# EMPLOYER ENGAGEMENT

CASAS eWORKs is a valuable and effective tool to increase the job readiness of students and job seekers. The skills developed in the program will help job seekers gain and retain employment, regardless of where they work or hope to work in the future.

CASAS eWORKs also provides valuable tools for schools and employment development agencies that desire to engage with specific companies or businesses in their communities.

Engaging employers is the starting point to establishing a process that aligns workforce development outcomes with the needs of specific jobs to better serve individuals. CASAS eWORKs provides transparent career pathways that can be easily implemented by educational providers, and has proven to be highly useful for employment partners. A summary of this process and its impact on employers, workforce professionals and individuals follows:

Initiate or Strengthen Employers' Ability to:
1. Identify the soft skill competencies and basic skill levels required of the job to be filled.
2. Benchmark with effective incumbents now performing these jobs.
3. Compare benchmarked results with their initial list – they may not match – and establish which skills will be required of future applicants.
4. Communicate the resulting list of competencies to workforce providers – Adult schools, One-stops, community/technical colleges, vocational schools, and CBOs.
5. Inform workforce developers that:
    - Employers will specify in job-postings and job-orders the soft skills and basic skills required of a position
    - Applicants without evidence of required competencies may not be considered.
6. Establish with workforce professionals what will constitute credible evidence of soft skill attainment.
7. Meet regularly with workforce developers to receive and give feedback as to how the system is working and how it might be strengthened.

With current and better information from employers, Workforce Developers are able to help future workers prepare because the learning tasks and goals are clearer.

Enhance Workforce Professionals' Support of Employers and Individuals by:
1. Engaging local employers: CASAS eWORKs tools enable organizations to assist employers and define or benchmark the basic and soft skills work readiness requires. Encourage employers to identify in job orders/job postings the basic and soft skills they require.
2. Pre-assessing customers/future workers to determine the extent to which they have the skills specified by the employer. CASAS eWORKs feedback reports identifies effective skills and where development is needed.
3. Referring individuals to employers when current skills match job opening requirements. Alignmark's assessments also produce Interview Guides that facilitate employers' behavioral interviews.
4. Establishing development plans to remediate basic and soft skills deficits (the gap between demand and current skills). On-line tools, workshops and curricula are

available to enable faculty, trainers and mentors to build basic and soft skills.

5. Re-assessing to determine if individuals have acquired the basic and soft skills employers require. <u>Longer term</u>, explore with employers the merit of credentialing all three skills (soft, academic, and technical) in a single document that better defines work-readiness.

6. Post-assessing to support the evaluation of training providers' effectiveness and identify where improvement in the training outcomes are required.

Benefit Future, Dislocated and Other Workers when they respond to local employer's soft skills requirements and gain a competitive advantage by:

1. Taking the orientation the soft skills assessment program that is appropriate to the job sought and then taking the appropriate assessment program.

2. Identifying where they have strengths based upon assessment results. Remediating deficits through on-line development and activities provided locally by a CBO, 1-stop, college or other resources.

3. Reassessing to document skills growth. When soft skills match the skills required, apply and bring to the interview evidence of your soft skill competencies.

4. With the help of their supervisor, mentor or peers, continue to develop soft skills.

5. Taking higher-level soft skills assessments to identify competencies to develop in preparation for higher-level and better paying positions.

How does CASAS eWORKs link to the local business community?
- Engage local employers by conducting a survey to determine skills needed
- Involve Chambers of Commerce, local economic development, other workforce development partners; i.e. One-Stop, TANF, Vocational Rehab, adult education, career technical education (CTE), and community colleges to expand and strengthen eWORKs results.

# Employer Survey for Work Readiness Skills

Dear {employer contact},

Please take a few minutes to identify the **basic academic skill levels** and **soft skills** that are of particular importance for jobs that are routinely filled at your company. The results confirm which priority skills should be targeted during training.

The best person(s) to fill this short survey out should be familiar with the job(s).

## For Soft Skills

The charts on pages 2-3 show the different work behaviors (**soft skills**) that can be reported as certified on a *Workforce Skills Profile* and a *CASAS eWORKs Certificate*.

Circle any of the work behaviors listed on the attached form actually performed on the job. Limit your selection to the most important skills to your organization.

## For Basic Academic Skills

The charts on pages 4-5 show the full range of **Basic Academic Skills** that can be reported as certified on a *Workforce Skills Profile* and a *CASAS eWORKs Certificate*. They describe what a person typically can do at each skill level.

Read all the descriptors and determine at which level a person's skill needs to be is in order to do the job. Circle the skill levels required in reading and math to be able to do the job(s) being evaluated.

| |
|---|
| Employer: <br> Primary Contact: <br> Date: |
| Individual(s) Completing this Form – and contact information (email/phone) <br><br><br><br><br><br><br> |

Please return the completed survey to {insert email or contact person information}

**Thank you**

## Personal Qualities (Soft) Skills

Please check ☒ the 8 most important **competencies** for your organization.
Then, rank these 8 **competencies** in order of priority.

| Check if Required | | Personal Qualities Competencies | Skill |
|---|---|---|---|
| | 1 | Recognizes a situation of right & wrong and acts accordingly. | Integrity |
| | 2 | Recognizes the ethical limits of a situation, assertively confronts others that are pushing those limits. Reminds others of proper behavior. Will refer to higher authority if needed. | |
| | 3 | Takes whatever steps necessary to minimize impact of private life on work. | Responsibility |
| | 4 | Takes responsibility when an unusual situation demands special attention. | |
| | 5 | Recognizes when more information is needed, willing to ask for help if necessary. | |
| | 6 | Recognizes quality work, ready to go the extra mile to make sure that the job gets done right. | |
| | 7 | Responds by helping out when needed, even if it means giving up some personal time. | |
| | 8 | Makes sure the job is done before leaving, does not leave extra work for next shift. | |
| | 9 | Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback. | Self Esteem |
| | 10 | Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities. | |
| | 11 | When things get slow, finds something to do rather than wait to be told what to do. | Self-Management |
| | 12 | Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed. | |
| | 13 | Uses open and honest communications in order to maintain relationships | Sociability |
| | 14 | Correctly balances business need against interpersonal relations. Takes time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work. | |

# Customer Care (Soft) Skills

Please check ☒ the 8 most important **competencies** for your organization.
Then, rank these 8 **competencies** in order of priority.

| | | Customer Care Competencies | Skill |
|---|---|---|---|
| | 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. | |
| | 3 | Increases customer loyalty by immediately addressing concerns and following up. | |
| | 4 | Handles competing customer needs in a calm and helpful manner, follows through on commitments. | |
| | 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. | |
| | 7 | Decides when to vary from routine operating policies/guidelines and when to adhere to them. | |
| | 8 | Recognizes when more information is needed for making a decision. | |
| | 9 | Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied. | |
| | 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. | |
| | 12 | Voice and body language communicate to the customer that satisfying the customer's need is of highest importance. | |
| | 13 | Balances own work schedule against customer needs; willingly makes adjustments. | |
| | 14 | Determines customer need and improves customer relations by "listening" to customer comments and requests. | |

*Note:* "Customer" refers to **both** individuals **external** to the organization as well as **internal** employees
- persons in another unit/area - for whom such activities are performed.

# Basic Reading (Academic) Skills

The following describe what a person typically can do at each skill level. Circle the skill level required to be able to do the job being evaluated.

| Skill Level | READING Skills typically demonstrated at this level |
|---|---|
| 6 | • Can fluently read complex college and career entry-level texts, such as research papers and academic articles, with increasing ability to comprehend academic and figurative language within these texts.<br>• Can make logical and solid inferences, summaries, and paraphrases of texts.<br>• Can analyze how ideas and concepts interrelate as well as recognize and understand the use of satire, sarcasm and irony and discern intended meaning.<br>• Can also consult several diverse media sources and present strong text-based evidence to answer most questions and solve most problems in academic and professional settings. |
| 5 | • Can read texts at the high school level and use academic vocabulary and idiomatic language with increasing ease.<br>• Can interpret the meaning of complex content containing some scientific or technical terms and symbols.<br>• Can determine the order of events and causal relationships among these events.<br>• With training and support, can undertake procedures that involve comprehending complex work related texts, such as detail, reports and proposals, manuals, operating instructions, policies, and regulations. |
| 4 | • Can understand complex texts, such as operating instructions, work, reports, and manuals containing workplace and technical vocabulary.<br>• Can analyze and evaluate the reasoning in persuasive text, determine central, theme, ideas, or themes and identify supporting ideas.<br>• Can determine the meaning of general academic and content, specific words, and phrases, as well as idiomatic, idiomatic language in some academic and professional texts. |
| 3 | • Can understand the overall structure of most written materials in every day and workplace communications and diagrams.<br>• Can apply reading skills to searching for documents and information online.<br>• Has some technical vocabulary related to work needs and a growing number of idiomatic expressions, which aid in understanding, website, content, and business correspondence. |
| 2 | • Can understand text in formats such as tables, checklists, and more detailed forms in the workplace.<br>• With help, can cite specific details from and summarize texts, such as routine emails and webpage content.<br>• Using context, can determine the meaning of general words, and phrases and frequently occur occurring expressions in written text about familiar every day and work context, such as in simple written instructions and basic terms in common computer applications. |
| 1 | • Can meet, basic personal, and survival needs and understand, basic directions, schedules, menus, signs, and maps.<br>• Can identify the main idea of simple, familiar texts, such as workplace or every day notices and forms, directions, basic computer commands, menus, labels, schedules and signs, and other familiar topics. |

# Basic Math (Academic) Skills

The following describe what a person typically can do at each skill level. Circle the skill level required to be able to do the job being filled.

| Skill Level | **MATH** Skills typically demonstrated at this level |
|---|---|
| 6 | • Can solve problems, using radicals and irrational numbers.<br>• Can solve problems involving quadratic expressions, interpret and rewrite, polynomials, use function, notation, and rearrange formulas to highlight a quantity of interest.<br>• Can apply formulas for the volume of cylinders, pyramids, cones, and spheres to solve problems.<br>• Can solve problems of density. Can compare multiple data sets, containing both dependent and independent variables, and make interpretations, including comparison of statistical variability. |
| 5 | • Can solve multi step, real world mathematical problems, using rational numbers.<br>• Can use linear functions and solve inequalities and simultaneous linear equations.<br>• Can solve problems of surface area and volume and apply the Pythagorean theorem in real world context, and on coordinate planes.<br>• Can understand and apply the concept of probability to draw inferences from statistics.<br>• Can solve problems and identify patterns using bivariate data on two-way tables. |
| 4 | • Can compute using decimals, fractions, and inequalities.<br>• Can understand ratios, rates and percentages and use simple square roots, and exponents. Can solve real world problems, using linear equations, and has a basic understanding of the coordinate plane.<br>• Can understand concepts of congruence, similarity, and scale drawings.<br>• Can use the Pythagorean theorem, and determine measures of central, variability, and derivations from patterns.<br>• Can understand and apply the concept of probability. |
| 3 | • Can compute with multi digit whole numbers and decimals.<br>• Can solve multi step problems, using fractions and ratios.<br>• Can write and solve one variable equations using the four operations.<br>• Can solve for the area, surface area, and volume of simple shapes.<br>• Can understand basic statistical concepts, such as mean, median, and mode.<br>• Can interpret a wider range of graphs such as histograms and box plots. |
| 2 | • Can identify place value for whole numbers to 1000 and use all four operations to solve one and two step word problems within 100.<br>• Has a basic understanding of fractions.<br>• Can use multiplication and division to solve for unknown numbers.<br>• Can compare and classify, two dimensional shapes, use metric, and US customary measurements, and solve for perimeter and area of some shapes.<br>• Can interpret simple graphs to solve one and two step problems. |
| **1** | • Can understand place value for tens and ones.<br>• Can compute using addition and subtraction and solve for unknown numbers.<br>• Can compare two and three dimensional figures and measure length using nonstandard units, such as with any eraser as a length unit.<br>• Can answer basic questions about data points using simple data sets and graphs. |