

WBLP Foundation Skills Rubric Scoring Worksheet

The following lists the rubric items for each foundation skill.

The point value will not be displayed in the worksheet, but is shown here in the print version to show what each item is worth.

A “0” corresponds to a rating of “3-Competent” One or more “minus 1” items brings the rating to “2-Needs Improvement” and one or more “minus 2” items brings the rating to “1-Performance Improvement Plan Needed.” On the other side of the scale, one or more “plus 1” items brings the rating to “4-Proficient” and one or more “plus 2” items brings the rating to “5-Advanced.”

Optional Worksheet

Attendance and Punctuality

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Does not communicate with supervisor about absences or does not follow organizational policy about attendance, and needs to have a plan for improving attendance and punctuality. (-2)

 - Does not return from breaks promptly (-1)

 - Frequent absences or late arrival affect quantity and quality of work. (-1)

 - Arrives and leaves on time. (0)

 - Follows guidelines for time off and vacation. (0)

 - Properly notifies supervisor about absences or requested schedule changes. (0)

 - Is reliable and shows commitment to co-workers and to the team through consistent attendance and punctuality. Shows an understanding of consequences to employer and co-workers when absent. (1)

 - Is flexible about scheduling where appropriate. (2)

 - Plans appropriately when taking time off. Plans outside commitments to minimize impact on work schedule. Finds a co-worker to fill shift if appropriate. (2)

Optional
Worksheet

Workplace
Appearance

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Is not adhering to company expectations e.g., poor personal hygiene, provocative dress, accessories, or visible tattoos, and needs to have a formal plan for improving workplace appearance. (-2)
-
- Is attempting to develop habits of professional workplace appearance; is usually but not consistently dressed appropriately for the workplace. (-1)
-
- Is correctly/appropriately attired for position and duties, e.g., clean and neat appearance, wearing appropriate safety gear, proper I.D., footwear, and adheres to company expectations. (0)
-
- Consistently dresses appropriately for position and duties and, where appropriate, takes initiative to dress like professional/fulltime/non-student employees. (1)
-
- Sets a good example by being a good role model and influencing others to dress appropriately. (2)
-

Optional Worksheet

Accepting Direction and Constructive Criticism

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Upon receiving feedback, exhibits negative reaction, such as rolling eyes or sighing and needs to have a formal plan for improving performance. (-2)
-
- After receiving feedback, does not change the behavior or work performance. Needs to have a formal plan for improving performance. (-2)
-
- Has reacted defensively or expressed concern that work-related feedback feels like a personal attack. (Note: It is helpful to "depersonalize" feedback and realize that it is work-related and not personal.) (-1)
-
- After receiving feedback, gives excuses why they cannot make the suggested improvement. (-1)
-
- Upon receiving feedback, does not show any expression or reaction (somewhat expressionless). (-1)
-
- After receiving feedback, changes behavior based on feedback. (0)
-
- Upon receiving feedback, makes affirming gestures - nods, smiles, takes notes – to indicate understanding. (0)
-
- Asks questions to clarify understanding of feedback. (1)
-
- Suggests alternative methods to follow direction based on learning style or personal strengths (self advocating). (2)
-
- After receiving feedback, develops new strategy to improve area in question. (2)
-

Optional
Worksheet

Motivation and
Taking Initiative

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Does not follow instructions or respond to directives. Needs to have a formal plan for improving performance. (-2)
-
- Needs frequent feedback and direction or redirection (-1)
-
- Does not take initiative. (-1)
-
- Able to manage time and prioritize tasks. (0)
-
- Shows enthusiasm for work. (0)
-
- Sees projects through completion. (0)
-
- Checks work for quality and accuracy. (0)
-
- Works independently when supervisor is not available. (0)
-
- Self motivated and/or takes on a leadership role. (1)
-
- Anticipates what needs to be done next. (1)
-
- Demonstrates innovative thinking. (2)
-

Optional Worksheet

Understanding Workplace Culture, Policy and Safety

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Does not adhere to workplace rules and procedures. Needs to have a plan for formally reviewing workplace policy and safety guidelines. (-2)

 - Actions are sometimes out-of-place in workplace culture (such as being bossy or going overboard with projects) (-1)

 - Adheres to all safety regulations (0)

 - Respects confidential information. (0)

 - Displays ethical behavior in use of time, resources, computers, and information. (0)

 - Displays understanding of the mission of the organization and/or department. (0)

 - Follows example of staff behavior in areas such as computer use, use of time, and workplace behavior. Exhibits mature, appropriate behavior. (0)

 - Takes initiative to learn about the organization and to understand own role in the organization. (1)

 - Asks for additional training/development. (1)

 - Exhibits understanding of unwritten workplace culture. (1)

 - Displays cultural competence; works respectfully and effectively with people of different ages, cultures and experiences. (2)

 - Takes initiative to inform supervisor of safety or confidentiality issues. (2)

 - Learns about all aspects of the organization and acts as an integral member of the organization. (2)

 - Develops positive mentoring and collaborative relationships within work environment. (2)

Optional Worksheet

Speaking

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Needs to have a plan for improving workplace communication skills because of issues of inappropriate or disrespectful communication. (-2)
-
- Is developing workplace communication skills. May need to work on communicating concisely, using appropriate volume (not too loud or soft), using appropriate tone, using workplace-appropriate language or making self understood. (-1)
-
- Communicates clearly and uses language appropriate to the workplace both in person and on the phone. (0)
-
- Communicates courteously in greeting and carrying on conversations with customers and co-workers. (0)
-
- If communicating in a language other than one's own first language (whether English or another language), communicates clearly and effectively at a pace, volume and vocabulary level that is appropriate and comfortable. (0)
-
- Uses alternative methods of communication where appropriate. (1)
-
- Takes initiative to learn the vocabulary of the workplace and to build workplace communication skills. (1)
-
- Expresses complex ideas in an organized and concise manner. (1)
-
- Uses effective communication skills in teaching others, leading, persuading, selling, negotiating and/or other workplace roles. (2)
-
- Presents effectively to groups, customers, supervisors or other audiences, using a well-organized format and clear, concise language. (2)
-
- Is multi-lingual and is able to support the work of the organization by speaking more than one language. (2)

Optional Worksheet

Listening

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Is indifferent to communication and needs to have a plan for improvement. Does not focus on the meaning of exchanges or may exhibit negative, disrespectful and/or defensive behaviors. (-2)
-
- Pays attention to workplace communication, but may have issues with interrupting, not letting a speaker finish and/or being distracted. (-1)
-
- Focuses attentively, makes eye contact or other affirming gestures, confirms understanding, and follows directions. (0)
-
- Shows initiative in improving own communication skills, by, for example, asking follow-up questions of speaker in order to confirm understanding. (1)
-
- Shows initiative by understanding own learning style and seeking instructions in a format that works best (such as oral, written or visual instruction). (1)
-
- Through attention to detail, is able to pass on information to others effectively. (2)
-
- Pays careful attention to communication and is able to apply complex information to later work and to generalize and transfer information to other settings or situations. (2)
-

Optional Worksheet

Interacting with Co-Workers

Check all the statements that apply and then click the button to view the suggested rating. This is a suggestion only, since there may be other factors that you want to consider. Note that in the WBLP rating scale a rating of '3-Competent' is a basic rating for performance that demonstrates the foundation skills. Ratings of '4-Proficient' and '5-Advanced' are used when the participant exhibits extra initiative and/or uses these skills to achieve positive outcomes for the organization. **This draft worksheet is new for summer 2009** and we will be interested in your feedback.

-
- Needs to have a formal plan for improving performance because of issues such as acting in a bossy or confrontational manner, actively getting involved with gossip, or communicating or sharing information about inappropriate or sensitive topics. (-2)
-
- Does not maintain the personal and professional boundaries appropriate for the workplace. (-1)
-
- Shows understanding of workplace policy around use of electronic social networking, cell phones and texting. (0)
-
- Respects others - greeting when appropriate and time is right. (0)
-
- Uses appropriate language in all workplace communication, circumstances and/or settings. (0)
-
- Is willing to share knowledge and skills. (0)
-
- Is aware of cultural backgrounds of co-workers and acts appropriately and respectfully. (0)
-
- Is able to differentiate and communicate in multiple environments and with different audiences, such as a variety of departments, levels of the organization, co-workers and internal and external customers. (1)
-
- Stays focused on work tasks and does not participate in negative topics or excessive personal conversations. (1)
-
- Shows initiative to understand role in organization and to demonstrate teamwork. (1)
-
- Demonstrates confidence in interacting with supervisors and co-workers. (1)
-
- Supports co-workers verbally in a positive way. (2)
-
- Builds relationships and shows understanding of networking. (2)
-
- Independently identifies ways to assist co-workers and follows through. (2)
-
- Trains other new hires or interns. (2)
-
- Acts as a peer mentor. (2)
-