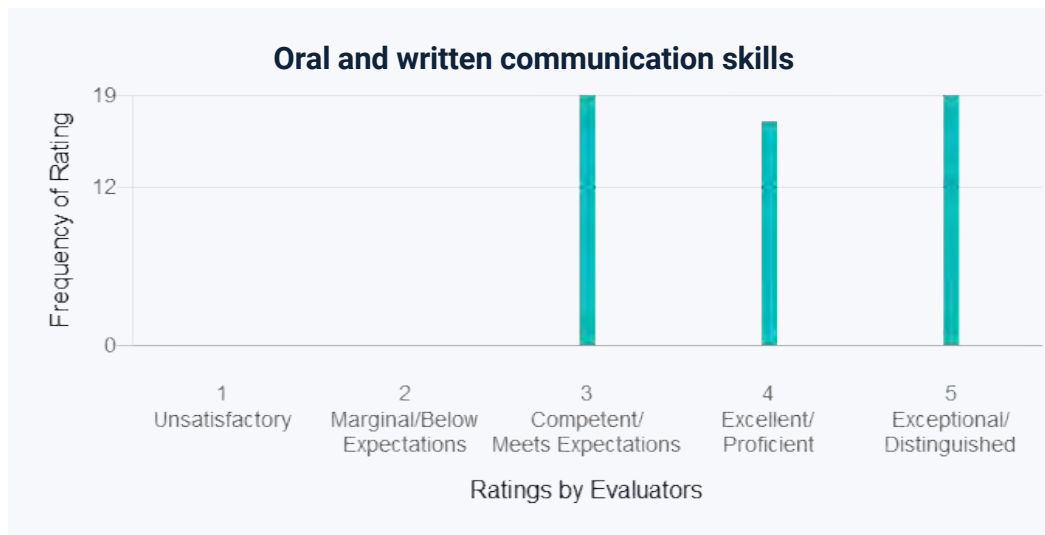
**Current  
Evaluation**

**3.78**

Self Score

**3.93**

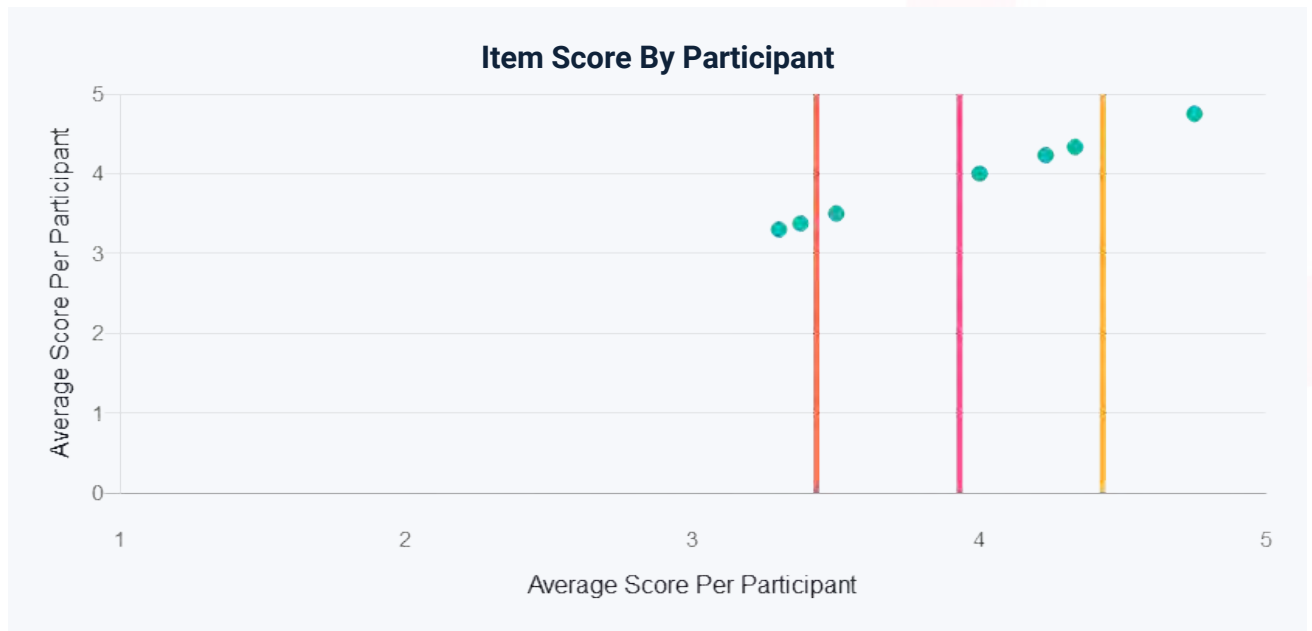
Group Average





## Influential: *Oral and written communication skills*

Conveying and receiving information, whether spoken or written.



● 0.50 Lower Than Group Mean

● Group Mean 3.93

● 0.50 Higher Than Group Mean

The participant scores are plotted in a scatter plot chart to see the distribution of scores across the group of participants. Vertical bars are shown to indicate the overall mean and then +/- 0.50 above/below the mean. Use this information to identify your stronger and weaker participants based on this assessment as listed on the following page.



## Influential: *Oral and written communication skills*

*Conveying and receiving information, whether spoken or written.*

### Participants with a Mean Score of 0.50 or Higher than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	4.75

### Participants with a Mean Score of 0.50 or Lower than the Overall Group Average

First Name	Last Name	Participants Mean Score
Name	Name	3.30
Name	Name	3.38



# Glossary of Terms

## Admin Portal

The site used by an EvaluSkills client to manage EvaluSkills for that client.

## Administrator

The Administrator is the person or persons from the adopting school or business who will be managing and administering the service. This person has a User Interface (UI) and manage the service accordingly.

## Action Plan

The section of the Participant Report that the Participant lists what steps must be taken in order to achieve specific goals. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required.

## Assessment

The method or instrument used by EvaluSkills to evaluate, measure, and document the soft skills of the Participant.

## Assessment Item (Evaluation Item or Item)

An Assessment Item (or Item) is a specific item presented within the instrument. Assessment items include Competency, Relational, and Influential (TYPES) organized by Character, Skill, and Action (CATEGORY).

## Category

The database of assessment items is organized into one of three distinct categories: [Character](#), [Skill](#), or [Action](#).

## Competency

The [combination of observable and measurable knowledge, skills, abilities and personal attributes](#) that contribute to performance and ultimately result in individual and organizational success.

## Confidentiality

The evaluations are confidential in nature, meaning the participant does not see the individual evaluations by the evaluators. The scores given by the evaluators are averaged and their comments are displayed in a list in the Participant Report. The participant is provided the cumulative summary of all evaluations in the Participant Report. A minimum of 3 Evaluators is needed to ensure the confidentiality of the evaluators relative to the participant.

## Current Evaluation

The evaluation most recently conducted and reported.



## Distribution of Evaluation Ratings

This graph shows the distribution of the ratings provided by your evaluators. The bars in the chart are the number of times a specific rating was given. The light-green bar is the mean score for these ratings. The Y Axis is the number of ratings of a score. The specific rating labels are shown below the X Axis. The purpose of this graph is to help you see how the different evaluators rated you on the specific soft skill. For example, if three raters rated you a 3 and six raters rated you a 4 and one rater rated you a 5, you would see frequencies of 3, 6, and 1 shown by the purple bars for the 3, 4, and 5 ratings, respectively.

## Element

The Influential soft skills each have four elements. All other soft skills have one score.

## Employability

The ability to gain initial employment, maintain employment, and obtain new employment if required. Employability is about being capable of getting and keeping work. Employability means that one must have the skills, knowledge, and perform the actions required for the work.

## Emotional Intelligence

The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

## Evaluator

The person who fills out the assessment for the participant using the EvaluSkills online User Interface (UI). The Evaluator needs to be someone who has observed the participant on a relatively consistent and regular basis.

In higher education, evaluators include the student's supervisor from an internship, an academic advisor, a professor, or a program chair/dean. Fellow students can also be evaluators and the student (participant) can self-evaluate.

In a business setting, the Evaluators include supervisors, peers, and subordinates (using a 360-degree approach). For business, government and non-profit organizations, the Evaluators are typically the participant's work peers, superiors, and subordinates. The participant can self-evaluate. Typically, some 10-15 Evaluators evaluate one participant. This approach provides enough data for robust results.

## Evaluator Average

The average score of all the evaluators for a participant.

## Group Average

The average of all evaluations conducted for the group of participants.



## Initial Evaluation/ Follow-Up Evaluation

EvaluSkills supports a Pre-test/Post-test assessment methodology. For example, in an academic setting, new graduate students may want to be assessed using EvaluSkills at the start of the program (initial evaluation) and then similarly assessed at the end of their academic program (follow-up evaluation) to evaluate how the student improved their proficiency as a result of the academic experience.

A business example would be when employees take an EvaluSkills assessment (initial evaluation) at the start of an extensive training program (one that spans several months) and again at the end of the program (follow-up evaluation). The purpose would be to evaluate both the changes that occurred as a result of the program and to provide participants with additional feedback for further self-development.

We use the term Current Evaluation to refer to the most current evaluation completed and Previous Evaluation to refer to any previous evaluation that has been conducted. The Previous Evaluation may have been the pre-test or initial evaluation. The Current Evaluation would be the post-test or follow-up Evaluation.

## Instrument

The instrument is the specific assessment tool used for the EvaluSkills assessment. An instrument is composed of several assessment items and is provided to the evaluator to complete.

## Item

An Item (Evaluation Item or Assessment Item) is a specific item presented within the instrument. Assessment items include Competency, Relational, and Influential (TYPES) organized by Character, Skill, and Action (CATEGORY).

## Mean of Means

When we calculate the overall evaluation score, we use a mean of means approach by averaging the means for each item. When we calculate a group average score, we use a mean of means approach by averaging the means for each evaluation.

## Participant

The person who is assessed through EvaluSkills by Evaluators.

## Participant Portal

Site used by the participant, when the participant must personally assign or enter his/her evaluators. The Participant Portal allows the participant to track the completion progress of the evaluations. It does not allow the participant to see the individual evaluation entries.

The participant can generate their Participant Report if that permission has been granted.





## Previous Evaluation

An evaluation that was previously conducted. If a similar evaluation was previously conducted, the information from this evaluation is shown.

## Reports

EvaluSkills provides a variety of reports from the data collected through the assessment process. The Participant Report summarizes one participant's evaluations, where evaluation scores are averaged, and the written comments are listed. The Group Report averages the scores of a group of participants within one company, department or student cohort. The Aggregate Report is a summary of scores for specific assessment items based on such grouping as the population, sample with a population, sample within a specific client, type of participant, etc.

## Rubric

Each assessment item has a rubric used by the evaluator to rate or score the participant for the item. The purpose of the rubric is to standardize the assessment and increase the objectivity of the rating. All rubrics are based on a 5-point Likert-type scale where 5 is the highest and 1 is the lowest. Zero is used if the item is unobserved.

## Self-Score

The score a participant gave himself or herself if a self-assessment was conducted. Self-Scores are not used in the calculation of evaluation averages.

## Significantly Higher than Group Average

If the difference between the Group Average (all participant evaluations) and the Evaluator Average is 0.50 or higher.

## Significantly Lower than Group Average

If the difference between the Group Average (all participant evaluations) and your Evaluator Average is 0.50 or lower.

## Soft Skills

The personal attributes that enable someone to interact effectively and harmoniously with other people. The concept of soft skills includes many dimensions and are defined and interpreted in many ways. Some refer to these as the "people skills", since the skill relates to how people interact with each other. Others call these "traveling skills" since the soft-skills tend to not be job-specific, rather they are applicable in most any job or employment situation and "travel with" the person. Still others refer to them as social intelligence, or perhaps emotional intelligence. A broad way to consider Soft Skills is to think of these as any skill that is not job or position specific (technical) and one that involves how people behave and interact with other people.

# Professional Skills Group Report For *Organization*



Evaluskills

Workplace Skills Assessment