



Measuring Skills at Scale

Work Readiness Assessment

FORM A

Country:		
Date of Assessment		
Day	Month	Year
Youth Name		
First Name	Last Name	

SECTION A: ABOUT YOU

A1 Today's date:

Day: _____ Month: _____ Year: _____

A2 What's your name?

First Name _____

Second Name _____

Surname _____

A3 How old are you now? _____

A4 Sex?

Female Male

A5 What District/County do you live in? _____

A6 What is your mobile number? _____

If you do not have a phone please provide a number for someone that you live with.

A7 Are you currently enrolled in secondary school?

- Yes, continue to question A8
- No, skip to question A10

Question A8 – A9 for in-school youth only

A8 In which class are you studying now?

- Secondary 4
- Secondary 5
- Secondary 6
- Other: _____

A9 What is the name of your secondary school? _____

Question A10 – A12 for youth not enrolled in school

A10 What was the last/highest class that you completed?

- Secondary 4
- Secondary 5
- Secondary 6
- Other: _____

A11 In which year did you stop going to school? _____

A12 What were the main two reasons that you left school? [Select the main two reasons]

- Finished school/reached as far as I wanted to in school
- Financial reasons
(I.e. I could not pay school fees and costs, had to work to support family)
- I did not pass the exam and could not continue
- School was too far away from where I lived or hard to get to
- I got married, pregnant, or had a child
- My family pressured me to leave
- I did not want to continue
- I did not think that more secondary school would help me get a job
- Other: _____

SECTION B: WORK READINESS QUESTIONS

Directions: This assessment contains 69 multiple-choice items. Choose the option you believe best answers the question or statement.

1. What action shows you are listening to a person training you in a task at work?
 - A. Looking for some information on your phone.
 - B. Responding to the trainer's instructions.
 - C. Talking about what you are learning to other workers.
 - D. Reading from your notebook.
2. A worker has to take her mother to the doctor. The doctor's visit will take the whole day. What is the best way for her to request time off?
 - A. Send the boss a text message when she is at the doctor.
 - B. Notify the boss right away and bring a note from the doctor.
 - C. Just take the day off and tell the boss after.
 - D. Ask a friend to tell her boss.
3. A store is looking for people to work two days a week. What skill or quality should someone trying to get the job communicate to the store's owner?
 - A. Excitement about the job.
 - B. Being punctual.
 - C. Being reliable.
 - D. All of the above.
4. What is most appropriate for a work-related text message?
 - A. Details on a coworker's wedding.
 - B. Funny jokes.
 - C. Plans for a worker's day off.
 - D. Details about what work was not finished.
5. A new worker asks an experienced worker how to operate a piece of equipment for the first time. Which of the following should the experienced worker advise the new worker to do first?
 - A. Turn on the equipment and try to figure out how to use the equipment.

- B. Do nothing because the experienced worker is not the supervisor.
 - C. Find out how much the equipment costs.
 - D. Read the directions on how to operate the equipment.
6. A new boss is concerned that the workers are not following directions. What can she do to help workers understand the directions?
- A. Repeat the directions louder and with passion.
 - B. Tell the workers if they do not follow directions their pay will be cut.
 - C. Make sure the directions are clear, repeat them a few times, and ask for questions.
 - D. Let workers who follow directions go home early.
7. You are the leader of a community youth group. How can you encourage community members to feel comfortable speaking during meetings?
- A. Tell everyone they must speak when called on.
 - B. Tell them there are no right or wrong ideas.
 - C. Tell people you will reject some ideas.
 - D. Stress the meeting is short so they need to speak quickly.
8. What is one example of clear, positive non-verbal communication?
- A. Showing agreement.
 - B. Looking at the clock.
 - C. Closing your eyes.
 - D. Coughing.
9. Which of these examples best shows that you are a good listener?
- A. You show people that you hear what they are saying.
 - B. You interrupt people when they are talking.
 - C. You agree with everything that the person speaking is saying.
 - D. You let the speaker know that you know more than them.
10. A farmer is listening to a person talk about a new kind of seed. She is showing agreement with the person as they talk. Why is this behavior important?
- A. It repeats what the person is saying.
 - B. It ignores what the person is saying.

- C. It shows the person that she does not care.
- D. It shows interest in what the person is saying.

11. A customer smiles when trying food two women are selling at their restaurant and asks for more. What is the customer communicating to the businesswomen?

- A. The businesswomen are well dressed.
- B. The businesswomen are smart (intelligent).
- C. The businesswomen have food the customer likes.
- D. The client likes to joke.

12. A man selling airtime (phone credit) works more hours than other sellers. He thinks he should receive more pay. What is the best way to get a pay raise from the boss?

- A. Tell his boss he is better than the other sellers.
- B. Talk to the boss and explain why he should get a raise.
- C. Sell phone credit privately without telling the boss.
- D. Threaten the boss to quit.

13. How often should an employer talk to a worker about their progress at work?

- A. Once a year.
- B. Every three months.
- C. As often as possible.
- D. When the employer is angry.

14. A woman is going to an interview at a factory. What should she most do to prepare for the interview?

- A. Take a family member to help answer interview questions.
- B. Ask people she knows about the factory.
- C. Be informed about the company's products.
- D. Buy new clothes for the interview.

15. A welder with several years of experience is taking on the work of three people by herself. She is trying her best but cannot keep up with all the work. How should she deal with the situation?

- A. Work more hours without telling the boss.
- B. Speak with her boss to get help to complete the work.

- C. Quit the job.
 - D. Complain about the extra work to a friend.
16. You are talking to a customer on the phone. The customer provides a lot of information. How can you make sure you understand what the customer needs on the phone call?
- A. Tell the customer he is providing too much information.
 - B. Ask the customer to call back later.
 - C. Ask the customer to send a text message.
 - D. Rephrase what the customer said and ask if it is incorrect.
17. You are working at a small shop, and your boss has taken a lunch break. A customer arrives and gives you information about an order. What is the best way for you to give your boss the customer's information?
- A. Tell your boss to call the customer and get the information directly.
 - B. Write a letter to your boss with your opinions on the information.
 - C. Write a summary of the customer's information.
 - D. Tell the customer to come back another day.
18. A business owner gives employees who have worked well together an award. How does this show other employees the importance of cooperation?
- A. It shows the business owner is in charge.
 - B. It embarrasses workers who do not work hard enough.
 - C. It shows who the business owner's favorite workers are.
 - D. It shows workers that the business owner values their cooperation.
19. Why does being respectful help team members work together?
- A. It ensures all team members have the same perspectives.
 - B. It makes the workplace friendly and positive.
 - C. It increases earnings.
 - D. It allows the smartest team members to talk.
20. You notice a coworker is disrespectful to a customer. How can you try to help your coworker while at the same time being respectful to the customer?
- A. Tell the customer to leave.

- B. Tell the worker to take a break and that you will help the customer.
- C. Tell the customer this worker is always angry.
- D. Threaten the coworker you will call the boss.

21. A worker tells a customer, "I realize you are having difficulty with the phone service. I will be happy to assist you." What does this show?

- A. Understanding.
- B. Courage.
- C. Curiosity.
- D. Hope.

22. How can a leader of a savings group best motivate other members to be successful in saving?

- A. Make negative comments about members to pressure them to save.
- B. Listen to why some members have not been able to save and give them advice.
- C. Feel sorry for members who cannot save.
- D. Tell members if they do not save, they will be forced to leave the group.

23. A small business owner is giving prospective customers a tour of her business. They find one of the employees crying in the back room. How can the business owner show respect to the visitors and the employee?

- A. Tell the visitors to walk around quietly on their own.
- B. Apologize to the visitors and reprimand the employees for crying.
- C. Ask the visitors to take a two-minute break so the owner can check on the employee.
- D. Tell the visitors that the owner will fire the employee later.

24. Which of the following is important to remember when working with customers?

- A. Customers often lie so test them to make sure they are honest.
- B. Female customers are always easier to serve than male customers.
- C. Be respectful at all times to all customers.
- D. If a customer talks too much, just ignore what they are saying.

25. When serving customers, what is most important for workers to know?

- A. The hours the store is open.
- B. The meaning of the name of the store.

- C. How old the customers are.
- D. The attitudes of the customers.

26. There is a group of plumbers who work together. What can the plumbers do to support other plumbers in their group to succeed?

- A. Report plumbers who do not pay taxes.
- B. Laugh when plumbers make a mistake.
- C. Show a plumber how to fix a mistake.
- D. Avoid paying taxes.

27. What can you do to resolve a disagreement between coworkers?

- A. Ignore the disagreement.
- B. Understand both sides.
- C. Show you are scared.
- D. Take a clear side and argue for the coworker you agree with.

28. Two technicians were hired to fix a radio together. They begin arguing about the best strategy to fix it. One technician says they should turn the radio on and off, and the other wants to call a friend to find the solution. What is the first thing they should do to resolve their conflict?

- A. Fix the radio another day.
- B. Fix the radio in their own ways.
- C. Each technician should describe what they think is wrong with the radio.
- D. Let someone else fix the radio.

29. What does conflict resolution involve?

- A. Getting information to prove a person is wrong.
- B. Understanding what caused a disagreement.
- C. Convincing a person to agree with you.
- D. Ignoring the conflict.

30. A supervisor is giving a worker advice on something he/she needs to improve at work. What is the best way for the supervisor to give the worker advice?

- A. Talk in a formal but friendly manner.
- B. Send a quick text message about something they do not do well.

- C. Complain about the worker to others.
- D. Reprimand the worker for not doing something well enough.

31. Which of the following creates a positive work relationship?

- A. Only talking about successes.
- B. Preventing people from talking to each other at work.
- C. Open communication.
- D. Avoiding talk about successes.

32. As a farmer who sells crops to a shop, what is most important to keep the shop owner happy?

- A. Knowing the names of the shop owner's children.
- B. Knowing the customer's favorite food to eat.
- C. Knowing the types of crops the shop owner needs.
- D. Knowing how much the shop sells the crops for.

33. Why is it important to give a worker advice on something he/she needs to improve?

- A. Because it helps them get better at their job.
- B. Because it helps them think they are right.
- C. Because it helps them be a good neighbor.
- D. Because it helps them stay calm.

34. Over the past two months, a worker has been late to work three times. After the third time, the boss gave the worker a warning. What is the next step the boss should take?

- A. Help the worker develop a plan to arrive on time.
- B. Complain about the worker to all the other workers.
- C. Ask the worker if he wants to come in later.
- D. Pretend the worker was not late.

35. A worker does not know how to complete a task. What is something she can do to help in this situation?

- A. Find someone else to do the task for her.
- B. Ask a supervisor to assign the task to another worker.
- C. Pretend that she knows how to do the task.
- D. Ask a supervisor for advice on how to complete the task.

36. Which of the following shows that a worker takes personal responsibility for their actions at work?

- A. Tells the boss when another worker hides an error.
- B. Speaks first in all conversations.
- C. Admits when he/she does not know something.
- D. Shows he/she knows everything.

37. Three people work in a factory that makes glasses. The procedures say the factory must be kept clean. What can the factory workers do to take personal responsibility for a clean factory?

- A. Take a bath before entering the factory.
- B. Wash the equipment after each use.
- C. Leave the factory door open to get fresh air.
- D. Ask another co-worker to mop the factory.

38. Sofia has an idea that will improve her work. What can she do to put her idea into action?

- A. Talk to her supervisor about her idea and why it will work.
- B. Start using her new idea immediately, because it is a better system.
- C. Tell others her idea and how to do their work differently.
- D. Do nothing. It is not her job to think of ideas.

39. What can a worker do on the first day of a new job to show he/she is prepared?

- A. Dress in the appropriate work clothing.
- B. Take frequent breaks.
- C. Answer your phone when it rings.
- D. Ignore coworkers.

40. What does a good manager do to ensure quality of services?

- A. Provide detailed instructions to workers.
- B. Tell customers not to complain.
- C. Withhold pay until workers can show they are good at their work.
- D. Make workers work long hours.

41. A tailor had too many orders and did not finish an order on time. What kind of problem is this?

- A. Not being organized.
- B. Not helping people.
- C. Being the best tailor.
- D. Agreeing with everyone.

42. Which of these is a good opportunity for Adam to help Maurice?

- A. Adam sees Maurice struggling to move a heavy basket of maize.
- B. Adam sees Maurice working quietly cleaning maize.
- C. Adam sees Maurice in a meeting with another farmer.
- D. Adam sees Maurice is arguing on the phone with someone.

43. A manager looks outside his office and sees a worker having trouble moving several large boxes into the storage area. How can the manager best help this worker?

- A. Stay in his office and check how long it takes the worker to finish.
- B. Get up and open the storage door for the workers.
- C. Yell "Sorry!" to the worker and keep working.
- D. Pretend he does not see the worker struggling so he does not embarrass him.

44. A worker is being shown a new way to organize fruit in the stall in market. What should the worker do to best learn this new way?

- A. Walk around the market to see what is being sold.
- B. Listen carefully and ask to be shown twice.
- C. Hope he will remember later.
- D. Inspect the bananas to make sure they are good.

45. Why are instructions important for doing a task well?

- A. They guarantee more profits.
- B. They allow a person to work faster.
- C. They give you something to blame if things turn out wrong.
- D. They provide specific steps for quality work.

46. In a meeting, a supervisor said, "I have several workers who complete work without me having to remind them." What does this statement mean?

- A. The supervisor is lazy and does not care if the work is completed.
- B. The employees have a good work ethic and want to meet deadlines.
- C. The workers are not dependable and take too many breaks.
- D. The supervisor does not think it is important to meet the timeline.

47. A worker in a store is in charge of preparing a product for delivery. The product arrived to her one day late. Why should she consider working late to prepare the product?

- A. To get a longer lunch break.
- B. To move onto a different task.
- C. So she can take a break the next day.
- D. So the product can be delivered the next day.

48. A hotel cleaner believes she has too many rooms to clean for that day. What is best for her to do?

- A. Talk to her supervisor about what to do.
- B. Tell her supervisor she is going to go home early.
- C. Get angry and complain to the other housekeepers.
- D. Skip the rooms that look clean, and say she cleaned them all.

49. While working on completing a task, what should a worker always do?

- A. Answer the phone when it rings.
- B. Focus on the task.
- C. Watch others doing the task.
- D. Complete the task as fast as possible.

50. When starting to work on a task, what is one thing you should do?

- A. Not worry about the time needed to complete the task.
- B. Just start the task, and then see what you need.
- C. Schedule lunch and breaks before starting.
- D. Gather tools and materials before starting.

51. A woman is angry with her friend because her friend promised to help her with her work but did not help. What can the woman say about her friend?

- A. Her friend did not keep her promise.
- B. Her friend kept all the promises.

- C. Her friend is smarter than she is.
- D. Her friend is thoughtful.

52. The manager at a small guest house asks the cook to help with cleaning one day because the cleaner did not show up for work. What is best for the cook to say to his boss to show he can adapt to the situation?

- A. "I do not like to clean rooms."
- B. "Why did the housekeepers not come to work today?"
- C. "I will be happy to help today. I understand these things sometimes happen."
- D. "I am too tired to clean the rooms."

53. Which of the following can help you manage time better at work?

- A. Being able to work and talk with friends at the same time.
- B. Avoiding distractions so you keep on task.
- C. Learning how to work without a fixed plan.
- D. Ignoring some of your tasks.

54. A man has an interview for a teaching job on Tuesday. On Monday he gets a call and is asked by the interviewer if he can reschedule, because one of the interviewers cannot be present. What should he say when asked to reschedule?

- A. "I can be flexible. When would you like me to do the interview?"
- B. "Maybe. I will have to get back to you later."
- C. "Can someone do the interview in their place?"
- D. "I can't come in this week."

55. John's supervisor asked him to pack potatoes that will be delivered to a local store. John is almost finished and is ready to go home when the shop owner tells John that the order needs to be doubled. How should John respond?

- A. "I would have liked for you to tell me earlier."
- B. "Why do you change your mind so often?"
- C. "I will make that change right away."
- D. "Do you not see I have other work to do?"

56. Nadia stocks shelves at a local dry goods kiosk. She sees a coworker break a bottle of cooking oil by accident and spill it on her clothes. What should she do first?

- A. Ask the coworker if she needs help cleaning up.
 - B. Tell the coworker she is not careful.
 - C. Clean up the mess herself.
 - D. Ignore what happened and finish her work.
57. A weaver feels she has malaria but is trying to finish up an order today for a customer. A friend offers to give the weaver a lift to the clinic 3 km away, but the friend needs to leave now. When deciding whether to go to the clinic or stay at work, what is the safest consideration for the health of the weaver?
- A. "If I can stay, I will get the order done. I hope my fever doesn't get worse."
 - B. "If I have malaria, I need to start medicine so that I don't get sicker and miss a lot of work."
 - C. "I am troubling my friend by making her give me a ride to the clinic."
 - D. "Maybe my fever isn't that bad, and I can wait a few days to go to the clinic."
58. A worker was asked by supervisor not to answer her phone at work, but the worker's mom is very ill and is calling her. What should she do?
- A. Hide in the toilet and answer the call.
 - B. Explain to the supervisor her mom is ill and ask for an exception today.
 - C. Leave work for a few hours without telling anyone.
 - D. Ignore the mother's call and hope someone else is helping her.
59. A construction worker agreed to finish building a roof today and it begins raining and lightning. What should he do?
- A. Call a friend to help him.
 - B. Keep working.
 - C. Move to a safe space and call the customer to explain the danger.
 - D. Wait on the roof to see if the lightning stops.
60. A customer comes to you with a problem and you spend a long time trying to solve the problem. What should you do if you are unable to solve the customer's problem?
- A. Tell the customer there is nothing that can be done.
 - B. Ask the customer to come back another day.
 - C. Ask a colleague to try to help you solve the customer's problem.
 - D. Ask the customer to go somewhere else.

61. Two workers disagree about how to sell a product. The supervisor has each describe their approach and together come up with a solution. How did this help the employees?
- A. It encouraged them to talk to resolve the conflict together.
 - B. It helped them become friends.
 - C. It helped them learn who was right and who was wrong.
 - D. It allowed the supervisors to take charge.
62. A worker at a local government office wants to take a one-week personal leave but her supervisor is gone. All leave requests should be in writing. What should she do?
- A. Call her supervisor and tell her on the phone she is going on leave.
 - B. Call her supervisor for permission and tell her that she has filled out a leave request form.
 - C. Ask her coworker to give her supervisor the leave request form.
 - D. Leave the request form on her supervisor's desk.
63. You are a worker at a store. You are talking to a customer that does not like the price of an item. What is the best thing you can do?
- A. Take care of another customer instead.
 - B. Listen to the customer.
 - C. Find someone else to help the customer.
 - D. Agree with the customer and complain about the price.
64. A school administrator decides to build a school vegetable garden for the secondary school students to use for practicing their business skills. What is most important for the administrator to think about before they start planning the garden?
- A. If there is enough water near the school to water the garden.
 - B. What the name of the garden will be.
 - C. Whether tomatoes or cucumbers will be planted.
 - D. What vegetables teachers like to eat the most.
65. Which of the following is the most important information for a worker deciding to apply for a job to know before applying?
- A. Whether the workers are treated well.
 - B. If the workers have a savings group.
 - C. The age of all the workers.

- D. What kinds of hobbies the workers enjoy.
66. Students decide to start a small kiosk/shop at their school that sells school supplies. Who is the best person for the students to talk to about how to start the business?
- A. A large shop that sells rice and beans.
 - B. A construction worker who builds school buildings.
 - C. A taxi driver who sometimes transports supplies.
 - D. A woman that has a successful school supply shop in another area.
67. A company gives a construction worker a choice: to supervise the construction of a new building at a different location for a year or to keep his current work for the next five years. He will make a lot more money on this new building project. However, when the building is finished, he will not have another job in the company. What is the most likely risk he should consider in taking the new job?
- A. He may not find a nice place to live near the new site.
 - B. He makes more money at the new job.
 - C. He will not have a job in a year.
 - D. He could get robbed.
68. A worker needs a new bicycle to ride to work. What is the best way to determine which bicycle she can afford to buy?
- A. Make a budget and buy a bicycle within the budget.
 - B. Notice what type of bicycles her friends have.
 - C. Give her friend money to have her choose a bicycle.
 - D. Buy the first one she sees.
69. A group of students are trying to decide what type of job they want after secondary school. What can the students do to learn about different kinds of jobs?
- A. Ask their teacher what job is the best.
 - B. Speak to people who work in different kinds of jobs to learn about what they do.
 - C. Make a list of all the jobs that do not require skills.
 - D. Focus on their schoolwork and do not think about work.

Thank you for your participation.

This is the end of the assessment.

STOP: Stay on this page.

Please give the form or tablet to the administrator.



Measuring Skills at Scale

Work Readiness Assessment

FORM B

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First Name	Last Name	

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Female Male

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A7 Are you currently enrolled in secondary school?

- Yes, continue to question A8
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Question A8 – A9 for in-school youth only

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Question A10 – A12 for youth not enrolled in school

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A11 In which year did you stop going to school? _____

A12 What were the main two reasons that you left school? [Select the main two reasons]

- Finished school/reached as far as I wanted to in school
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(I.e. I could not pay school fees and costs, had to work to support family)
- I did not pass the exam and could not continue
- School was too far away from where I lived or hard to get to
- I got married, pregnant, or had a child
- My family pressured me to leave
- I did not want to continue
- I did not think that more secondary school would help me get a job
- Other: _____

SECTION B: WORK READINESS QUESTIONS

Directions: This assessment contains 65 multiple-choice items. Choose the option you believe best answers the question or statement.

1. A worker has to take her mother to the doctor. The doctor's visit will take the whole day. What is the best way for her to request time off?
 - A. Send the boss a text message when she is at the doctor.
 - B. Notify the boss right away and bring a note from the doctor.
 - C. Just take the day off and tell the boss after.
 - D. Ask a friend to tell her boss.

2. A store is looking for people to work two days a week. What skill or quality should someone trying to get the job communicate to the store's owner?
 - A. Excitement about the job.
 - B. Being punctual.
 - C. Being reliable.
 - D. All of the above.

3. In which of the following examples should the boss provide written information?
 - A. A boss wants her workers to understand their new work schedule.
 - B. A boss wants to invite her workers for lunch.
 - C. A customer asks about the boss's health.
 - D. A customer calls to ask the boss if business is open today.

4. A new worker asks an experienced worker how to operate a piece of equipment for the first time. Which of the following should the experienced worker advise the new worker to do first?
 - A. Turn on the equipment and try to figure out how to use the equipment.
 - B. Do nothing because the experienced worker is not the supervisor.
 - C. Find out how much the equipment costs.
 - D. Read the directions on how to operate the equipment.

5. A new boss is concerned that the workers are not following directions. What can she do to help workers understand the directions?

- A. Repeat the directions louder and with passion.
 - B. Tell the workers if they do not follow directions their pay will be cut.
 - C. Make sure the directions are clear, repeat them a few times, and ask for questions.
 - D. Let workers who follow directions go home early.
6. What is the best way to address a coworker's negative behavior?
- A. Ignore the coworker's behaviors.
 - B. Laugh at the coworker's negative behaviors.
 - C. Tell the coworker they are bad at their job.
 - D. Talk to the coworker about their negative behavior.
7. A worker is controlling a discussion in a meeting at work. What should the team leader do to make sure everyone is participating in the discussion?
- A. Cancel the meeting.
 - B. Tell the team member to stop talking.
 - C. Encourage everyone to speak and share their opinions.
 - D. Do nothing or ignore the behavior.
8. To create a successful team, what should you first decide?
- A. Who will participant, what goals to set, and what work to do.
 - B. Who should do the most work as the leader.
 - C. Which team members shouldn't participate.
 - D. Who will be involved, who will need help, and when to take breaks.
9. Which of these examples best shows that you are a good listener?
- A. You show people that you hear what they are saying.
 - B. You interrupt people when they are talking.
 - C. You agree with everything that the person speaking is saying.
 - D. You let the speaker know that you know more than them.
10. A farmer is listening to a person talk about a new kind of seed. She is showing agreement with the person as they talk. Why is this behavior important?
- A. It repeats what the person is saying.
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- C. It shows the person she does not care.
- D. It shows interest in what the person is saying.

11. You are talking to a customer on the phone. The customer provides a lot of information. How can you make sure you understand what the customer needs on the phone call?

- A. Tell the customer he is providing too much information.
- B. Ask the customer to call back later.
- C. Ask the customer to send a text message.
- D. Rephrase what the customer said and ask if it is correct.

12. You are working at a small shop, and your boss has taken a lunch break. A customer arrives and gives you information about an order. What is the best way for you to give your boss the customer's information?

- A. Tell your boss to call the customer and get the information directly.
- B. Write a letter to your boss with your opinions on the information.
- C. Write a summary of the customer's information.
- D. Tell the customer to come back another day.

13. How often should an employee talk to a worker about their progress at work?

- A. Once a year.
- B. Every three months.
- C. As often as possible.
- D. When the employer is angry.

14. A man selling airtime (phone credit) works more hours than other sellers. He thinks he should receive more pay. What is the best way to get a pay raise from the boss?

- A. Tell his boss he is better than the other sellers.
- B. Talk to the boss and explain why he should get a raise.
- C. Sell phone credit privately without telling the boss.
- D. Threaten the boss to quit.

15. A welder with several years of experience is taking on the work of three people by herself. She is trying her best but cannot keep up with all the work. How should she deal with the situation?

- A. Work more hours without telling the boss.

- B. Speak with her boss to get help to complete the work.
- C. Quit the job.
- D. Complain about the extra work to a friend.

16. A woman is going to an interview at a factory. What should she most do to prepare for the interview?

- A. Take a family member to help answer interview questions.
- B. Ask people she knows about the factory.
- C. Be informed about the company's products.
- D. Buy new clothes for the interview.

17. A team leader wants his team to cooperate at work. How can he ensure they cooperate?

- A. Watch them at all times.
- B. Scare them.
- C. Have conversations with them.
- D. Surprise them.

18. A hotel manager compliments workers who cooperate with everyone in the company. How does this help the workers continue to cooperate?

- A. It shows he is in charge.
- B. It embarrasses workers who do not work hard enough.
- C. It makes people criticize each other.
- D. It shows the importance of cooperation.

19. Why is it good for a team to set goals together?

- A. Goals provide a common direction for the team.
- B. Goals help individuals achieve their personal goals.
- C. Goals help the boss.
- D. Goals guarantee work is done fast.

20. Workers are preparing a hall for a wedding. Their supervisor wants to make sure they are all sharing the work fairly and evenly. How can the supervisor ensure this is done?

- A. Continue to work after the other workers went home.
- B. Have each worker perform a different task.

- C. Give the fastest workers the most work.
- D. Pay workers based on how fast they work.

21. What is the best way to deal with a worker's feelings during a disagreement?

- A. Ignore the disagreement.
- B. Gossip about the disagreement to other workers.
- C. Wait to see if the person forgets the disagreement.
- D. Imagine you were in the worker's situation.

22. A company trains its employees to treat customers with kindness. Which of the following actions is something they may do?

- A. Lower the company's quality standards.
- B. Make workers think they are better than their customers.
- C. Make customers think they are better than the workers.
- D. Show customers they are valued.

23. How do workers feel when their manager listens to them?

- A. Respected.
- B. Scared.
- C. Ignored.
- D. Funny.

24. How can a leader of a savings group best motivate other members to be successful in saving?

- A. Make negative comments about members to pressure them to save.
- B. Listen to why some members have not been able to save and give them advice.
- C. Feel sorry for members who cannot save.
- D. Tell members if they do not save, they will be forced to leave the group.

25. A boss is developing a customer service guide for new employees. What is important to include?

- A. "Listen carefully to customers."
- B. "Do not talk to customers for too long."
- C. "Tell customers to call during slow times."
- D. "Hurry along customers who talk too much."

26. As a farmer who sells crops to a shop, what is most important to keep the shop owner happy?

- A. Knowing the names of the shop owner's children.
- B. Knowing the customer's favorite food to eat.
- C. Knowing the types of crops the shop owner needs.
- D. Knowing how much the shop sells the crops for.

27. Three tailors are in the final stages of a large order needed tomorrow. One of the tailors pounds her fist on the desk and begins to shout. She states that her ideas have not been accepted. What can the other workers do to help solve the problem?

- A. Tell her to take a break.
- B. Listen to her perspective.
- C. Tell her she is being difficult.
- D. Ask to move her to a different project.

28. Why is it important to give a worker advice on something he/she needs to improve?

- A. Because it helps them get better at their job.
- B. Because it helps them think they are right.
- C. Because it helps them be a good neighbor.
- D. Because it helps them stay calm.

29. How can people best build good relationships with their coworkers?

- A. By working separately and talking only when necessary.
- B. By ignoring difficult people.
- C. By talking and eating together on breaks.
- D. By complaining about the boss together.

30. What does conflict resolution involve?

- A. Getting information to prove a person is wrong.
- B. Understanding what caused a disagreement.
- C. Convincing a person to agree with you.
- D. Ignoring the conflict.

31. A supervisor is giving a worker advice on something he/she needs to improve at work. What is the best way for the supervisor to give the worker advice?
- A. Talk in a formal but friendly manner.
 - B. Send a quick text message about something they do not do well.
 - C. Complain about the worker to others.
 - D. Reprimand the worker for not doing something well enough.
32. Over the past two months, a worker has been late to work three times. After the third time, the boss gave the worker a warning. What is the next step the boss should take?
- A. Help the worker develop a plan to arrive on time.
 - B. Complain about the worker to all the other workers.
 - C. Ask the worker if he wants to come in later.
 - D. Pretend the worker was not late.
33. A worker at a restaurant accidentally breaks a plate. How can he take responsibility for his actions?
- A. Tell the boss he broke the plate.
 - B. Hide the plate.
 - C. Ask another person to clean the broken plate up.
 - D. Leave the restaurant before someone notices the broken plate.
34. Which of the following shows that a worker takes personal responsibility for their actions at work?
- A. Tells the boss when another worker hides an error.
 - B. Speaks first in all conversations.
 - C. Admits when he/she does not know something.
 - D. Shows he/she knows everything.
35. What can a worker do on the first day of a new job to show he/she is prepared?
- A. Dress in the appropriate work clothing.
 - B. Take frequent breaks.
 - C. Answer your phone when it rings.
 - D. Ignore coworkers.
36. A business owner needs everyone to work on an order to meet a deadline. What should the business owner do to make sure everyone participates?

- A. Ask everyone to be responsible for completing their tasks.
- B. Tell the slow workers to take a break.
- C. Do all the work herself.
- D. Ask the fast workers to do all the work.

37. What does a good manager do to ensure quality of services?

- A. Provide detailed instructions to workers.
- B. Tell customers not to complain.
- C. Withhold pay until workers can show they are good at their work.
- D. Make workers work long hours.

38. What is the best way to ensure high quality goods or services?

- A. Track mistakes made so they can be corrected.
- B. Work faster.
- C. Hire more workers.
- D. Have long meetings.

39. A farmer is selling bananas and wants to make sure customers like his bananas. What could he track to understand how satisfied customers are with his bananas?

- A. The number of people who asked the price of bananas.
- B. The price of bananas in another town.
- C. The number of bananas his family ate.
- D. The number of bananas he sold.

40. What is the best way an experienced worker can help a new worker succeed at work?

- A. Say hello and smile a lot.
- B. Tell the new worker which workers the boss likes the best.
- C. Share ideas about how to be successful at work.
- D. Tell the new worker they look nice.

41. You and your coworker have an urgent task to complete but need more supplies. Your coworker offers to get supplies on his motorbike. As he is leaving, you see he is not wearing his helmet. What should you do?

- A. Ask the coworker to stop and look for a helmet.
 - B. Tell him to go quick and come back.
 - C. Tell the other coworkers he left without a helmet.
 - D. Let him go at his risk.
42. A manager looks outside his office and sees a worker having trouble moving several large boxes into the storage area. How can the manager best help this worker?
- A. Stay in his office and check how long it takes the worker to finish.
 - B. Get up and open the storage door for the worker.
 - C. Yell "Sorry!" to the worker and keep working.
 - D. Pretend he does not see the worker struggling so he does not embarrass him.
43. A car mechanic is working with a new piece of equipment that no one in the garage has used before. The company that sold the mechanic the equipment said it should be cleaned after each use. What should the mechanic do first when cleaning the equipment?
- A. Make sure he asks the company how to clean the equipment and follow each step.
 - B. Ask another mechanic how to clean the equipment.
 - C. Look at the equipment carefully and make a good guess.
 - D. Use soap and water because this is how the mechanic cleans other equipment.
44. A worker at a shop is arranging goods on the shelves. A shipment of fresh vegetables arrives. Her boss explains how to arrange vegetables and she gets confused. To ensure she follows directions, what should the worker do?
- A. Try to remember what the boss said.
 - B. Look at how the vegetables are arranged in other shops.
 - C. Ask the boss to repeat the directions again.
 - D. Begin stocking and hope she stocks correctly.
45. A sofa maker inspects every sofa before he sends it to a store for selling. The store owner always buys the man's sofas. Why is checking the sofas important?
- A. Because they are friends.
 - B. Because the sofa maker wants the store owner to know he has a good product every time.
 - C. Because the store owner likes to sit in his sofas.
 - D. Because the store owner is rich.

46. A factory manager is in charge of preparing a product for delivery the next day. The product arrived to the manager late and there is not enough time to finish packing before her shift ends. Why should the manager consider working late to prepare the product?
- A. To get a longer lunch break.
 - B. To move on to a different task.
 - C. So she can rest.
 - D. So the product can be delivered on time the next day.
47. When can a task be considered urgent?
- A. When it will take a long time to complete.
 - B. When it impacts many people.
 - C. When it is difficult.
 - D. When it is needed right away.
48. What should a worker do if he fails to complete a task?
- A. Think about what caused the failure before he tries again.
 - B. Keep on trying the same way.
 - C. Get someone else to do the task.
 - D. Give up and try another task.
49. A woman is angry with her friend because her friend promised to help her with her work but did not help. What can the woman say about her friend?
- A. Her friend did not keep her promise.
 - B. Her friend kept all the promises.
 - C. Her friend is smarter than she is.
 - D. Her friend is thoughtful.
50. A new tour guide is going to an orientation for her company. The training is one hour away and a coworker was going to give her a ride. An hour before the workshop, her coworker becomes very ill and cannot take her. What should she do?
- A. Find another way to get to the training and tell her boss she may be late.
 - B. Pressure her coworker to go to the training sick.
 - C. Tell the boss she cannot get to the training.
 - D. Quit the job because it is too difficult for her to get to the training.

51. A butcher is receiving complaints from customers that his meat is not fresh. The butcher noticed that a worker let the meat sit in the window too long. What should the butcher do to keep this from happening again?
- A. Tell the customers the meat is not fresh.
 - B. Establish protocols for how long meat stays in the window.
 - C. Tell the customer to go to another butcher.
 - D. Do nothing because this problem will not happen again.
52. John's supervisor asked him to pack potatoes that will be delivered to a local store. John is almost finished and is ready to go home when the shop owner tells John that the order needs to be doubled. How should John respond
- A. "I would have liked for you to tell me earlier."
 - B. "Why do you change your mind so often?"
 - C. "I will make that change right away."
 - D. "Do you not see I have other work to do?"
53. A worker was asked by the supervisor not to answer her phone at work, but the worker's mom is very ill and is calling her. What should she do?
- A. Hide in the toilet and answer the call.
 - B. Explain to the supervisor her mom is ill and ask for an exception today.
 - C. Leave work for a few hours without telling anyone.
 - D. Ignore the mother's call and hope someone else is helping her.
54. A car mechanic is busy at work and the supervisor is not there. Another mechanic accidentally spills a chemical used to clean the equipment. The chemical is very dangerous if it touches workers' skin. What is the best way to handle this situation?
- A. Keep working and call the supervisor when the worker finishes.
 - B. Block off the area so no one steps in the chemical and call the supervisor.
 - C. Wipe up the spill with a rag.
 - D. Do nothing because the worker did not cause the spill.
55. Nadia stocks shelves at a local dry goods kiosk. She sees a coworker break a bottle of cooking oil by accident and spill it on her clothes. What should she do first?
- A. Ask the coworker if she needs help cleaning up.

- B. Tell the coworker she is not careful.
 - C. Clean up the mess herself.
 - D. Ignore what happened and finish her own work.
56. A weaver feels she has malaria but is trying to finish up an order today for a customer. A friend offers to give the weaver a lift to the clinic 3 km away, but the friend needs to leave now. When deciding whether to go to the clinic or stay at work, what is the safest consideration for the health of the weaver?
- A. "If I can stay, I will get the order done. I hope my fever doesn't get worse."
 - B. "If I have malaria, I need to start medicine so I don't get sicker and miss a lot of work."
 - C. "I am troubling my friend by making her give me a ride to the clinic."
 - D. "Maybe my fever isn't that bad, and I can wait a few days to go to the clinic."
57. Two workers disagree about how to sell a product. The supervisor has each describe their approach and together come up with a solution. How did this help the employees?
- A. It encouraged them to talk to resolve the conflict together.
 - B. It helped them become friends.
 - C. It helped them learn who was right and who was wrong.
 - D. It allowed the supervisor to take charge.
58. A worker at a local government office wants to take a one-week personal leave but her supervisor is gone. All leave requests should be in writing. What should she do?
- A. Call her supervisor and tell her on the phone she is going on leave.
 - B. Call her supervisor for permission and tell her that she has filled out a leave request form.
 - C. Ask her coworker to give her supervisor the leave request form.
 - D. Leave the request form on her supervisor's desk.
59. You are a worker at a store. You are talking to a customer that does not like the price of an item. What is the best thing you can do?
- A. Take care of another customer instead.
 - B. Listen to the customer.
 - C. Find someone else to help the customer.
 - D. Agree with the customer and complain about the price.

60. A group of bicycle mechanics does not understand how to fix a new kind of bicycle, but they need to show to customers that they can fix these new bicycles. What should they do first?
- A. Get more information about how these bicycles work.
 - B. Get rid of the repair people who don't know how to fix the bicycles.
 - C. Fix the bicycles in the same way they fix the older models.
 - D. Tell the customers to go to another repair shop where they can fix the new bicycles.
61. A company gives a construction worker a choice: to supervise the construction of a new building at a different location for a year or to keep his current work for the next five years. He will make a lot more money on this new building project. However, when the building is finished, he will not have another job in the company. What is the most likely risk he should consider in taking the new job?
- A. He may not find a nice place to live near the new site.
 - B. He makes more money at the new job.
 - C. He will not have a job in a year.
 - D. He could get robbed.
62. A worker needs a new bicycle to ride to work. What is the best way to determine which bicycle she can afford to buy?
- A. Make a budget and buy a bicycle within the budget.
 - B. Notice what type of bicycles her friends have.
 - C. Give her friend money to have her choose a bicycle.
 - D. Buy the first one that she sees.
63. A group of students are trying to decide what type of job they want after secondary school. What can the students do to learn about different kinds of jobs?
- A. Ask their teacher what job is the best.
 - B. Speak to people who work in different kinds of jobs to learn about what they do.
 - C. Make a list of all the jobs that do not require skills.
 - D. Focus on their schoolwork and do not think about work.
64. Adam is starting his own small company. He needs to start paying rent and food costs. He also needs a mobile phone. How can Adam manage his finances?
- A. Develop a budget.
 - B. Borrow money from his friends.
 - C. Put all his money in a jar.

D. Sell his bicycle.

65. Mariam works in a restaurant that makes lunch. She hears that another restaurant will open across the street. This new restaurant will provide competition by selling cheaper food. She wants her restaurant to be competitive. What can she do to help her restaurant compete?

- A. Reduce the number of lunch options.
- B. Offer daily lunch specials and make sure her customers are happy.
- C. Make lunches that cost more.
- D. Work for the new restaurant to learn how they operate.

Thank you for your participation.

This is the end of the assessment.

STOP: Stay on this page.

Please give the form or tablet to the administrator.



Measuring Skills at Scale

Work Readiness Assessment

FORM C

Country:		
Date of Assessment		
Day	Month	Year
Youth Name		
First Name	Last Name	

SECTION A: ABOUT YOU

A1 Today's date:

Day: _____ Month: _____ Year: _____

A2 What's your name?

First Name _____

Second Name _____

Surname _____

A3 How old are you now? _____

A4 Sex?

Female Male

A5 What District/County do you live in? _____

A6 What is your mobile number? _____

If you do not have a phone please provide a number for someone that you live with.

A7 Are you currently enrolled in secondary school?

- Yes, continue to question A8
- No, skip to question A10

Question A8 – A9 for in-school youth only

A8 In which class are you studying now?

- Secondary 4
- Secondary 5
- Secondary 6
- Other: _____

A9 What is the name of your secondary school? _____

Question A10 – A12 for youth not enrolled in school

A10 What was the last/highest class that you completed?

- Secondary 4
- Secondary 5
- Secondary 6
- Other: _____

A11 In which year did you stop going to school? _____

A12 What were the main two reasons that you left school? [Select the main two reasons]

- Finished school/reached as far as I wanted to in school
- Financial reasons
(I.e. I could not pay school fees and costs, had to work to support family)
- I did not pass the exam and could not continue
- School was too far away from where I lived or hard to get to
- I got married, pregnant, or had a child
- My family pressured me to leave
- I did not want to continue
- I did not think that more secondary school would help me get a job
- Other: _____

SECTION B: WORK READINESS QUESTIONS

Directions: This assessment contains 68 multiple-choice items. Choose the option you believe best answers the question or statement.

1. A worker has to take her mother to the doctor, and the doctor's visit will take all day. What is the best way for her to request time off?
 - A. Send the boss a text message when she is at the doctor.
 - B. Notify the boss right away and bring a note from the doctor.
 - C. Just take the day off and tell them after.
 - D. Ask a friend to tell her boss.

2. What should you do when you are speaking in front of a big group of coworkers at an important meeting for work?
 - A. Shout so everyone can hear.
 - B. Look at your hands the whole time so you do not get nervous.
 - C. Speak clearly to the group and look at them.
 - D. Speak quickly to make sure you have enough time to say everything.

3. A man is applying for a job in a telephone company's business office. What should he put in his application letter?
 - A. That he has excellent skills in customer service.
 - B. That he can start right away.
 - C. That he knows someone at the company.
 - D. That he has a phone and likes phones.

4. A leader of a motorbike taxi group has to explain a new mandatory tax to the other drivers. What is the best way to ensure that all drivers understand the tax?
 - A. Post a note where the drivers can see it.
 - B. Tell two drivers and ask them to tell the other drivers through word of mouth.
 - C. Explain the tax protocols in a meeting and tell drivers to contact the leader if they have any questions or problems.
 - D. Tell the drivers that it is their responsibility to learn about the new tax.

5. A new boss is concerned that the workers are not following directions. What can she do to help workers understand the directions?
- A. Repeat the directions louder and with passion.
 - B. Tell the workers if they do not follow directions their pay will be cut.
 - C. Make sure the directions are clear, repeat them a few times, and ask for questions.
 - D. Let workers who follow directions go home early.
6. You are training new workers in a restaurant on how to present food on a plate. How can you best explain this task to them (the workers)?
- A. Explain the steps for putting food on the plate to make it look nice.
 - B. Show them how to put food on a plate without saying anything.
 - C. Let them just try it on their own with no instructions.
 - D. Have the workers look at a photo of food on the plate and copy it.
7. A new worker asks an experienced worker how to operate a piece of equipment for the first time. Which of the following should the experienced worker advise the new worker to do first?
- A. Turn on the equipment and try to figure out how to use the equipment.
 - B. Do nothing because the experienced worker is not the supervisor.
 - C. Find out how much the equipment costs.
 - D. Read the directions on how to operate the equipment.
8. A team leader can best support the success of his or her team by doing which of the following?
- A. Staying quiet when a worker is gossiping about other workers.
 - B. Encouraging discussion during team meetings.
 - C. Separating team members according to their abilities.
 - D. Speaking first and having the final word in all discussions.
9. What is the best way to address a coworkers' negative behavior?
- A. Ignore the coworkers' behaviors.
 - B. Laugh at the coworkers' negative behaviors.
 - C. Tell the coworkers they are bad at their job.
 - D. Talk to the coworkers about their negative behaviors.
10. Which of the following is a good example of seeking perspectives from all workers on a team?

- A. Asking one worker to speak for the other workers.
- B. Asking all workers to share their perspectives either in writing or aloud at meetings.
- C. Asking workers to speak only if they have a good idea.
- D. Asking only the women workers to say their perspectives.

11. A worker is controlling a discussion in a meeting at work. What should the team leader do to make sure everyone is participating in the discussion?

- A. Cancel the meeting.
- B. Tell the team member to stop talking.
- C. Encourage everyone to speak and share their opinions.
- D. Do nothing, ignore the behavior.

12. What is one example of clear, positive non-verbal communication?

- A. Showing agreement.
- B. Looking at the clock.
- C. Closing your eyes.
- D. Coughing.

13. How can you show that you are a responsible and respectful worker for your first meeting with your boss?

- A. Bring gifts for the boss.
- B. Wear appropriate clothing for the job.
- C. Bring friends along who can describe what a good worker you are.
- D. Answer your phone when it rings to stop the noise.

14. Your phone rings when you are meeting with a new customer for the first time. You answer the phone. What might this show the customer you are meeting with?

- A. You are a good listener.
- B. You are a friendly person.
- C. Your phone call is more important than the customer's conversation.
- D. You are willing to compromise.

15. How often should an employer talk to a worker about their progress at work?

- A. Once a year.
 - B. Every three months.
 - C. As often as possible.
 - D. When the employer is angry.
16. A new worker joins a construction team. What can the team do to decide which jobs the new worker does best?
- A. Make the new worker stay late to see if he is committed to the job.
 - B. Talk to the new worker about his family.
 - C. Ask the new worker to do the work that he likes best.
 - D. Have the new worker try different jobs to see which work he does well.
17. A welder with several years of experience is taking on the work of three people by herself. She is trying her best but cannot keep up with all the work. How should she deal with the situation?
- A. Work more hours without telling the boss.
 - B. Speak with her boss to get help to complete the work.
 - C. Quit the job.
 - D. Complain about the extra work to a friend.
18. A man selling airtime (phone credit) works more hours than other sellers. He thinks he should receive more pay. What is the best way to get a pay raise from the boss?
- A. Tell his boss he is better than the other sellers.
 - B. Talk to the boss and explain why he should get a raise.
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20. A hotel manager compliments workers who cooperate with everyone in the company. How does this help the workers continue to cooperate?
- A. It shows he is in charge.
 - B. It embarrasses workers who do not work hard enough.
 - C. It makes people criticize each other.
 - D. It shows the importance of cooperation.
21. A group of woodcarvers is preparing for a competition against other groups of woodcarvers. What will help the woodcarvers work together as a team?
- A. Sing a team song.
 - B. Set clear goals and tasks as a team.
 - C. Decide who the best artisan in the group is.
 - D. Wear the same team shirt.
22. A team of three mechanics needs to repair a truck at the end of the week. Each member has a different task. A team member breaks his arm and cannot work. The remaining team members develop a plan to complete his work, along with their own. What is this an example of?
- A. Making each teammate work harder.
 - B. Cutting costs.
 - C. Pushing the injured mechanic out of a job.
 - D. Helping each other get the job done.
23. A team leader wants his team to cooperate at work. How can he ensure they cooperate?
- A. Watch them at all times.
 - B. Scare them.
 - C. Have conversations with them.
 - D. Surprise them.
24. A small business owner is giving prospective customers a tour of her business. They find one of the employees crying in the back room. How can the business owner show respect to the visitors and the employee?
- A. Tell the visitors to walk around quietly on their own.
 - B. Apologize to the visitors and reprimand the employee for crying.
 - C. Ask the visitors to take a two-minute break so the owner can check on the employee.
 - D. Tell the visitors that the owner will fire the employee later.

25. To provide quality customer service, you should:

- A. Show how you are truly feeling.
- B. Allow the customer to pay late.
- C. Try to be friendly no matter how the customer is acting.
- D. Give the customer everything they want.

26. Why is it important to keep a promise to a customer?

- A. It makes other businesses look bad.
- B. It builds good relationships.
- C. It helps the business advertise its products.
- D. It makes products sell faster.

27. What should a worker do when they have a very difficult customer?

- A. Smile and walk away.
- B. Tell the customer to be patient.
- C. Tell them to find another worker to talk to.
- D. Stay calm and understand what they need.

28. What should a salesperson do to make customers feel welcome?

- A. Turn the radio on.
- B. Wait until the customer talks to you first.
- C. Tell them what time the business closes.
- D. Be friendly.

29. Two electricians disagree on the best way to fix a light. One electrician remains quiet, and the other gets angry. A third electrician sees the conflict and decides to help resolve the disagreement. What should the electrician who is trying to help do?

- A. Tell them they are both wrong.
- B. Agree with the electrician who is quiet.
- C. Listen to the ideas of both electricians.
- D. Fix the light for them.

30. Which of the following is an example of a positive result of a disagreement in the workplace?

- A. Finding the best solution.
- B. Getting the boss to make a decision.
- C. Getting no attention from the boss.
- D. Determining who is right.

31. What should a worker do during an argument at work?

- A. Criticize the other person.
- B. Prove the other person wrong.
- C. Show anger.
- D. Understand the other person's perspective.

32. Which of the following is the best way for a supervisor to know how well a worker is doing?

- A. Guessing about how well the worker is doing.
- B. Watching the worker while they are working.
- C. Waiting until there is a problem with the worker.
- D. Talking about the worker to others.

33. Which of these creates a positive work environment?

- A. When workers are smart.
- B. When workers trust each other.
- C. When workers live in the same neighborhood.
- D. When workers boast about their skills.

34. Over the past two months, a worker has been late to work three times. After the third time, the boss gave the worker a warning. What is the next step the boss should take?

- A. Help the worker develop a plan to arrive on time.
- B. Complain about the worker to all the other workers.
- C. Ask the worker if he wants to come in later.
- D. Pretend the worker was not late.

35. Why does being respectful help team members work together?

- A. It ensures all team members have the same perspectives.

- B. It makes the workplace friendly and positive.
- C. It increases earnings.
- D. It allows the smartest team members to talk.

36. Why is it important to give a worker advice on something he/she needs to improve?

- A. Because it helps them get better at their job.
- B. Because it helps them think they are right.
- C. Because it helps them be a good neighbor.
- D. Because it helps them stay calm.

37. How can people best build good relationships with their coworkers?

- A. By working separately and talking only when necessary.
- B. By ignoring difficult people.
- C. By talking and eating together on breaks.
- D. By complaining about the boss together.

38. How can an employee take personal responsibility for solving a problem?

- A. Research and identify several solutions that will solve the problem.
- B. Ask a coworker, who has more time, to solve the problem.
- C. Act on the first idea that comes to mind even if it does not work.
- D. Tell the manager they would rather work on something else.

39. There are two workers who do not want to do their work. What should the supervisor do first to try to get them to do their work?

- A. Ask another worker to speak with the workers.
- B. Transfer the workers to different departments.
- C. Speak with both workers about the problem.
- D. Tell the workers to quit.

40. What does taking personal responsibility at work mean?

- A. Blaming others for a mistake.
- B. Correcting a coworker's mistake.
- C. Overlooking mistakes.
- D. Being truthful when you make a mistake.

41. Which of the following shows that a worker takes personal responsibility for their actions at work?
- A. Tells the boss when another worker hides an error.
 - B. Speaks first in all conversations.
 - C. Admits when he/she does not know something.
 - D. Shows he/she knows everything.
42. A team at work meets at the end of each week to discuss their progress. What should they discuss during these meetings to make sure they are doing a good job?
- A. Tasks that they did well and any challenges they solved.
 - B. Other jobs that are available.
 - C. How many breaks they took.
 - D. What other teams are doing.
43. Ali and Peter are workers at a company that transports vegetables. Ali does not have much work to do, but Peter is overworked because he must transport more shipments than usual. What could Ali do to help Peter?
- A. Offer to help Peter with a few trips.
 - B. Tell the boss he is mistreating Peter.
 - C. Reassure Peter it will get easier next week.
 - D. Offer to take Peter to lunch.
44. A manager looks outside his office and sees a worker having trouble moving several large boxes into the storage area. How can the manager best help this worker?
- A. Stay in his office and check how long it takes the worker to finish.
 - B. Get up and open the storage door for the worker.
 - C. Yell "Sorry!" to the worker and keep working.
 - D. Pretend he does not see the worker struggling so he does not embarrass him.
45. What can failure to follow directions cause?
- A. Wasted time and resources.
 - B. Finishing the work early.
 - C. More profits.
 - D. Happier workers.

46. A man works in a bakery. He made bread, but it turned out flat. What should he do when he makes bread next?

- A. Ask an experienced baker to help him make bread one more time.
- B. Repeat his actions from the first time.
- C. Try making half a loaf to see if he did it correctly.
- D. Add more salt to make the bread rise.

47. Aida was told to arrange clothes in a shop, but she is unsure about what to do. What can she do to help her understand how to arrange the clothes?

- A. Do the best she can and hope it gets easier.
- B. Take a break and try to follow instructions later.
- C. Ask a friend for advice.
- D. Watch a coworker arrange the clothes and pay attention to every step.

48. What is the best reason to follow directions when completing a task?

- A. It takes too much time to find a new way to complete a task.
- B. Following directions takes more time.
- C. Following directions guarantees more profits.
- D. Following directions may be the only safe way to perform the task.

49. A tailor is close to finishing a customer's shirt for a wedding that will take place in the evening. The tailor sees that one of the seams on the arm has come apart. What should the tailor do to complete the shirt?

- A. Start the shirt over from the beginning.
- B. Stitch part of the seam and hope the arm does not come apart.
- C. Remove the seam on the arm and sew it again so it is secure.
- D. Do nothing and tell the customer they may have to fix it again next week.

50. A team is close to meeting its deadline, but one worker becomes too frustrated to finish. What is the first thing the coworkers should do to make sure they meet the deadline?

- A. Keep working on the assigned task and tell the coworker to take a break.
- B. Laugh at the worker and finish the task for him.
- C. Help the worker hide from the boss.

D. Suggest that the worker give up on this work.

51. A woman is angry with her friend because her friend promised to help her with her work but did not help. What can the woman say about her friend?

- A. Her friend did not keep her promise.
- B. Her friend kept all the promises.
- C. Her friend is smarter than she is.
- D. Her friend is thoughtful.

52. John's supervisor asked him to pack potatoes that will be delivered to a local store. John is almost finished and is ready to go home when the shop owner tells John that the order needs to be doubled. How should John respond?

- A. "I would have liked for you to tell me earlier."
- B. "Why do you change your mind so often?"
- C. "I will make that change right away."
- D. "Do you not see I have other work to do?"

53. A worker gets a new boss. The new boss seems difficult to communicate and work with. What should the worker do first?

- A. Accept that work is going to be difficult from now on.
- B. See if another job in the company is available and ask to transfer.
- C. Try to find an effective way to talk to the boss.
- D. Avoid the boss and continue the work.

54. A worker was asked by the supervisor not to answer her phone at work, but the worker's mom is very ill and is calling her. What should she do?

- A. Hide in the toilet and answer the call.
- B. Explain to the supervisor her mom is ill and ask for an exception today.
- C. Leave work for a few hours without telling anyone.
- D. Ignore the mother's call and hope someone else is helping her.

55. There is a disruptive woman at work who bumps into coworkers and calls them names. What should the other workers do?

- A. Ask the supervisor for advice on how to best work together.

- B. Do the woman's job so she does not need to come to work.
 - C. Call the woman names behind her back.
 - D. Talk negatively about the woman so she can hear.
56. A supervisor gives two of the workers the best jobs and the most breaks. What is a likely consequence for this behavior?
- A. The team will not reach its work goals.
 - B. The team will have trouble making a decision.
 - C. The workers will resent the other workers with the best jobs.
 - D. The team will make more money.
57. A worker at a store discovered that money was missing. She heard through other employees that the employee who took the money is her best friend. What is the most responsible way for her to respond?
- A. "It is not my money, so it is not my problem."
 - B. "The supervisor will really like me for telling on my friend."
 - C. "It is my duty to tell the supervisor."
 - D. "I know my friend would never do this, so I will not tell anyone."
58. A car mechanic is busy at work and the supervisor is not there. Another mechanic accidentally spills a chemical used to clean the equipment. The chemical is very dangerous if it touches workers' skin. What is the best way to handle this situation?
- A. Keep working and call the supervisor when the worker finishes.
 - B. Block off the area so no one steps in the chemical and call the supervisor.
 - C. Wipe up the spill with a rag.
 - D. Do nothing because the worker did not cause the spill.
59. Nadia stocks shelves at a local dry goods kiosk. She sees a coworker break a bottle of cooking oil by accident and spill it on her clothes. What should she do first?
- A. Ask the coworker if she needs help cleaning up.
 - B. Tell the coworker if she is not careful.
 - C. Clean up the mess herself.
 - D. Ignore what happened and finish her own work.

60. A weaver feels she has malaria but is trying to finish up an order today for a customer. A friend offers to give the weaver a lift to the clinic 3 km away, but the friend needs to leave now. When deciding whether to go to the clinic or stay at work, what is the safest consideration for the health of the weaver?
- A. "If I can stay, I will get the order done. I hope my fever doesn't get worse."
 - B. "If I have malaria, I need to start medicine so I don't get sicker and miss a lot of work."
 - C. "I am troubling my friend by making her give me a ride to the clinic."
 - D. "Maybe my fever isn't that bad and I can wait a few days to go to the clinic."
61. Two workers disagree about how to sell a product. The supervisor has each describe their approach and together come up with a solution. How did this help the employees?
- A. It encouraged them to talk to resolve the conflict together.
 - B. It helped them become friends.
 - C. It helped them learn who was right and who was wrong.
 - D. It allowed the supervisor to take charge.
62. A worker at a local government office wants to take a one-week personal leave but her supervisor is gone. All leave requests should be in writing. What should she do?
- A. Call her supervisor and tell her on the phone she is going on leave.
 - B. Call her supervisor for permission and tell her that she has filled out a leave request form.
 - C. Ask her coworker to give her supervisor the leave request form.
 - D. Leave the request form on her supervisor's desk.
63. You are a worker at a store. You are talking to a customer that does not like the price of an item. What is the best thing you can do?
- A. Take care of another customer instead.
 - B. Listen to the customer.
 - C. Find someone else to help the customer.
 - D. Agree with the customer and complain about the price.
64. Mariam works in a restaurant that makes lunch. She hears that another restaurant will open across the street. This new restaurant will provide competition by selling cheaper food. She wants her restaurant to be competitive. What can she do to help her restaurant compete?
- A. Reduce the number of lunch options.
 - B. Offer daily lunch specials and make sure her customers are happy.

- C. Make lunches that cost more.
- D. Work for the new restaurant to learn how they operate.

65. Adam is starting his own small company. He needs to start paying rent and food costs. He also needs a mobile phone. How can Adam manage his finances?

- A. Develop a budget.
- B. Borrow money from his friends.
- C. Put all his money in a jar.
- D. Sell his bicycle.

66. A company gives a construction worker a choice: to supervise the construction of a new building at a different location for a year or to keep his current work for the next five years. He will make a lot more money on this new building project. However, when the building is finished, he will not have another job in the company. What is the most likely risk he should consider in taking the new job?

- A. He may not find a nice place to live near the new site.
- B. He makes more money at the new job.
- C. He will not have a job in a year.
- D. He could get robbed.

67. A worker needs a new bicycle to ride to work. What is the best way to determine which bicycle she can afford to buy?

- A. Make a budget and buy a bicycle within the budget.
- B. Notice what type of bicycles her friends have.
- C. Give her friend money to have her choose a bicycle.
- D. Buy the first one that she sees.

68. A group of students are trying to decide what type of job they want after secondary school. What can the students do to learn about different kinds of jobs?

- A. Ask their teacher what job is the best.
- B. Speak to people who work in different kinds of jobs to learn about what they do.
- C. Make a list of all the jobs that do not require skills.
- D. Focus on their schoolwork and do not think about work.

Thank you for your participation.

This is the end of the assessment.

STOP: Stay on this page.

Please give the form or tablet to the administrator.



Educator Assessment of Learners' Soft Skills Ability (EALSA)

User's Manual

October 2020

Welcome to the Educator Assessment of Learners' Soft Skills Ability (EALSA) User's Manual

The Educator Assessment of Learners' Soft Skills Ability (EALSA) User's Manual is a guide to understanding the background, testing, and use of the EALSA tool. This guide is intended to be used by teachers, trainers, or other officials seeking to administer the EALSA in their classrooms or training centers. The guide describes the development of this formative assessment, the structure of the assessment, and ways to use the tool in practice.

The EALSA User's Guide unpacks this information in two main sections:

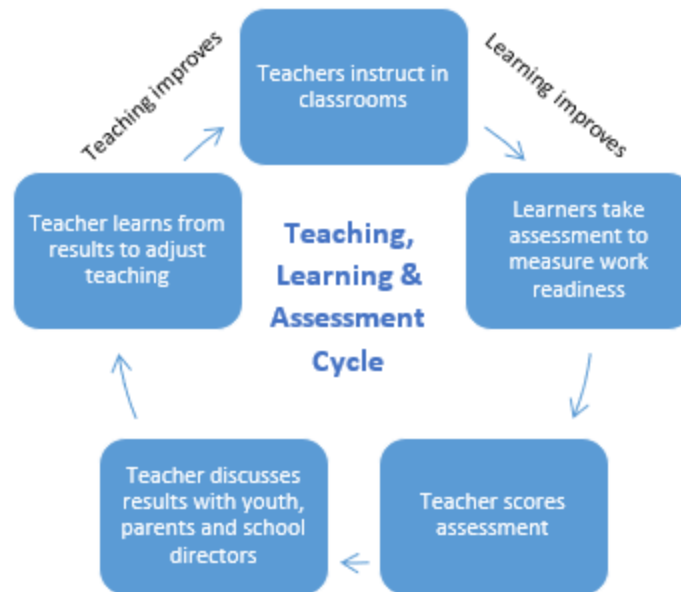
1. Measuring Skills @ Scale Project: Background
2. The Educator Assessment of Learners' Soft Skills Ability (EALSA)

Section 1: Measuring Skills at Scale Project: Background

1.1 Overview

As high quality education continues to be a priority around the world, assessments can provide key data to improve the quality of education. Typically, however, Ministries of Education use summative assessments, like national exams, as a means to rank schools and students. While summative assessments serve an important role in the education system, there has been a gap in the use of *formative assessments* to help teachers and schools improve the quality and efficiency of their education practices. Education Development Center (EDC), with funding through the PSIPSE collaborative and Echidna Giving, sought to develop a soft skills assessment that would be designed, tested, and ultimately implemented with ease of use by the end-user in mind.

EDC partnered with VSO Tanzania and Youth Alive Uganda to pilot the EALSA. EDC has developed a soft skills formative assessment that can give education officials and educators access to formative assessment data and empower them to use that data to improve soft skills instruction for both in- and out-of-school youth. The assessment is human-centered, meaning educators and Ministry Officials should be able to administer and analyze the assessment, and use the results to foster discussion with youth and parents, as well as to improve teaching approaches and school decision-making.



1.2 Key Players

The EALSA will be useful for a variety of stakeholders:

- **Teachers/Trainers** can be equipped to reliably measure both the success of their instruction and their students' work readiness skills.
- **Youth** will receive reliable feedback from their teachers on their work readiness skills and areas for improvement.
- **Larger systems** – such as ministries of education and NGOs – will have reliable data to help them evaluate work readiness curricula and instructional approaches

1.3 Goals

The short-term goal of the Measuring Skills at Scale initiative has been to design, develop, and test the EALSA, that can be used by teachers in their classrooms and trainers in their training programs. The long-term goal of the initiative is to promote an environment in which teachers and students view assessment not only as a summative tool used to judge success or failure, but as a formative tool that can be used to communicate progress and allow teachers to target instruction to improve progress. The EALSA is a fundamental part of this environment.

1.4 Overview of the Tool

The EALSA is split into three forms – Forms A, B, and C. The forms have some questions that are unique to each form and some questions that are the same across forms. In total, each form is comprised of about 70 questions, split across four soft skills standards:

1. Communication

2. Interpersonal Skills
3. Dependability
4. Problem Solving/Critical Thinking

Each standard has between 15-20 questions; the exact number varies slightly by Form.

These soft skills standards have been determined by Subject Matter Experts (SMEs) to be the most important and useful for success in entry-level work, relatively achievable for a youth to develop during his/her time as a student, obtainable before beginning an entry-level position, and in line with existing research on which skills are linked to success in the workplace.

The questions on the assessment are linked to a competency, and thus to a soft skills standard. Each soft skills standard is made up of several competencies or skills, expressed in the following table:

Standard	Competencies
Communication	<ul style="list-style-type: none"> • Communicate effectively orally • Communicate effectively in writing • Communicate effectively non-verbally • Provide clear and concise directions or instructions • Participate in group or team discussions • Communicate appropriately with others in a diverse workforce/work setting
Interpersonal Skills	<ul style="list-style-type: none"> • Work cooperatively in a workplace team • Act with empathy toward others • Provide good customer service skills • Resolve conflict in the workplace • Identify the traits of constructive working relationships
Dependability	<ul style="list-style-type: none"> • Take personal responsibility for one's work • Manage details to ensure quality • Look for opportunities to assist others • Follow directions • Exhibit persistence in completing tasks • Exhibit flexibility and adaptability
Problem Solving / Critical Thinking	<ul style="list-style-type: none"> • Select appropriate and safe solutions to problems • Make decisions based on information (informed decision-making)

Table 1: Standards and corresponding competencies

Section 2: The Educator Assessment of Learners' Soft Skills Ability (EALSA)

2.1 Using the Tool

The EALSA can be administered among in-school and out-of-school youth, in formal or informal classroom settings. It can be translated into other languages and has already been translated into and piloted in French (Senegal), Kiswahili (Tanzania), Kinyarwanda (Rwanda), and Luganda (Uganda). The tool should be administered on paper and the three different forms can be utilized at once to prevent cheating by neighboring students.

The tool can be administered in its entirety or by standard. For example, if a teacher or trainer would like to assess students' progress or current standings in the Problem Solving/Critical Thinking standard, he/she could administer just that section of the test to his/her students. In that respect, there is some flexibility of administration to cater to the user's needs. The teacher or trainer can administer the survey in its entirety or split by standard multiple times throughout a school year, to determine progress in student learning and to understand what may or may not be working in their own teaching or training techniques.

The full assessment (70 items) is quite long and can take students some time to complete, from two to three hours depending on individual students. When using the full assessment, break times should be allocated halfway through, or whenever seems appropriate. If administering one or two standards (15–40 items, depending on which standard or standards are used), breaks may not be necessary. At least one administrator should be present while the students are completing the assessment (a teacher or trainer, for example) to answer any questions that the students may have. When answering questions, the administrator should refrain from providing information that may give away the answer to a test question.

2.2 Analyzing Formative Assessments

Your next step in using the EALSA is to analyze your data. To do this, use the matrix in Annex 1 for each student. Instructions on how to use this matrix are as follows:

Step 1: Use the appropriate answer key for the EALSA:

- Form A – Annex 1a
- Form B – Annex 1b
- Form C – Annex 1c.

Step 2: Using the table in Annex 1a, 1b, or 1c (corresponding to which Form was used), print a copy for each student. Then, for each question, mark if the student answered it correctly or incorrectly.

Step 3: Fill out the calculations in the matrix to determine each student's score for each standard, and for the test as a whole (if applicable).

Step 4: Enter each student's score for each standard and for the entire test (if applicable) into the grade booklet in Annex 2. Calculate your class' average score in each standard and average score for the entire test.

2.3 Making Sense of Your Data

Your formative assessment has a specific goal: to capture data to inform instruction. Using this data to inform your instruction can help you improve as a teacher or trainer, and help your students improve by offering them more targeted teaching or training.

According to the Council of Chief State School Officers (CCSSO)¹, five attributes of a formative assessment make it effective:

1. **Learning progressions:** You should make sure that your students are progressing in line with your teaching or training goals.
2. **Goals and criteria for success:** Your students should be clearly informed of the success criteria that you expect of them.
3. **Descriptive feedback:** You can use the data from the formative assessment to provide targeted and clear feedback to your students on both an individual and group basis.
4. **Self and peer assessment:** Ask students to use the feedback you give them to reflect on their own learning. Allow students who are stronger in some areas than others to support their classmates in achieving their goals.
5. **Collaboration:** Make sure that your students know that you are all working together to help them achieve the best outcomes.

When looking at the data from the EALSA, ask yourself some of the following questions:

- What are my students' individual learning goals to improve their soft skills?
- What are the goals that I have set for my students to improve their soft skills?
- What do these results tell me about what my students know about each soft skills standard?
- Which groups of students seems to understand each soft skills standard, and who do I need to focus on to provide extra support?
- (If you have already taught on a specific soft skills standard or competency)* Which portions of my lesson seemed to reach students the best? Which portions reached students the least? What can I learn from each of these results?
- What obstacles are my students facing in my lessons? How can I help them avoid these?
- Are my students staying on track during the lesson? Are they staying on track with our goals?

Use the matrix in Annex 1 and the grade book in Annex 2 to complete the Action Plan in Annex 3. Designate which competencies and soft skills standards need improvement based on the scores in your matrix and gradebook. Prioritize them according to the range of percentages you have calculated – i.e. competencies

¹ Council of Chief State School Officers (CCSSO). "Attributes of effective formative assessment." (2008). CCSSO is a "nonpartisan, nationwide, nonprofit organizations of public officials who head departments of elementary and secondary education" across the USA. The organization is "committed to ensuring that all students...graduate prepared for college, careers, and life." See <https://ccsso.org/about>. [accessed November 19, 2019].

or standards with lower percentages correct should probably receive higher priority than those with higher percentages correct.

Categorize your students in a Student Performance table for each competency or standard that you've prioritized. Based on the thresholds you have identified for your students' success, place your students in each category – Far Below, Approaching, Meeting, or Exceeding. Based on these placements, fill out the Action Plan section of this page to identify how you will support the students who are struggling and how you will utilize the stronger students to help other students improve.

Once you have identified which competencies or standards you are prioritizing, and which students or groups of students need the most support, incorporate the activities or strategies built into your curriculum about these soft skills to support students in meeting their learning goals.

Please contact Ann Hershkowitz at
ahershkowitz@edc.org for Annex 1 with
the answer key

Questions by Standard and Competency

Standard: COMMUNICATION	
Competency	Question
Effectively communicate orally	C1. A worker has to take her mother to the doctor, and the doctor's visit will take all day. What is the best way for her to request time off?
	C2. What should you do when you are speaking in front of a big group of coworkers at an important meeting for work?
Effectively communicate in writing	C3. A man is applying for a job in a telephone company's business office. What should he put in his application letter?
Provide clear and concise directions or instructions	C4. A leader of a motorbike taxi group has to explain a new mandatory tax to the other drivers. What is the best way to ensure that all drivers understand the tax?
	C5. A new boss is concerned that the workers are not following directions. What can she do to help workers understand the directions?
	C6. You are training new workers in a restaurant on how to present food on a plate. How can you best explain this task to them (the workers)?
	C7. A new worker asks an experienced worker how to operate a piece of equipment for the first time. Which of the following should the experienced worker advise the new worker to do first?
Participate in group or team discussions	C8. A team leader can best support the success of his or her team by doing which of the following?
	C9. What is the best way to address a coworkers' negative behavior?
	C10. Which of the following is a good example of seeking perspectives from all workers on a team?
	C11. A worker is controlling a discussion in a meeting at work. What should the team leader do to make sure everyone is participating in the discussion?

Annex 1c. EALSA Scoring Matrix – FORM C

Effectively communicate non-verbally	C12. What is one example of clear, positive non-verbal communication?
	C13. How can you show that you are a responsible and respectful worker for your first meeting with your boss?
	C14. Your phone rings when you are meeting with a new customer for the first time. You answer the phone. What might this show the customer you are meeting with?
Communicate appropriately with others in a diverse workforce/work setting	C15. How often should an employer talk to a worker about their progress at work?
	C16. A new worker joins a construction team. What can the team do to decide which jobs the new worker does best?
	C17. A welder with several years of experience is taking on the work of three people by herself. She is trying her best but cannot keep up with all the work. How should she deal with the situation?
	C18. A man selling airtime (phone credit) works more hours than other sellers. He thinks he should receive more pay. What is the best way to get a pay raise from the boss?
	C19. You are working at a small shop, and your boss has taken a lunch break. A customer arrives and gives you information about an order. What is the best way for you to give your boss the customer's information?
Standard: INTERPERSONAL SKILLS	
Competency	Question
Work cooperatively in a workplace team	C20. A hotel manager compliments workers who cooperate with everyone in the company. How does this help the workers continue to cooperate?
	C21. A group of woodcarvers is preparing for a competition against other groups of woodcarvers. What will help the woodcarvers work together as a team?
	C22. A team of three mechanics needs to repair a truck at the end of the week. Each member has a different task. A team member breaks his arm and cannot work. The remaining team members develop a plan to complete his work, along with their own. What is this an example of?
	C23. A team leader wants his team to cooperate at work. How can he ensure they cooperate?

Annex 1c. EALSA Scoring Matrix – FORM C

Act with empathy toward others	C24. A small business owner is giving prospective customers a tour of her business. They find one of the employees crying in the back room. How can the business owner show respect to the visitors and the employee?
Provide good customer service skills	C25. To provide quality customer service, you should:
	C26. Why is it important to keep a promise to a customer?
	C27. What should a worker do when they have a very difficult customer?
	C28. What should a salesperson do to make customers feel welcome?
Resolve conflict in the workplace	C29. Two electricians disagree on the best way to fix a light. One electrician remains quiet, and other gets angry. A third electrician sees the conflict and decides to help resolve the disagreement. What should the electrician who is trying to help do?
	C30. Which of the following is an example of a positive result of a disagreement in the workplace?
	C31. What should workers do during an argument at work?
Identify the traits of constructive working relationships	C32. Which of the following is the best way for a supervisor to know how well a worker is doing?
	C33. Which of these creates a positive work environment?
	C34. Over the past two months, a worker has been late to work three times. After the third time, the boss gave the worker a warning. What is the next step the boss should take?
	C35. Why does being respectful help team members work together?
	C36. Why is it important to give a worker advice on something he/she needs to improve?
	C37. How can people best build good relationships with their coworkers?

Annex 1c. EALSA Scoring Matrix – FORM C

Standard: DEPENDABILITY	
Competency	Question
Take personal responsibility for one's work	C38. How can an employee take personal responsibility for solving a problem?
	C39. There are two workers who do not want to do their work. What should the supervisor do first to try to get them to do their work?
	C40. What does taking personal responsibility at work mean?
	C41. Which of the following shows that a worker takes personal responsibility for their actions at work?
Manage details to ensure quality	C42. A team at work meets at the end of each week to discuss their progress. What should they discuss during these meetings to make sure they are doing a good job?
Look for opportunities to assist others	C43. Ali and Peter are workers at a company that transports vegetables. Ali does not have much work to do, but Peter is overworked because he must transport more shipments than usual. What could Ali do to help Peter?
	C44. A manager looks outside his office and sees a worker having trouble moving several large boxes into the storage area. How can the manager best help this worker?
Follow directions	C45. What can failure to follow directions cause?
	C46. A man works in a bakery. He made bread, but it turned out flat. What should he do when he makes bread next?
	C47. Aida was told to arrange clothes in a shop but she is unsure about what to do. What can she do to help her understand how to arrange the clothes?
	C48. What is the best reason to follow directions when completing a task?

Annex 1c. EALSA Scoring Matrix – FORM C

Exhibit persistence in completing tasks	C49. A tailor is close to finishing a customer’s shirt for a wedding that will take place in the evening. The tailor sees that one of the seams on the shirt has come apart. What should the tailor do to complete the shirt?
	C50. A team is close to meeting its deadline, but one worker becomes too frustrated to finish. What is the first thing the coworkers should do to make sure they meet the deadline.
	C51. A woman is angry with her friend because her friend promised to help her with her work but did not help. What can the woman say about her friend?
Exhibit flexibility and adaptability	C52. John’s supervisor asked him to pack potatoes that will be delivered to a local store. John is almost finished and is ready to go home when the shop owner tells John that the order needs to be doubled. How should John respond?
	C53. A worker gets a new boss. The new boss seems difficult to communicate and work with. What should the worker do first?
Standard: PROBLEM SOLVING / CRITICAL THINKING	
Competency	Question
Select appropriate and safe solutions to problems	C54. A worker was asked by the supervisor not to answer her phone at work, but the worker’s mom is very ill and is calling her. What should she do?
	C55. There is a disruptive woman at work who bumps into coworkers and calls them names. What should the other workers do?
	C56. A supervisor gives two of the workers the best jobs and the most breaks. What is a likely consequence for this behavior?
	C57. A worker at a store discovered that money was missing. She heard through other employees that the employee who took the money is her best friend. What is the most responsible way for her to respond?

Annex 1c. EALSA Scoring Matrix – FORM C

	<p>C58. A car mechanic is busy at work and the supervisor is not there. Another mechanic accidentally spills a chemical used to clean the equipment. The chemical is very dangerous if it touches workers' skin. What is the best way to handle this situation?</p>
	<p>C59. Nadia stocks shelves at a local dry goods kiosk. She sees a coworker break a bottle of cooking oil by accident and spill it on her clothes. What should she do first?</p>
	<p>C60. A weaver feels she has malaria but is trying to finish up an order today for a customer. A friend offers to give the weaver a lift to the clinic 3 km away, but the friend needs to leave now. When deciding whether to go to the clinic or stay at work, what is the safest consideration of the health of the weaver?</p>
<p>Select appropriate communication methods in response to a problem</p>	<p>C61. Two workers disagree about how to sell a product. The supervisor has each describe their approach and together come up with a solution. How did this help the employees?</p>
	<p>C62. A worker at a local government office wants to take a one-week personal leave but her supervisor is gone. All leave requests should be in writing. What should she do?</p>
	<p>C63. You are a worker at a store. You are talking to a customer that does not like the price of an item. What is the best thing you can do?</p>
<p>Make decisions based on information (informed decisions)</p>	<p>C64. Mariam works in a restaurant that makes lunch. She hears that another restaurant will open across the street. This new restaurant will provide competition by selling cheaper food. She wants her restaurant to be competitive. What can she do to help her restaurant compete?</p>
	<p>C65. Adam is starting his own small company. He needs to start paying rent and food costs. He also needs a mobile phone. How can Adam manage his finances?</p>
	<p>C66. A company gives a construction worker a choice: to supervisor the construction of a new building at a different location for a year or to keep his current work for the next five years. He will make a lot more money on this new building project. However, when the building is finished, he will not have another job in the company. What is the most likely risk he should consider in taking the new job?</p>
	<p>C67. A worker needs a new bicycle to ride to work. What is the best way to determine which bicycle she can afford to buy?</p>

Annex 1c. EALSA Scoring Matrix – FORM C

	C68. A group of students are trying to decide what type of job they want after secondary school. What can the students do to learn about different kinds of jobs?
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Annex 2. EALSA Class Gradebook

Teacher/Trainer Name: _____

School/Training Site: _____

Date: ___ / ___ / ____

Student Name	Communications Score	Interpersonal Skills Score	Dependability Score	Problem Solving/Critical Thinking Score	Total Test Score
AVERAGE CLASS SCORE					

Annex 3. Work Readiness Assessment Action Plan

Teacher/Trainer Name: _____

School/Training Site: _____

From your scoring matrix and class gradebook, prioritize the standards or competencies needing improvement among your students. Identify a threshold of the percent correct that meets your goals for your students and put that in the second column. In the third column, put the average percent correct among your students.

HIGH PRIORITY:

Standards/Competencies Needing Improvement	My Threshold	Average % Correct

MEDIUM PRIORITY:

Standards/Competencies Needing Improvement	My Threshold	Average % Correct

LOW PRIORITY:

Standards/Competencies Needing Improvement	My Threshold	Average % Correct

From your goals for your students, identify your thresholds for far below your expectations, approaching your expectations, meeting your expectations, or exceeding your expectations. In the chart below, categorize your students according to these thresholds based on the grades in the class gradebook. Make one of these charts for each of the standards or competencies that you have identified as high or medium priority on the first page.

Expectations	Far Below	Approaching	Meeting	Exceeding
Thresholds				
Student Names				

Action Plan:

Write here your plans for improving your students' performance and using the skills of strong students to encourage a peer approach to improvement.