

September 04, 2020



EvaluSkills

Workplace Skills Assessment



NACE Career Readiness Competencies

Prepared by Peregrine Global Services



Table of Contents

Instructions	1
Assessment Items	2
Critical thinking and problem-solving skills	3
<i>Exercises sound reasoning to analyze issues, make decisions, and overcome problems.</i>	3
<i>Obtains and interprets information.</i>	4
<i>Uses knowledge, facts, and data to solve problems.</i>	5
<i>Demonstrates originality and inventiveness.</i>	6
Oral and written communication skills	7
<i>Articulates thoughts and ideas clearly and effectively in written forms.</i>	7
<i>Articulates thoughts and ideas orally in a clear, effective manner.</i>	8
<i>Speaks in public and express ideas to others.</i>	9
<i>Writes and edits memos, letters, and complex technical reports clearly and effectively.</i>	10
Teamwork and collaboration skills	11
<i>Builds collaborative relationships with colleagues, peers and/or customers.</i>	11
<i>Performs well within a diverse workplace environment.</i>	12
<i>Functions within a team structure workplace.</i>	13
<i>Negotiates and manages conflict.</i>	14
Digital technology skills	15
<i>Leverages existing digital technologies ethically and effectively to solve problems, complete tasks, and accomplish goals.</i>	15
<i>Adapts to new and emerging technologies.</i>	16
<i>Embraces the changes that technology brings to an organization.</i>	17
<i>Performs as a team member using technology tools across a dispersed workplace.</i>	18
Leadership skills	19
<i>Leverages the strengths of others to achieve common goals.</i>	19
<i>Uses interpersonal skills to coach and develop others.</i>	20



<i>Assesses and manages emotions and uses empathetic skills to guide and motivate.</i>	21
<i>Organizes, prioritizes, and delegates work.</i>	22
Professionalism and work ethic skills	23
<i>Demonstrates personal accountability and effective work habits.</i>	23
<i>Understands the impact of non-verbal communication on professional work image.</i>	24
<i>Demonstrates integrity and acts responsibly with the interests of the larger community in mind.</i>	25
<i>Possesses and maintains appropriate knowledge and skills of the profession.</i>	26
Career management skills	27
<i>Identifies and articulates the skills, strengths, knowledge, and experiences relevant to the position desired.</i>	27
<i>Has identified areas necessary for professional growth to accomplish career goals.</i>	28
<i>Can navigate and explore job and position options and take steps necessary to pursue opportunities.</i>	29
<i>Understands how to self-advocate for opportunities in the workplace.</i>	30
Global and intercultural fluency skills	31
<i>Values and respects diverse cultures, races, ages, genders, sexual orientations, and religions.</i>	31
<i>Learns from diverse cultures, races, ages, genders, sexual orientations, and religions for workplace application.</i>	32
<i>Demonstrates openness, inclusiveness, and sensitivity towards others.</i>	33
<i>Interacts respectfully with all people and understands individuals' differences.</i>	34



Instructions

You have been selected to evaluate the skill level of a participant who is completing an EvaluSkills: Workplace Skills Assessment evaluation. Several people have been asked to conduct this assessment.

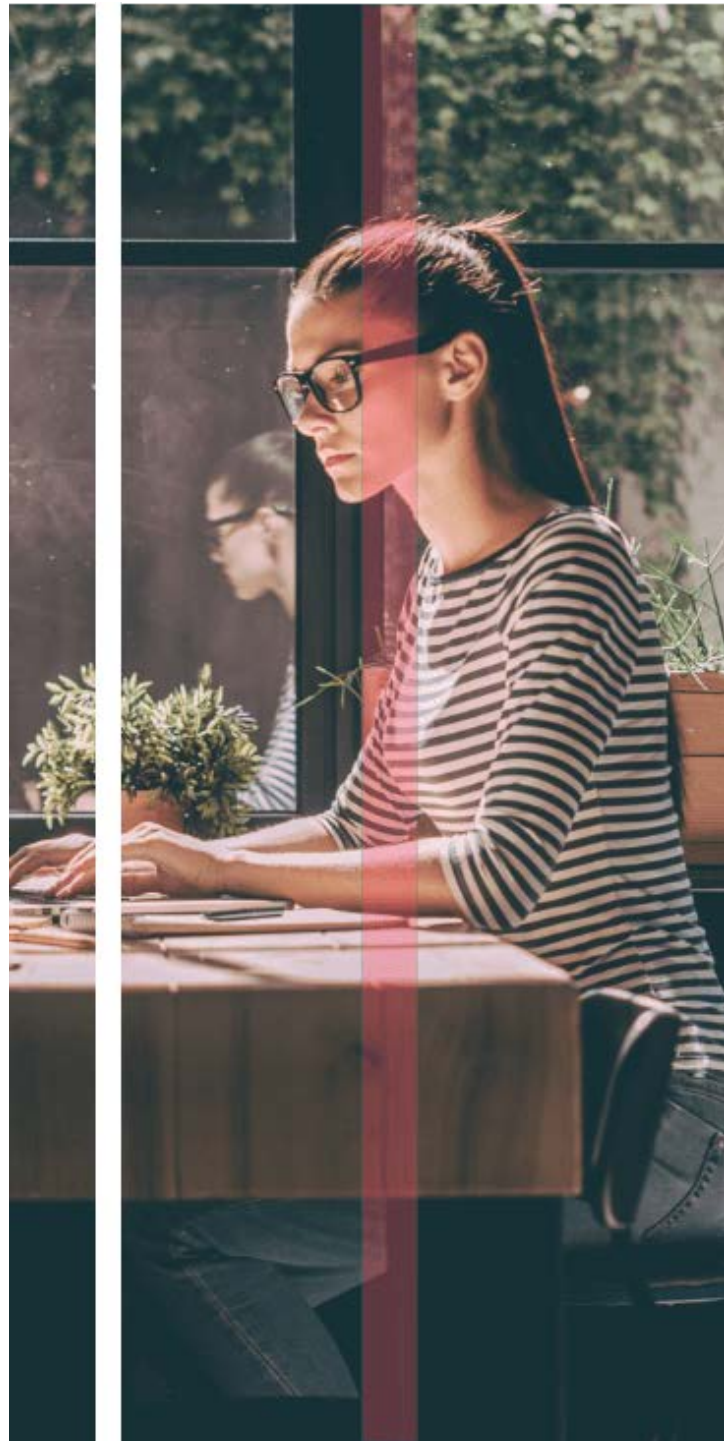
Specific items have been chosen by the organization that best represent the important skills and actions needed for workplace success. You will evaluate the participant based on a 5-point evaluation scale and you will have the opportunity to provide written comments.

The purpose of this evaluation is to provide the participant with honest, candid feedback so that he or she can use this feedback for performance development. It is often only through the eyes of others that we can truly know and understand ourselves.

Please read the assessment item and its definition carefully. Consider the statements regarding behaviors and scaling. Select the response that aligns best with how you see the participant. The purpose of these descriptions and statements is to make the evaluation as objective as possible. If you do not have first-hand knowledge of the assessment item relative to the participant, then you can select "Not Observed".

Written comments will provide the participant with additional feedback that he or she may use to improve or sustain performance. Please consider specific, actionable feedback that will help the participant. Your evaluation will be anonymous and the participant will not be able to attribute a specific evaluation to a specific evaluator. The participant will only see the summarized evaluations from several evaluators.

If this is a self-evaluation, critically consider your performance in each of the skills and rate yourself accordingly. Your self-assessed score will not be averaged in to your overall score, but you will be able to compare your perception of yourself against that of the other evaluators.





Assessment Items

Total Number of Assessment Items: 8





Critical thinking and problem-solving skills

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

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional 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.	Excellent diagnostician: loves solving puzzles can see patterns and connect the dots in any type of problem; patient, makes no assumptions, and has long term vision to prevent problem from returning.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Can lead a root cause analysis without help; able to identify root causes by knowing what questions to ask to dig deeper.	Uses a combination of experience and logic to imagine all possible contributors to a problem and finds solutions to root causes to prevent future occurrences.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Is able to lead a process to identify and solve root cause analysis.	Considers all information surrounding a problem and methodically works through possible solutions to find the fix.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal 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.	Has difficulty thinking logically about a problem and tends to make assumptions about causes.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Seldom, if ever, is able to identify and solve root cause analysis.	Unable to troubleshoot even common problems if outside their own experience; impatient and sloppy in problem solving; the same problem often reappears.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Critical thinking and problem-solving skills

Obtains and interprets information.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Reliably explores literature and finds new sources of valuable information to make good decisions.	Goes beyond basic research when investigating a problem; considers implications on other areas and applications for the knowledge; shares information with others.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Takes the initiative to find and review material and sources to establish a conclusion.	Proactively learns from others' research or experience; confirms all assumptions; thinks through the issue from differing perspectives before making a decision.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Has the ability to study material to establish a conclusion.	Takes time to ask for input from others affected by a decision or action; considers all angles and information before proceeding.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Struggles with ability to review material to establish a conclusion.	Reacts impulsively without seeking additional information but will consider conflicting input and adjust if necessary.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not review literature or consult outside sources to reach a conclusion or solve a problem.	Bases decisions on intuition or preconceived notions and refuses to consider contradictory information.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Critical thinking and problem-solving skills

Uses knowledge, facts, and data to solve problems.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Uses multiple lines of inquiry to determine root causes and analyze possible solutions.	Combines literature review, empathy interviews, and data analysis to fully understand a problem before looking for solutions.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Seeks data from a variety of sources and invites collaboration to design interventions.	Uses qualitative and quantitative data to understand the extent of a problem from all sides.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Confers with others to gather information and data about a problem.	Identifies the users who experience a problem and collects data from their perspective to devise solutions.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Looks critically at a problem but does not involve others or gather data others may have access to.	Uses own observations and experience to define a problem and come up with possible solutions.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Fails to understand the system producing a problem and jumps to solutions that may not address the root cause.	Doesn't ask the hard questions about why a problem exists. Implements solutions without gathering data or confirming user experience.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Critical thinking and problem-solving skills

Demonstrates originality and inventiveness.

Category: **Action**

Type: **Influential**

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.
<input type="checkbox"/> 0 - Not Observed		

Comments



Oral and written communication skills

Articulates thoughts and ideas clearly and effectively in written forms.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Excellent writing skills set of exchanging and understanding information.	A pleasure to read; keeps the audience in mind and writes with a clear sense of style; presents information in a simple but engaging way, with no syntax errors.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Above average writing skills set of exchanging and understanding information.	Writes clearly and succinctly, without excessive language or distracting errors, in a way that connects with the intended reader.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Average writing skills set of exchanging and understanding information.	Conveys a written message in an easily understood way with no grammatical errors.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Poor writing skills set of exchanging and understanding information.	Written message is lost in excessive verbiage; does not write with the audience in mind: rambles, provides irrelevant information, and fails to engage the reader.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Very poor writing skills set of exchanging and understanding information.	Struggles with writing: incorrect grammar, spelling, and punctuation often present; reader must re-read to find the intended message.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Oral and written communication skills

Articulates thoughts and ideas orally in a clear, effective manner.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Excellent skills set for exchanging and understanding information.	Crafts communication in a way that speaks directly to the listener's needs; removes any irrelevant information and uses essential terms and imagery to connect with the audience.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Above average skills set for exchanging and understanding information.	Listens first to understand other person's concerns; adapts speech to build rapport and convey necessary information.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Average skills set for exchanging and understanding information.	Spends as much time listening as talking; puts themselves in audience's shoes; knows how to convey information in a way that connects with the listener.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Poor skills set for exchanging and understanding information.	Confident speaking to others and giving presentations but overlooks the audience; makes communication more about self than others' needs and concerns.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Very poor skills set for exchanging and understanding information.	Exhibits poor speaking skills; avoids speaking to others, or does so in a way that ignores their reactions and delivers a set message; fails to take others into account.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Oral and written communication skills

Speaks in public and express ideas to others.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Always able to effectively communicate information to an audience.	Knowledgeable about the subject matter; relaxed in delivery; researches the audience and their interests and is able to give a talk that feels organic; responding to what the listener needs to hear.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly able to effectively communicate information to an audience.	At ease before an audience; delivers a clear message; creates a good rapport and is prepared to answer any questions in an authentic, open way.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Able to effectively communicate information to an audience.	Prepares essential communication points and can present them to an audience in a logical, clear way.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Rarely able to effectively communicate information to an audience.	Nervous or flustered when addressing an audience; knowledgeable but lacks confidence to speak clearly and engage the listener.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Unable to effectively communicate information to an audience.	Uncomfortable giving speeches; has difficulty making a coherent presentation; unable to put self in listener's shoes to decide what information needs to be conveyed.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Oral and written communication skills

Writes and edits memos, letters, and complex technical reports clearly and effectively.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently prepares written communications that are clear, concise, and relevant to the reader.	Keeps the reader in mind and provides just the information needed in a logical, structured manner. Offers supported recommendations.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly conveys important information in concise technical writing.	Usually able to condense large amounts of information into key points and recommended actions.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Written communications contain the required elements to understand and act upon information.	Uses clear headings and introductory statements. Puts important information first.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Written communications can contain extraneous information or be disorganized.	Writing lacks useful headings or organization of thought. Reader has to parse entire document to understand the point.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Rarely produces written communications that clearly convey the message or desired action.	Produces communications that are too long and burdensome for the reader, or too short to understand what is needed.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Teamwork and collaboration skills

Builds collaborative relationships with colleagues, peers and/or customers.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently uses collaboration to find new ideas and leverage others' strengths.	Values collaboration as an essential method to produce or create something. Values information provided in team efforts.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Usually prefers to work with others and bounce ideas off several people.	Seeks out opportunities for collaboration on activities, especially when those activities are to produce or create something.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Occasionally participates in collaborative efforts and appreciates others' contributions.	Willingly works in a collaborative environment when called to.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Rarely wants to participate in group activities or partner with others.	Tends to prefer non-collaborative activities, and when working in teams does own part without much interaction.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Never volunteers for teamwork or collaborative activities.	Chooses not to work in a collaborative environment or on collaborative activities. Prefers to work alone.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Teamwork and collaboration skills

Performs well within a diverse workplace environment.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Self-aware, recognizes own biases and constantly seeks out people with different experience or background to give alternative perspective.	Inclusive; purposefully builds teams with people who see things differently; leverages the diversity of thought of the team.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Enjoys exploring new cultures and perspectives.	Tries to put self in others' shoes; has a diverse range of friends; actively invites input from voices not usually heard.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Maintains relationships with people from distinct backgrounds.	Appreciates different viewpoints and listens to others' experiences; understands differences bring value to decisions.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Has only a symbolic attachment to diversity.	May work with people from different backgrounds but doesn't really listen to their views with an ear to understanding; may be unaware of own bias.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Relies only on like-minded people from with similar backgrounds and experience.	Assumes an ethno-centric view; does not tolerate alternative perspectives.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Teamwork and collaboration skills

Functions within a team structure workplace.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Excellent team member who puts the needs of the team ahead of personal gain.	Reliable; communicates with confidence; does more than asked; adapts easily to changing situations and displays true commitment; helps others see the value of the team.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Good team member who can be counted on and communicates well with the team.	Creative problem solver who often assists others; understands how talents can be leveraged to create synergy.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Dependable team member.	Team member who fulfills obligations to the team in a timely manner; sees self as a part of the team; works to make the team successful.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Works well individually but has difficulty collaborating with others; focus is on individual contributions.	Tends to conduct activities in a silo; not always a team player.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Unreliable, has trouble keeping promises or meeting deadlines; does not collaborate.	Fails to communicate progress or delays; can be the one who holds up the whole team's efforts.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Teamwork and collaboration skills

Negotiates and manages conflict.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently turns conflict into an opportunity for greater learning.	Able to discuss and debate an issue face to face, listen to others, define own needs, and work toward new solutions.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Often takes on role of mediator in conflict, helping others move forward.	Adapts to conflict and attempts to see all sides of the issue to understand the situation.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Usually unperturbed by conflict and acts professionally.	Maintains composure in the face of conflict and can express self in a reasonable, logical way.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Sometimes fails to address conflict and ignores its impact on people.	Ignores conflict in the hopes it will blow over. Allows resentment to fester.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Generally reacts defensively to conflict and needs to be right.	Worsens conflict by digging in their heels, sending angry emails, or undermining the other party.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Digital technology skills

Leverages existing digital technologies ethically and effectively to solve problems, complete tasks, and accomplish goals.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently mindful of ethical concerns using technology; responsible in use of technology to do work.	Pays attention to own use of technology and online behavior, and also avoids using technology to bombard others with work requests during their off hours.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Professional in use of technology to communicate and respond to others.	Careful to separate personal and professional communication and respond in a timely, professional manner to all work matters.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Follows the established code of ethics for information technology and uses technology as expected.	Uses available technology for communication between team members, data retrieval, research, etc.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Sometimes uses technology as a distraction from the work at hand.	Uses the internet for personal entertainment or convenience in a way that interferes with their productivity.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Fails to establish ethical boundaries in the use of technology.	Posts content on social media that could reflect poorly on the organization; often uses company equipment for personal matters.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Digital technology skills

Adapts to new and emerging technologies.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Proficient in the use of technological devices; actively looks for ways to use technology to advance work; teaches others; experience has given them confidence in using technology.	Innately curious about technology and finding ways to solve problems through new methods; embraces new software to design projects or manage tasks and asks what else the program or app can do.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Understands how technological devices can be used to increase efficiencies and effectiveness; experience with different software/hardware so can easily adjust to changing needs.	Goes beyond familiar technology to explore what other solutions are available; easily learns software, uses apps to manage daily routines, enjoys new technology.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Understands basic functions of technological devices; capable of learning new software.	Comfortable with workplace technology and mindful of security practices; has no difficulty learning new software or setting up cloud-based accounts.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Can use basic technology; has trouble using newer technological devices.	Hesitant to use unfamiliar software and needs help figuring out new programs; once learned, tends to stick with familiar technology even when it becomes outdated.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Doesn't understand the basic functions of technological devices; refuses to change how work is done.	Approaches technology as a burden or a chore; prefers doing things the old-fashioned way and delegates all tech-related tasks when faced with new software, smartphones, computers, or audio-visual equipment.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Digital technology skills

Embraces the changes that technology brings to an organization.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Is exceptionally mindful of new or upcoming technological advances.	Member of online technology communities; has certifications in technology fields, and embraces artificial intelligence technologies to execute repetitive, multiple, and complex tasks efficiently.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Keeps up with popular technological trends and how they could be beneficial to an organization.	Takes part in technology related forums and reads tech blogs for recent trends in technology; sharing resources that could meet an organization's needs.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Is aware of technology trends and how they could potentially benefit an organization.	Knowledgeable of current technology used and organizational needs; explores new options that can save time, money, travel, or energy.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Doesn't keep up with technological trends or understand how they may benefit an organization.	Only a vague interest in emerging technology trends; unfamiliar with modern techniques of sharing and storing data.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Has no interest in technological trends.	Has no interest in exploring emerging technology and has relied on the same methods of communication and task management for several years.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Digital technology skills

Performs as a team member using technology tools across a dispersed workplace.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Encourages others to engage and communicate with offsite team members with appropriate tools; is known for their inclusive communication without concern for location of the other.	Energetic and positive; able to lead meetings and training whether it is early morning or late evening; encouraging and constructive; reaches out to make sure all others feel included and valued.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Actively engages and communicates with offsite team members using a variety of appropriate tools.	Actively advocates for virtual team members, seeking their input and sharing their voice with local team; chooses appropriate technology (voice, video, chat, email) to get people involved.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Engages and communicates regularly with offsite team members to keep them informed and engaged.	Seeks the same level of communication with remote peers as local co-workers, with frequent phone/video calls, messaging, or emails; involves all team members, not just those at hand.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Rarely engages and communicates with offsite team members; tends to think of remote people as an afterthought.	Works with both remote and local colleagues but tends to leave remote team members out of the loop; reliant on home office and face-to-face communication.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not engage and communicate with offsite team members; often forgets about offsite people.	Maintains a traditional, 9-5 mindset despite others' time zones; often informs remote workers of issues after-the-fact through email rather than involving them in discussions.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Leadership skills

Leverages the strengths of others to achieve common goals.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently engages others to work together on solving a problem.	Involved in committees or groups for causes they are passionate about. Eager to listen to others and find ways they can work together.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Often seeks out others' advice and skills in solving a common problem.	Has strong relationships with peers and relies on their knowledge and skills to advance group work.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Works easily with others to achieve a common goal.	Comfortable sharing own experience and skills and listening to others' perspectives to better understand a situation.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Tends to work alone but readily participates in group work if invited.	Not necessarily a leader who initiates group activity, but willingly contributes to others' efforts.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Prefers to work alone and is uncomfortable with group work.	Reluctant to participate in team activities or engage others in solving a problem. Prefers to work things out on their own.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Leadership skills

Uses interpersonal skills to coach and develop others.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Guides, inspires, and empowers others to achieve their full potential.	Seeks opportunities to share tasks to grow people's skills and abilities. Shares their experience freely. Has great communication skills.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Caring personality who invests time and commits to others.	Good accountability partner. Helps others to work smarter, set goals for growth, and encourage them on their path.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Offers honest support and feedback to help others achieve their potential.	Assists others to build their skills and character to grow in their career. Shares ideas to improve performance and ways to deal with stress.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Selectively aids others in growing to their potential.	Provides support for a select group of friends or peers, but is not comfortable reaching outside that circle to build others.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not show interest in developing others.	Does not provide feedback to others. Focus is on own career. Does not share tasks or delegate work.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Leadership skills

Assesses and manages emotions and uses empathetic skills to guide and motivate.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Moderates own reactions to frustration, nervousness, irritation, etc. and can recognize those signs in others and help them overcome emotional challenges.	Finely attuned to own emotions and intentionally displays them to aid in the communication. Recognizes patterns of emotions in others and helps them identify mitigation factors. Manages intense emotions of others in a manner that leads to productive communication without hurt feelings.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Recognizes own emotions and proactively manages them so they are displayed in a way to enhance communication. Aware of emotions in others and knows how to maneuver the communication to stay on track. Does not allow other's emotions to offend them.	Understands emotions and the impact they can have on work relationships. Manages own emotions with intentionality and purpose. Successfully controls feelings in oneself and others.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Can recognize own signs of frustration, nervousness, irritation, etc. and takes appropriate mitigation steps to maintain a positive, professional environment.	Is able to realize, readily accept, as well as successfully control feelings in oneself and others.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Has difficulty overcoming bouts of nervousness, irritation, frustration, etc. and allows emotions to negatively affect work.	Rarely is able to realize, readily accept, as well as successfully control feelings in oneself and others; may act inappropriate or inconsistent over time due to unmanaged emotions.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Often loses control of own emotions and upsets the workplace environment through inappropriate reactions.	Unable to realize, accept, or control feelings in oneself. Can be explosive with intense feelings. Reacts to others' emotion in a way that does not lead to successful working relationships or communication.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Leadership skills

Organizes, prioritizes, and delegates work.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Understands the complexity of time management and helps others maximize their time and energy. Uses collaboration to assign work to bring out the talent in each team member.	Identifies when team members are not playing at their best and gives them extra support to improve their performance.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Knows when they are personally most productive and plans work to do the most important things first. Assigns tasks based upon the talents of individuals and communicates deadlines.	Has self-awareness to manage their work style to complete work in a timely manner. Sets performance goals and is self-motivated to accomplish goals.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Employs good time management actions based on workplace priorities. Clearly defines for others the work that must be done.	Develops a work plan and follows it. Important things are completed, and smallest details rarely fall through the cracks.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Does not plan work well and is influenced by the priorities of others. Gives work assignments without clarity of task or deadline.	Does not spend much energy on planning. Work is impacted by the needs of others. Has a difficult time saying no when asked for help.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not employ time management skills. Assigns work and expects team members to find the details on their own.	Does not communicate priorities so others can develop plans for work. Does not understand how to manage one's time.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Professionalism and work ethic skills

Demonstrates personal accountability and effective work habits.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Works independently and sets own performance objectives; aligns self with organizational goals; demonstrates exceptional work ethic.	Excellent time management, planning and organizational skills, and problem solving/decision making abilities.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Accustomed to working in a self-directed environment; holds self to a high work ethic.	Creates systems and schedules to prioritize and complete work, submits quality work on time.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Performs required work with minimal external supervision.	Needs minimal supervision whether working with others or independently; self-driven.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Requires occasional supervision to stay on schedule with required work; needs assistance in setting priorities.	Distracted without supervision; needs direction to understand priorities; is not self-motivated.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Unable to meet deadlines or performance metrics without daily supervision.	Unable to work independently; needs direction, guidance and others to set priorities; lacks self-motivation.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Professionalism and work ethic skills

Understands the impact of non-verbal communication on professional work image.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Excellent ability to read and convey nonverbal cues effectively.	Skilled at using nonverbal cues to make others comfortable and engender trust; mirrors body language to promote empathy.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Above average ability to read and convey nonverbal cues effectively.	Uses confident eye contact and effective gestures; reads and adapts to others' body language, noting when they have questions or disagree.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Average ability to read and convey nonverbal communication effectively.	Maintains appropriate eye contact, posture, and a tone of voice that fits the context and situation; gestures and expressions align with words.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Poor ability to read and convey nonverbal cues effectively.	Does not always correctly interpret others' nonverbal cues; at times uses body language or expressions that contradict their words and cause confusion.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Inability to read and convey nonverbal cues.	Uses gestures, posture, or tone of voice that makes others uncomfortable or causes confusion. May not follow conventions for personal space or eye contact, seeming aggressive or uninterested.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Professionalism and work ethic skills

Demonstrates integrity and acts responsibly with the interests of the larger community in mind.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional An example of integrity to others, consistently shows professional responsibility.	Always can be relied on to do the right thing; has faced difficult situations and chosen the correct path even if it resulted in personal consequences; accepts responsibility for actions and seeks to right any wrongs.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly demonstrates integrity and professional responsibility.	Takes responsibility for own mistakes or those within the department; can examine an issue impartially and do the right thing; works with others to find solutions and rectify issues without making anyone defensive.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Demonstrates integrity and professional responsibility.	Can be relied on to deal with problems directly; avoids gossip; is able to admit mistakes; shows commitment to the team.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Difficulty in demonstrating integrity and professional responsibility.	Tends to shift blame when confronted with a problem; can become defensive and minimize responsibility; occasionally engages in negative gossip.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not demonstrate integrity and professional responsibility.	Consistently self-interested; when faced with an ethical dilemma, has chosen personal gain over following accepted codes of conduct. blames others for problems; seeks to minimize personal responsibility.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Professionalism and work ethic skills

Possesses and maintains appropriate knowledge and skills of the profession.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Has mastered relative competencies, theories, systems, applications and functions relating to all aspects of field.	Demonstrates mastery of tasks and responsibilities; always applies best practices and follows policy and procedures; has mastered all applications, systems and functions related to position; sought out by others for expert opinion.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Is proficient in demonstrating relative competencies, theories, systems, applications and functions relating to all aspects of field.	Demonstrates proficiency of tasks and responsibilities; understands applications and systems required to perform the job; complies with policy and procedures.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Understands relative competencies, theories, systems, applications and functions relating to all aspects of field.	Understands best practices relative to position; understands policies and procedures; has adequate knowledge of required applications and systems.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Has minimal experience regarding relative competencies, theories, systems, applications and functions relating to all aspects of field.	Lacks proficiency of some tasks and responsibilities; does not fully understand policy and procedures; inconsistent; has trouble understanding applications and systems.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Little to no experience regarding relative competencies, theories, systems, applications and functions relating to all aspects of field.	Lacks basis understanding of position; does not follow policy or procedures; doesn't seek assistance when confusion arises; inconsistent; does not understand basis applications or systems for position.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Career management skills

Identifies and articulates the skills, strengths, knowledge, and experiences relevant to the position desired.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Continually explores interesting career options and learns from people actually in the field.	Builds a network of people who strengthen the connection between knowledge, experience, and skills needed to succeed in a field.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Often attempts to build own skill set to advance their professional options.	Attends classes, workshops, or events devoted to professional development.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Able to research the skills and qualifications needed for a position and apply their own abilities and experiences that match needs.	Can prepare a cover letter and resume that specifically addresses position requirements and demonstrates qualifications.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Some idea of what career path to take but unsure of the skills and knowledge needed to get there.	Just starting to explore career options, look for openings, and talk to people about their experiences in the field.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Has no plans regarding a future career and doesn't know where to start exploring.	Has not taken any steps toward choosing a career and researching the qualifications for a position in the field.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Career management skills

Has identified areas necessary for professional growth to accomplish career goals.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Actively works with a mentor or advisor to hold self accountable for professional development goals.	Has identified career goals and works with an experienced professional to define next steps and set a timeline.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Seeks honest feedback to help set goals for professional development.	Shares their professional development goals with others and makes plans based on their experience.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Critically examines own strengths and weaknesses and knows which areas need development for career success.	Has an action plan based on skills needed for a particular career and a timeline for achieving goals.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Shows some interest in understanding personal aptitudes and preferences and applying them to different careers.	May have taken some career tests or met with career counselors to begin developing an action plan.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Remains unaware of own strengths and weaknesses and how those might apply to potential careers.	Attends class or performs work without seeking more information about career opportunities.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Career management skills

Can navigate and explore job and position options and take steps necessary to pursue opportunities.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Excellent at networking, constantly has an eye on openings in the desired field and is ready to act on them.	An avid reader with good communication skills, builds and maintains relationships with people who may open opportunities.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Organized and active in pursuing career opportunities.	Completes online applications for openings, follows-up, or requests informational interviews when appropriate.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Comfortable attending career fairs and familiar researching job openings.	Has an online presence on recruiting websites and maintains an updated resume and reference list.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Occasionally reviews job openings in a desired field for potential fit.	Does not prioritize job hunting and may be unprepared when a suitable opportunity arises.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Generally waits for others to suggest job possibilities and may or may not act upon them.	Unorganized in pursuing job opportunities. May miss application deadlines or submit applications that don't correspond to the requirements.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Career management skills

Understands how to self-advocate for opportunities in the workplace.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Regularly takes advantage of opportunities and benefits offered to advance personal and professional development.	Has volunteered for developmental activities or offered help to others in areas they want to learn; unafraid to reach out and try new things.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Able to recognize the opportunities an organization can provide and speak up about own ambitions, aspirations and capabilities.	Shares goals for personal and professional development with a supervisor that can help guide their efforts.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Has a vision for where they want to be five years down the road, and looks for opportunities to learn or practice new skills.	Sets both short- and longer-term goals for personal and professional development.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Has greater ambitions for career success but fears voicing them or stepping outside of designated role.	May confide future plans or aspirations to one or two people, but doesn't share goals with people in a position to help.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Struggles with self-esteem; doesn't feel comfortable expressing own aspirations or may not have any goals beyond present state.	Quietly does own work without drawing attention to self. Doesn't take advantage of any professional development or share any future plans.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Global and intercultural fluency skills

Values and respects diverse cultures, races, ages, genders, sexual orientations, and religions.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Keen awareness of global issues and obligations and how they impact people in different ways; able to build teams of diverse cultural backgrounds to work effectively together.	Shows active interest in others' culture and values systems; seeks to understand the background behind differences; understands that what is not being said can be as important as one's words; effectively bridges that gap between cultures.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Responds to global issues and obligations with sensitivity to other cultures and ways of doing things. Sees Diversity as a positive thing.	Questions own biases; seeks alternative points of view to gauge the impact of decisions from different perspectives; can communicate in a way that builds a team perspective of diverse people.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Recognizes global issues and obligations and behaves in an appropriate way to not offend others.	Is aware of personal cultural biases; can put aside those assumptions to view collaborative efforts from several equally valid perspectives.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal May show some awareness of global issues and obligations but does not understand how that impacts people's ability and willingness to work together effectively.	Engages in discussions of cultural differences but tends to defend own position; reverts to dominant culture by default.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Absence of recognition of global issues and obligations and the impact that has on people of diverse cultures.	Assumes an ethno-centric position based on own cultural norms; does not adapt to others' values or etiquette expectations.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Global and intercultural fluency skills

Learns from diverse cultures, races, ages, genders, sexual orientations, and religions for workplace application.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently seeks opportunities for informal learning with peers. Uses social interaction to find solutions to challenges.	Curious and inquisitive. Conscious that there is always more to learn. Often passes on information that can help others.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly consults with peers to solve problems and passes on new knowledge to those it might help.	Approachable and open-minded. Relies on a network of people and diverse resources to think through problems.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Often approaches others to learn from their experiences or share useful information.	Easy-going and willing to admit own deficiencies. Gets along with others and learns from them.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Sometimes accepts feedback or new ideas but prefers to do things without interaction.	Somewhat standoffish. Prefers formal training to social learning and likes to work alone on things that matter personally.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Does not reach out to peers to share knowledge. Relies on own information.	Rigid. Voices strong beliefs and support for own causes but is often inflexible and unwilling to learn from others.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Global and intercultural fluency skills

Demonstrates openness, inclusiveness, and sensitivity towards others.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently shows others, through words and actions, that they are valued as individuals.	Celebrates diversity and listens eagerly to different opinions, valuing each person's contribution even in disagreement.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Genuinely likes other people and treats others as they would like to be treated.	Particularly kind to others, greeting them, being aware of their needs, and fostering an inclusive environment.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Generally shows due regards for others' feelings and beliefs.	Treats others equally, avoids saying or doing things that might be insensitive or hurt others.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Sometimes fails to take others' needs or feelings into account.	Usually respectful, but occasionally gives in to negativity, complaining, or gossiping.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Often stereotypes people and acts in accordance with own beliefs and needs.	Has demonstrated incivility: bullying, exclusion, harassment, discrimination, or other disrespectful behavior.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments



Global and intercultural fluency skills

Interacts respectfully with all people and understands individuals' differences.

Category: **Action**

Type: **Influential**

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Consistently able to disagree without being disagreeable.	Remains open and curious with a goal of understanding others. Points out differences but looks for common ground.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Often encourages others to express their true feelings.	Does more listening than talking. Observes others and invites them to expand on what they say or feel.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Usually listens to others and reads body language to fully understand.	Carefully listens to what is being said and implied, takes time to respond.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Sometimes fails to hear the other person's point of view.	Often listens impatiently, waiting for own turn to speak. Usually has mind made up beforehand.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Regularly hostile to adverse opinions.	Evaluating and critical, speaks with the purpose of winning an argument or persuading others.	Level of proficiency is significantly below expectations.
<input type="checkbox"/> 0 - Not Observed		

Comments

NACE Career Readiness Competencies

