

Workforce Skills Certification System: Implementation Training

Goal: To promote transition of learners into the workforce

Objective: Learners will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment

Check if required	Personal Qualities	Skill
	1 Recognizes a situation of right and wrong and acts accordingly.	Integrity
	2 Recognizes the ethical limits of a situation; confronts those who push those limits. Will refer to higher authority if needed.	Integrity
	3 Tries to keep private life from affecting work.	Responsibility
	4 Takes responsibility when an unusual situation demands special attention.	Responsibility
	5 Recognizes when more information is needed; is willing to ask for help if necessary	Responsibility
	6 Recognizes quality work; ready to go the extra mile to make sure that the job gets done properly.	Responsibility
	7 Responds by helping out when needed, even if it means giving up some personal time.	Responsibility
	8 Makes sure the job is done before leaving; does not leave extra work for next shift.	Responsibility
	9 Stands up for self where appropriate; doesn't get defensive when criticized; accepts and learns from critical feedback.	Self-Esteem
	10 Willing to try new things, learn new skills and ask for help when needed.	Self-Esteem
	11 When things get slow, finds something to do rather than wait to be told what to do.	Self-Management
	12 Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done.	Self-Management
	13 Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.	Sociability
	14 Spends some time chatting with coworkers, but not too much. Knows the difference between "down time", when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.	Sociability

Check if required	Customer Care Skills	Customer Relations
	1 Remains polite and professional when interacting with customers who make unreasonable demands.	Customer Relations
	2 Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.	Customer Relations
	3 Increases customer loyalty by immediately addressing concerns and following up.	Customer Relations
	4 Handles competing customer needs in a calm and helpful manner, follows through on commitments.	Customer Relations
	5 Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere	Decision Making
	6 Recognizes priorities, then implements solutions based on an understanding of business need.	Decision Making
	7 Decides when to vary from routine operating policies/guidelines and when to adhere to them.	Decision Making
	8 Recognizes when more information is needed for making a decision.	Decision Making
	9 Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.	Decision Making
	10 Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	Commitment to Quality
	11 Proactively assists peers for the purpose of increasing overall quality of company operations.	Commitment to Quality
	12 Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.	Commitment to Quality
	13 Balances own work schedule against customer needs; willingly makes adjustments.	Commitment to Quality
	14 Determines customer need and improves customer relations by "listening" to customer comments and requests.	Commitment to Quality

WSCS is a three step process:

Step 1 - Profile Skills

Step 2 - Develop Skills

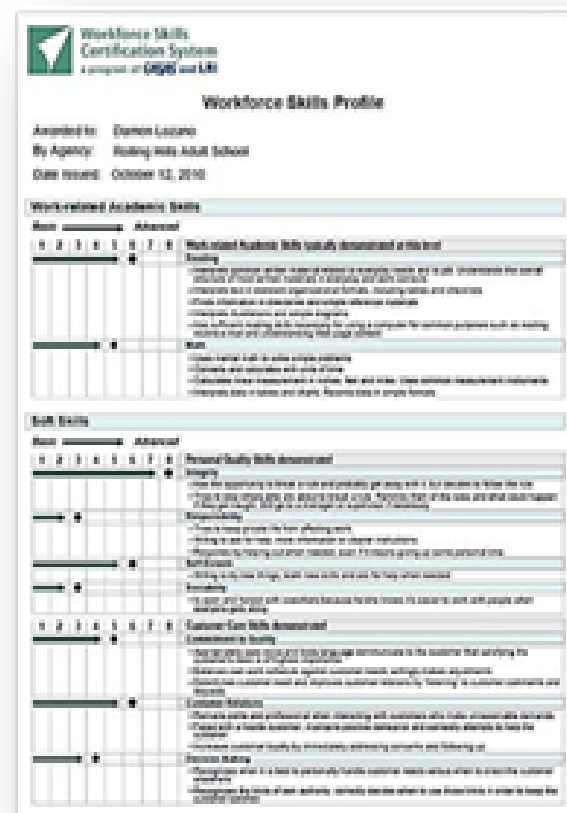
Step 3 - Certify Skills

Step 1 - Profile skills

work-related academic skills
with CASAS' Reading & Math
assessments



work behaviors (soft skills)
with LRI's Personal Quality &
Customer Care assessments



Workforce Skills Profile

Assessed by: Danone Luciano
By Agency: Reading Area Adult School
Date Issued: October 13, 2010

Work-related Academic Skills

Score	1	2	3	4	5	6	7	8	Comments
Reading									Work-related Academic Skills typically demonstrated at this level: - Understands general and specific aspects of workplace reading and is able to understand the overall structure of most written materials in workplace and home settings. - Understands and is able to use organizational formats, including tables and charts. - Understands and is able to use workplace reference materials. - Understands and is able to use workplace reference materials. - Understands and is able to use workplace reference materials.
Math									Work-related Academic Skills typically demonstrated at this level: - Understands and is able to use workplace math. - Understands and is able to use workplace math. - Understands and is able to use workplace math. - Understands and is able to use workplace math.

Soft Skills

Score	1	2	3	4	5	6	7	8	Comments
Personal Quality Skills									Personal Quality Skills typically demonstrated at this level: - Understands and is able to use workplace personal quality skills. - Understands and is able to use workplace personal quality skills. - Understands and is able to use workplace personal quality skills. - Understands and is able to use workplace personal quality skills.
Soft Skills									Soft Skills typically demonstrated at this level: - Understands and is able to use workplace soft skills. - Understands and is able to use workplace soft skills. - Understands and is able to use workplace soft skills. - Understands and is able to use workplace soft skills.

Customer Care Skills

Score	1	2	3	4	5	6	7	8	Comments
Customer Care Skills									Customer Care Skills typically demonstrated at this level: - Understands and is able to use workplace customer care skills. - Understands and is able to use workplace customer care skills. - Understands and is able to use workplace customer care skills. - Understands and is able to use workplace customer care skills.

Workforce Skills Profile

Awarded to: Damon Lozano
By Agency: Rolling Hills Adult School
Date Issued: January 12, 2011

WSCS Profile

Work-related Academic Skills

Basic → Advanced

1	2	3	4	5	6	7	8	Work-related Academic Skills typically demonstrated at this level
								Reading
								<ul style="list-style-type: none"> Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts Interprets text in standard organizational formats, including tables and checklists Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
								Math
								<ul style="list-style-type: none"> Uses mental math to solve simple problems Converts and calculates with units of time Calculates linear measurement in inches, feet and miles. Uses common measurement instruments Interprets data in tables and charts. Records data in simple formats

Soft Skills

Basic → Advanced

1	2	3	4	5	6	7	8	Personal Quality Skills demonstrated
								Integrity
								<ul style="list-style-type: none"> Has the opportunity to break a rule and probably get away with it, but decides to follow the rule. Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.
								Responsibility
								<ul style="list-style-type: none"> Tries to keep private life from affecting work. Willing to ask for help, more information or clearer instructions. Responds by helping out when needed, even if it means giving up some personal time.
								Self-Esteem
								<ul style="list-style-type: none"> Willing to try new things, learn new skills and ask for help when needed.
								Sociability
								<ul style="list-style-type: none"> Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.
1	2	3	4	5	6	7	8	Customer Care Skills demonstrated
								Commitment to Quality
								<ul style="list-style-type: none"> Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance. Balances own work schedule against customer needs; willingly makes adjustments. Determines customer need and improves customer relations by "listening" to customer comments and requests.
								Customer Relations
								<ul style="list-style-type: none"> Remains polite and professional when interacting with customers who make unreasonable demands. Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. Increases customer loyalty by immediately addressing concerns and following up.
								Decision Making
								<ul style="list-style-type: none"> Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere. Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.

Relating EFLs to the Profile

NRS Educational Functioning Levels				CASAS Score Ranges*	Grade Level
EFL	ABE	ESL			
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205 206-210	2 3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215 216-220	4 5
6	High Intermediate Basic Education	Advanced ESL		221-225 226-230 231-235	6 7 8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240 241-245	9 10
8	High Adult Secondary Education			246-250 251 and above	11 12

*Reading, Math, Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEG 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug 13, 2007.

- Personal Qualities (PQ)*
 - Integrity
 - Responsibility
 - Self-Esteem
 - Self-Management
 - Sociability
- Customer Care (CC)*
 - Customer Relations
 - Decision Making
 - Commitment to Quality



*LRI's Workforce Readiness Skills assessment

To see samples go to: www.learning-resources.com

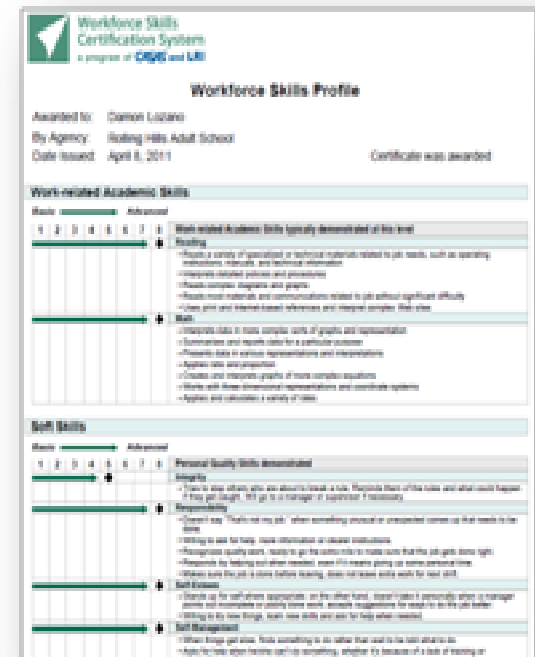
1. Administer assessments:
 - CASAS Employability Competency System (ECS) *via CASAS eTests*
 - ECS Reading – 60 minutes
 - ECS Math – 60 minutes
 - LRI Workforce Readiness (soft skills) via the web
 - Personal Qualities – 40 minutes
 - Customer Service – 37 minutes
2. Create a **Workforce Skills Profile** from TOPSpro Enterprise
 - Combines results from CASAS and LRI

- Documents a person's work-related academic and work behavior skills (soft skills)
 - Benefit for Learners
 - Documents learner's current work readiness skills:
 - What the learner knows
 - What skills needs to be developed
 - Benefit for employers
 - Documents job candidate's work readiness skills
 - Informs employer if prospective employee meets job skill requirements

Step 2 - Develop skills

work-related academic skills
(refer to ECS Reading and Math competency report)

work behaviors (soft skills)
(refer to LRI's Feedback and Development reports)



Workforce Skills Profile

Awarded to: Camron Luciano
By Agency: Rocking Hills Adult School
Date Issued: April 8, 2014
Certificate was awarded

Work-related Academic Skills

Basic	Advanced						
1	2	3	4	5	6	7	8
Reading							
• Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information							
• Interprets related policies and procedures							
• Reads complex reports and graphs							
• Reads most materials and communications related to job without significant difficulty							
• Uses print and Internet-based references and interprets complex text data							
Math							
• Interprets data in basic complex units of graphs and representation							
• Summarizes and reports data for a particular customer							
• Presents data in various representations and interpretations							
• Applies data and operations							
• Creates and interprets graphs of more complex equations							
• Works with three dimensional representations and coordinate systems							
• Applies and calculates a variety of rates							

Soft Skills

Basic	Advanced						
1	2	3	4	5	6	7	8
Personal Quality Skills Demonstrated							
Attitude							
• Takes in new ideas, who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.							
Responsibility							
• "Can't do my job" when something unusual or unexpected comes up that needs to be done							
• Looking to see for help, more information or clearer instructions							
• Recognizes quality work, ready to go the extra mile to make sure that the job gets done right							
• Requests for help and other needed, even if it means going up some personal time							
• Always puts the job in first before leaving, does not leave until work is not done							
Self-Improvement							
• Looks up for new ideas, opportunities, or for other hand, does not let a personally when a manager seems not interested or taking some time, always suggestions for need to do the job better							
• Looking for the new things, learn new skills and use for help when needed							
Self-Management							
• When things get slow, finds something to do rather than wait to be told what to do							
• When the new ideas become hard to understand, always the because of a lack of knowing or understanding of a situation, and will ask for help when needed							

NOTE: Reassess periodically to determine when candidate is ready for certification

Step 2 - Develop skills

Plan and provide work readiness skill curriculum and instruction:

- Utilize WSCS competencies to plan **curriculum**
- Utilize diagnostic reports to **target instruction**
 - **TOPSpro Enterprise competency reports** on learner's reading and math skills
 - **LRI Feedback and Development** reports on learner's soft skills

Reassess periodically to measure progress

- Create updated WSCS profile

CASAS Competency Areas		Academic Skills	Soft Skills	PQ*	CC*
		WSCS*	ECS/ WLS*		
0.1	Communicate in interpersonal interactions	✓	.	✓	✓
0.2	Communicate regarding personal information	.	.	✓	.
1.1	Use measurement and money	.	✓	.	.
1.2	Use information to identify and purchase goods and services	.	✓	.	✓
1.3	Understand methods and procedures used to purchase goods and services	.	✓	.	✓
1.5	Understand how to manage household finances	.	✓	.	✓
1.6	Understand consumer protection measures	.	✓	.	✓
1.7	Understand procedures for the care, maintenance, and use of personal possessions	.	✓	.	✓
1.8	Demonstrate financial literacy skills	✓	✓	.	.

- **SOCIABILITY:**
- *You are understanding, friendly, flexible, and polite; when you are around coworkers, you participate in whatever is going on, instead of trying to be “invisible”; you get along well with others; you take an interest in what others say and do.*
- **Situation In Which Your Performance Was Acceptable**
- Is open and honest with coworkers because he/she knows it's easier to work with people when you get along with them.
- **Situation In Which Your Performance Needs Development**
- Spends some time chatting with coworkers, but not too much. Knows the difference between “down time”, when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

- Identify effective skills and developmental Needs

What developmental option would work for your learners?

- Integrate soft skills into courses:
Academic and technical, VABE, VESL
- Individual or Group Development plans
- On-line development via learner's personal online account
- Workshops and Job Clubs
- Coaching - Modular Curriculum
- On-line curriculum: Customer Service
- Work Experience and/or Post-Employment Feedback

- **SKILL: Integrity** - You know right from wrong and try to do the right thing.
- **QUESTION:** Assume you are at work and one of your co-workers decides that he wants to leave work 15 minutes early, but does not want the manager to whom you both report to know that he is leaving early. As your co-worker is leaving he explains to you that he is leaving early and asks you to “cover for him” in case your manager comes by and asks where he is. What would you do in this situation?
- (Possible probes/additional comments: Assume the Manager comes by and asks you directly where your co-worker is. What would you say? What would you say to the coworker before he leaves?)

SAMPLE EFFECTIVE BEHAVIORS:

1. Indicating disagreement with the co-worker's deceitful actions.
2. Informing the co-worker he/she will not lie to the manager.
3. Indicating that he/she will tell the manager the true story.

SAMPLE INEFFECTIVE BEHAVIORS:

1. Seeing nothing wrong with the co-workers behavior (e.g., it's not my business).
2. Agreeing to “cover” for the co-worker or play dumb if questioned by the manager.
3. Indicating disagreement with the co-worker's actions, but a reluctance to state views to the co-worker

The WSCS Critical Thinking test questions :

- are analytical in nature
- involve making observations, inferences, and deductions, drawing conclusions, and making decisions.
- include selecting an answer from given responses

The WSCS Problem-Solving test questions:

- reflect a six-step problem-solving model:
 - 1 - Identify the problem
 - 2 - Identify possible causes of the problem
 - 3 - Identify solutions to the problem
 - 4 - Implement a plan to solve the problem
 - 5 - Evaluate the solution
 - 6 - Modify the solution
- include selecting an answer from given responses and writing original responses

- Identifies effective instructional materials and aligns materials to CASAS and LRI competencies
- Quick, easy online access to database of more than 2,300 instructional material titles
- Includes print, audio, video, and software materials
- Search by
 - Title
 - Competency
 - Program, Level, and Skill
 - Publisher
 - CASAS Test



Step 3 - Certify Skills

work-related academic skills and

work behaviors (soft skills):

NOTE: Candidates will be eligible for the WSCS certificate when scores on Form 551 are 246 or



Step 3 - Certify Skills

Administer certification tests via CASAS eTests:

- a. CASAS WSCS - Form 551
 - Reading (40 minutes)
 - Math (40 minutes)
- b. CASAS Critical Thinking (15 minutes)
- c. CASAS Problem Solving (25 minutes)
- d. LRI Workforce Readiness - soft skills
 - Personal Qualities (40 minutes)
 - Customer Care (37 minutes)

Note: only administer LRI soft skills assessment if student has not yet achieved level 6 overall in both sections.

Form 551 assesses academic skills

- Reading
 - interpreting manuals, forms, diagrams, charts, signs
 - other types of workplace documentation
- Math
 - application of math skills to job-related tasks/situations
 - basic computation
 - decimals, fractions, percent, ratios
 - simple applied algebra

- Choose the test that best matches a learner's work experience and/or career interest.

Critical Thinking & Problem Solving Test Form

Suggested Occupation/Industry Applications

Form 562: Processing Data and Money Transactions	Banking, retail, administrative, clerical, and other business occupations
Form 572: Helping People and Maintaining Safety	Health, education, safety, and other human/ social service occupations
Form 582: Analyzing Production and Promoting Teamwork	Manufacturing, technology, investigative, scientific, and other analytical occupations
Form 583: Providing Customer Service and Solutions	Customer service, sales, hospitality, personal services, and other service occupations
Form 584: Working with Materials and Measurement	Construction, maintenance and repair, engineering, transportation, other hands-on occupations

Step 3 - Award Workforce Skills Certificate

Workforce Skills Certificate is awarded when a learner scores:

- on WSCS Form 551
 - 246 or above in Reading
 - 240 or above in Math
- on WSCS Critical Thinking - pass
- on WSCS Problem solving - pass
- on LRI Customer Care - 6 or above
- on LRI Personal Qualities - 6 or above

Note: If a learner does not score high enough to earn a certificate, print out an updated WSCS Profile for him/her.

**National
Workforce Skills Certificate**

Presented to

Damon Lozano

for demonstrating mastery of

**Work-related Academic Skills and Soft Skills
on April 27, 2011**

Rolling Hills



**Workforce Skills
Certification System**
a program of **CASAS** and **LRI**



Workforce Skills Certification System

a program of **CASAS** and **LRI**

The following workforce skills have been identified by the individual's responses to employer-validated and nationally normed assessments.

More detailed information can be found at
www.casas.org (academic) and at
www.learning-resources.com (soft skills).

Work-related Academic Skills

Work-related Academic Skills typically demonstrated at this level

Reading

- Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information
- Interprets detailed policies and procedures
- Reads complex diagrams and graphs
- Reads most materials and communications related to job without significant difficulty
- Uses print and Internet-based references and interpret complex Web sites

Math

- Interprets data in more complex sorts of graphs and representation
- Summarizes and reports data for a particular purpose
- Presents data in various representations and interpretations
- Applies ratio and proportion
- Creates and interprets graphs of more complex equations
- Works with three-dimensional representations and coordinate systems
- Applies and calculates a variety of rates

Critical Thinking and Problem Solving

- Answers analytical questions that involve critical thinking skills such as making observations, inferences, and deductions, drawing conclusions and making decisions.
- Answers questions that reflects a six-step problem-solving model based on a work-related situation.

Soft Skills

Personal Quality Skills demonstrated

Integrity

- Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.
- Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.

Responsibility

- Tries to keep private life from affecting work.
- Doesn't say "That's not my job," when something unusual or unexpected comes up that needs to be done.
- Willing to ask for help, more information or clearer instructions.
- Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.
- Responds by helping out when needed, even if it means giving up some personal time.
- Makes sure the job is done before leaving, does not leave extra work for next shift.

Self-Esteem

- Stands up for self where appropriate; on the other hand, doesn't take it personally when a manager points out incomplete or poorly done work; accepts suggestions for ways to do the job better.
- Willing to try new things, learn new skills and ask for help when needed.

Self-Management

- When things get slow, finds something to do rather than wait to be told what to do.
- Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done.

Sociability

- Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.
- Spends some time chatting with coworkers, but not too much. Knows the difference between "down time", when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

Customer Care Skills demonstrated

Commitment to Quality

- Evaluates alternative strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.
- Proactively assists peers for the purpose of increasing overall quality of company operations.
- Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance.
- Balances own work schedule against customer needs; willingly makes adjustments.
- Determines customer need and improves customer relations by "listening" to customer comments and requests.

Customer Relations

- Remains polite and professional when interacting with customers who make unreasonable demands.
- Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.
- Increases customer loyalty by immediately addressing concerns and following up.
- Handles competing customer needs in a calm and helpful manner, follows through on commitments.

Decision Making

- Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere.
- Recognizes priorities, then implements solutions based on an understanding of business need.
- Decides when to vary from routine operating policies/guidelines and when to adhere to them.
- Recognizes when more information is needed for making a decision.
- Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.

Why start with employers?

Benefit for:

Job seekers?

Curriculum developers/teachers?

Employers?

Challenges?

Who can help?

- For me, a surprise from this training has been_____?
- I'm still not clear about_____.
- What will appeal to my learners about this program is _____.
- I'd like more information about _____.
- What I may need help in presenting this program to colleagues, administrators, clients, employers or others is_____.

- LRI Workplace Behaviors (Soft Skills)

www.learning-resources.com

- CASAS

www.casas.org

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
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