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Initial and Final Work Skills Evaluation Form[1]

Initial Work Skills Evaluation Form

NAME and SURNAME : _____

Date of assessment: __/__/____

Coach/Tutor Full Name: _____

1. Job skills and experience - score:

0-2	No relevant work skills or work experience. The acquired work skills are no longer relevant or needed. Cannot perform the task at hand without support or prompting. Does not understand task, poor performance.
3-4	Needs constant support and prompting. Performing the task takes a lot of time and mistakes are frequent. Can succeed to accomplish task with adequate support.
5-6	Can perform some simple tasks independently but needs support or supervision most of the time. Lacks confidence in own ability and tends to rely on others. Low to average performance levels.
7-8	Good enough job skills. Can perform independently most of the time. Might occasionally need supervision of particular tasks. Average to high performance level.
9-10	Advanced job skills and sufficient experience in the relevant work domain. Can perform task efficiently and with precision. Superior performance level. Is confident about own ability. Choose 10 if he/she can also teach the skills or provide supervision to others.

[1] Created by ACDC for the Projet SEPA

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2. Job search and accessing employment abilities – score:

0-2	Has never looked for a job. Doesn't know how to start looking for work. Does not know how to write a CV or a motivation letter. Has rarely or never applied for a job. Has seldom or never taken a job interview.
3-4	Some knowledge about writing CV and cover letters. Poor performance at job interviews. Lacks confidence. Discouraged. Little knowledge regarding completing job applications. Difficulty to approach employers or understand employers' expectations.
5-6	Can write CV and cover letters with support. Poor to average performance at job interviews. Lacks skills to search for a job using social media or online platforms.
7-8	Good enough knowledge regarding writing a CV and cover letters. Average performance at job interviews. Limited self-confidence. Seldom use of social media and online platforms to search for a job. Some understanding of employers' expectations.
9-10	Has successfully completed job applications. Good CV and cover letter writing skills. Frequent use of social media and online platforms to search for a job. Demonstrates preparation for the interview, exhibiting proper business attire and using concise language. Might have prior positive experience with job interviews. Confident when approaching employers and can easily understand employer's expectations.

3. Work Motivation or aspiration – score:

0-2	Ambivalent or undecided about working. Could be satisfied with being unemployed. Believes that he/she will never find a job. Has no idea of what he/she will like to do or of what he/she is good at. Has unrealistic expectations.
3-4	Shows some dissatisfaction about being unemployed and worries about losing the social benefits. Has some vocational goals or aspirations, yet is uncertain

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	about own ability to pursue a career. Does not believe that he/she will find suitable work and might hold negative expectations about success.
5-6	Dissatisfied with being unemployed and feels a strong need to change. Demonstrates little initiative and tends to abandon easily when things get harder. Tends to rely on others. Might still hold some unrealistic expectations. Hopeful about working and finding a job.
7-8	Clear and realist career goals and action plan. Relies on self but might need support at times. Identifies easily the advantages of having a job. Very dissatisfied with unemployment status. Does not give up easily
9-10	Strong desire to find a job, maintain it and perform well. Very clear and realistic vocational goals. Awareness of personal strengths and limitations. Work is linked to personal values and meaning of life. Demonstrates persistence at task, despite difficulties.

4. Grooming and dressing – score:

0-2	Very poor hygiene or grooming. Dirty hair or nails. Clothes are badly soiled or inappropriate to the given context. Clothes could be eccentric, in odd combinations or seasonally inappropriate. Foul body odour. The person may go 4 or more days in a row without showering or without brushing his or her teeth. May not use personal hygiene products (ex. deodorant). The person can resist actively to grooming or bathing, creating a health hazard.
3-4	There is a marked reduction in grooming and hygiene. The person needs prompting to perform basic grooming tasks (showering, combing hair). Greasy or unkempt hair. Clothing might appear dirty, stained or unkempt. Dirty shoes. Foul body odour or bead breath. Seldom uses personal hygiene products. The person may go up to 2-3 days without showering and 2-3 days without brushing teeth.

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5-6	There is an obvious reduction in grooming and hygiene. Clothes might appear unkempt or rumpled and the person might look as if he/she has just got out of bed.
7-8	Apparently clean but untidy. Clothing might be mismatched or sloppy (shirttails exposed, buttons or zippers open, shoelaces untied). Person might shower less often than daily and might not brush teeth every day.
9-10	Choose 9 for minimal reduction in grooming at hygiene at the extreme end of the normal range. Choose 10 if the person is clean and dressed neatly. He/she maintains good hygiene (showers daily) and clothes are tidy and appropriate. If given funds or opportunity the person is able to select and purchase appropriate clothing.

5. Money management – score:

0-2	The person is unwilling to participate in any aspects of money management and is uninterested in money and buying things. The person's money is completely managed by others. The person might be able to buy alone some items of personal interest (ex. cigarettes).
3-4	Most aspects of money management need to be performed or closely supervised by staff or family members. Might be unable to use a credit card. The person is able to manage small amounts of money, wishes to have money or values what it can purchase.
5-6	The person needs considerable assistance with budgeting, counting and spending money. Is able to use a credit card. Occasionally he/she may spend money impulsively or give large sums away. He/she might get into financial debt due to poor budgeting or might omit to pay rent or other relevant taxes.
7-8	The person is able to manage own money. He/she might occasionally need help with budgeting but is able to spend budgeted money without significant assistance.

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9-10	The person is able to manage own money without assistance. The person knows how much money he or she has, is capable of budgeting and spends it accordingly.

6. Social skills, social engagement and appropriateness – score:

0-2	The person is socially inappropriate nearly all the time. His or her speech and behaviour are characterized by unacceptable social conduct. The person frequently makes rude and inappropriate comments, can refuse to interact with others or never approaches others to achieve instrumental goals. He/she might act with fear and aggression if forced to interact. Has little or no contacts with peers or other people than close relatives and might have difficulties in engaging in even brief conversations.
3-4	The person is often socially inappropriate and at times makes crude comments. Stands too close or too far when interacting and might have difficulties in understanding and respecting other people's boundaries. Attempts to correct his or her behaviour are largely unsuccessful. Rarely attains instrumental goals of social interaction because of poor social skills and misperception of social roles. Has a great difficulty in sustaining a conversation and appears not to listen yet might be able to briefly engage others in conversation. Usually avoids social contacts and he/she rarely initiates social interactions. He/she is minimally responsive when others initiate interactions and most interactions are quite brief.
5-6	The person sometimes appears unaware of how his/her present speech of behaviour affects others. Often fails to demonstrate common polite behaviour (e.g. making greetings, refuse requests assertively etc) yet is able to make some small improvements when given feedback. Tries regularly to obtain instrumental goals with some successes. Has some ability to engage in conversation with others, but often demonstrates poor skills and feedback produces only small improvement in this area. The person regularly participates in social interaction, but he/she usually reciprocates social interaction rather than initiating those.

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7-8	The person is sometimes socially awkward but usually polite. He or she may occasionally be impolite or show inappropriate disregard for others' feelings (during a conflict or when stressed) but improves behaviours when given feedback and can demonstrate more appropriate respect. Has fairly good skills when conversing with others yet his or her choice of conversational topic or self-disclosure may occasionally be inappropriate. The person is often able to achieve instrumental goals with some limitations (e.g. demands smth rather than requests, speaks in a low voice tone). The persons both initiates social interactions with others and is responsive to others, but interactions are shorter and tend to occur less frequently.
9-10	The person's interactions with others are well mannered and polite. Even in emotionally charged situations (e.g. conflicts), he or she conducts him or herself in a thoughtful and considerate fashion and shows appropriate respect and concern for others' feelings. The person understands rules and roles and is able to make complaints or requests in a socially skilful manner. He/she regularly attains the instrumental goals of his/her interaction. The person converts with others in a socially appropriate and skilled manner (adequate choice of topic, level of disclosure, good eye contact and adequate voice loudness). Initiates social interactions with others on a daily basis and is responsive to interactions initiated by others. Social interactions are not limited and may extend to longer periods of time.

7. Friendships and social support score:

0-2	The person has no contacts with peers and avoids social interactions. Receives very little or no support from close relatives. Has little or no company during the day and has a severe impairment in forming and maintaining close connections. Socially isolated.
3-4	The person has one or two acquaintances with whom she maintains some contact, but these relationships are maintained solely on the initiative of the other person. Receive little help or encouragement from the social network.
5-6	The person may seek out and spend time with one other person, but without meaningful interaction (e.g. sitting silently). The person might seek out a colleague at work or peer with whom she/he attempts to be friendly and

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	engages in casual conversation. Receives guidance or encouragement from the social network occasionally.
7-8	The person has several acquaintances but has some difficulties in forming and maintaining close, stable friendships. The person might interact preferentially with family or staff members instead of peers.
9-10	The person has a friendly relationship with others inside and outside family or professional settings. At least one of these friendships goes beyond acquaintance and the nature of friendship is close, stable, long-lasting and mutually rewarding. Close friends and family are validating, provide hope and a listening year.

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Final evaluation Form

NAME and SURNAME (trainee): _____

Date of assessment: __/__/____
Internship tutor: _____
Company tutor_____

Was the trainee included in an apprenticeship program? YES/NO If yes, specify duration (weeks).

Was the trainee included in an internship program? YES/NO If yes, specify duration (weeks).

1. Job skills and experience - score:

0-2	No relevant work skills or work experience. The acquired work skills are no longer relevant or needed. Cannot perform the task at hand without support or prompting. Does not understand task, poor performance.
3-4	Needs constant support and prompting. Performing the task takes a lot of time and mistakes are frequent. Can succeed to accomplish task with adequate support.
5-6	Can perform some simple tasks independently but needs support or supervision most of the time. Lacks confidence in own ability and tends to rely on others. Low to average performance levels.
7-8	Good enough job skills. Can perform independently most of the time. Might occasionally need supervision of particular tasks. Average to high performance level.
9-10	Advanced job skills and sufficient experience in the relevant work domain. Can perform task efficiently and with precision. Superior performance level. Is confident in own ability. Choose 10 if he/she can also teach the skills or provide supervision to others.

2. Job search and accessing employment abilities – score:

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0-2	Has never looked for a job. Doesn't know how to start looking for work. Does not know how to write a CV or a motivation letter. Has rarely or never applied for a job. Has seldom or never taken a job interview.
3-4	Some knowledge about writing CV and cover letters. Poor performance at job interviews. Lacks confidence. Discouraged. Little knowledge regarding completing job applications. Difficulty to approach employers or understand employers' expectations.
5-6	Can write CV and cover letters with support. Poor to average performance at job interviews. Lacks skills to search for a job using social media or online platforms.
7-8	Good enough knowledge regarding writing a CV and cover letters. Average performance at job interviews. Limited self-confidence. Seldom use of social media and online platforms to search for a job. Some understanding of employers' expectations.
9-10	Has successfully completed job applications. Good CV and cover letter writing skills. Frequent use of social media and online platforms to search for a job. Demonstrates preparation for the interview, exhibiting proper business attire and using concise language. Might have prior positive experience with job interviews. Confident when approaching employers and can easily understand employer's expectations.

3. Work Motivation or aspiration – score:

0-2	Ambivalent or undecided about working. Could be satisfied with being unemployed. Believes that he/she will never find a job. Has no idea of what he/she will like to do or of what he/she is good at. Has unrealistic expectations.
3-4	Shows some dissatisfaction about being unemployed and worries about loosing the social benefits. Has some vocational goals or aspirations, yet is uncertain about own ability to pursue a career. Does not believe that he/she will find suitable work and might hold negative expectations about success.
5-6	Dissatisfied with being unemployed and feels a strong need to change. Demonstrates little initiative and tends to abandon easily when things get harder. Tends to rely on others. Might still hold some unrealistic expectations. Hopeful about working and finding a job.

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7-8	Clear and realist career goals and action plan. Relies on self but might need support at times. Identifies easily the advantages of having a job. Very dissatisfied with unemployment status. Does not give up easily
9-10	Strong desire to find a job, maintain it and perform well. Very clear and realistic vocational goals. Awareness of personal strengths and limitations. Work is linked to personal values and meaning of life. Demonstrates persistence at task, despite difficulties.

4. Grooming and dressing – score:

0-2	Very poor hygiene or grooming. Dirty hair or nails. Clothes are badly soiled or inappropriate to the given context. Clothes could be eccentric, in odd combinations or seasonally inappropriate. Foul body odour. The person may go 4 or more days in a row without showering or without brushing his or her teeth. May not use personal hygiene products (ex. deodorant). The person can resist actively to grooming or bathing, creating a health hazard.
3-4	There is a marked reduction in grooming and hygiene. The person needs prompting to perform basic grooming tasks (showering, combing hair). Greasy or unkempt hair. Clothing might appear dirty, stained or unkempt. Dirty shoes. Foul body odour or bead breath. Seldom uses personal hygiene products. The person may go up to 2-3 days without showering and 2-3 days without brushing teeth.
5-6	There is an obvious reduction in grooming and hygiene. Clothes might appear unkempt or rumpled and the person might look as if he/she has just got out of bed.
7-8	Apparently clean but untidy. Clothing might be mismatched or sloppy (shirttails exposed, buttons or zippers open, shoelaces untied) Person might shower less often than daily and might not brush teeth every day.
9-10	Choose 9 for minimal reduction in grooming at hygiene at the extreme end of the normal range. Choose 10 if the person is clean and dressed neatly. He/she maintains good hygiene (showers daily) and clothes are tidy and appropriate. If given funds or opportunity the person is able to select and purchase appropriate clothing.

5. Money management – score:

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0-2	The person is unwilling to participate in any aspects of money management and is uninterested in money and buying things. The person's money is completely managed by others. The person might be able to buy alone some items of personal interest (ex. cigarettes).
3-4	Most aspects of money management need to be performed or closely supervised by staff or family members. Might be unable to use a credit card. The person is able to manage small amounts of money, wishes to have money or values what it can purchase.
5-6	The person needs considerable assistance with budgeting, counting and spending money. Is able to use a credit card. Occasionally he/she may spend money impulsively or give large sums away. He/she might get into financial debt due to poor budgeting or might omit to pay rent or other relevant taxes.
7-8	The person is able to manage own money. He/she might occasionally need help with budgeting but is able to spend budgeted money without significant assistance.
9-10	The person is able to manage own money without assistance. The person knows how much money he or she has, is capable of budgeting and spends it accordingly.

6. Social skills, social engagement and appropriateness – score:

0-2	The person is socially inappropriate nearly all the time. His or her speech and behaviour are characterized by unacceptable social conduct. The person frequently makes rude and inappropriate comments, can refuse to interact with others or never approaches others to achieve instrumental goals. He/she might act with fear and aggression if forced to interact. Has little or no contacts with peers or other people than close relatives and might have difficulties in engaging in even brief conversations.
3-4	The person is often socially inappropriate and at times makes crude comments. Stands too close or too far when interacting and might have difficulties in understanding and respecting other people's boundaries. Attempts to correct his or her behaviour are largely unsuccessful. Rarely attains instrumental goals of social interaction because of poor social skills and misperception of social roles. Has a great difficulty in sustaining a conversation and appears not to listen yet might be able to briefly engage others in conversation. Usually avoids social contacts and he/she rarely initiates social interactions. He/she is minimally

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	responsive when others initiate interactions and most interactions are quite brief.
5-6	The person sometimes appears unaware of how his/her present speech of behaviour affects others. Often fails to demonstrate common polite behaviour (e.g. making greetings, refuse requests assertively etc) yet is able to make some small improvements when given feedback. Tries regularly to obtain instrumental goals with some successes. Has some ability to engage in conversation with others, but often demonstrates poor skills and feedback produces only small improvement in this area. The person regularly participates in social interaction, but he/she usually reciprocates social interaction rather than initiating those.
7-8	The person is sometimes socially awkward but usually polite. He or she may occasionally be impolite or show inappropriate disregard for others' feelings (during a conflict or when stressed) but improves behaviors when given feedback and can demonstrate more appropriate respect. Has fairly good skills when conversing with others yet his or her choice of conversational topic or self-disclosure may occasionally be inappropriate. The person is often able to achieve instrumental goals with some limitations (e.g. demands smth rather than requests, speaks in a low voice tone). The person both initiates social interactions with others and is responsive to others, but interactions are shorter and tend to occur less frequently.
9-10	The person's interactions with others are well mannered and polite. Even in emotionally charged situations (e.g. conflicts), he or she conducts him or herself in a thoughtful and considerate fashion and shows appropriate respect and concern for others' feelings. The person understands rules and roles and is able to make complaints or requests in a socially skilful manner. He/she regularly attains the instrumental goals of his/her interaction. The person converts with others in a socially appropriate and skilled manner (adequate choice of topic, level of disclosure, good eye contact and adequate voice loudness). Initiates social interactions with others on a daily basis and is responsive to interactions initiated by others. Social interactions are not limited and may extend to longer periods of time.

7. Friendships and social support score:

0-2	The person has no contacts with peers and avoids social interactions. Receives very little or no support from close relatives. Has little or no company during the

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	day and has a severe impairment in forming and maintaining close connections. Socially isolated.
3-4	The person has one or two acquaintances with whom she maintains some contact, but these relationships are maintained solely on the initiative of the other person. Receive little help or encouragement from the social network.
5-6	The person may seek out and spend time with one other person, but without meaningful interaction (e.g. sitting silently). The person might seek out a colleague at work or peer with whom she/he attempts to be friendly and engages in casual conversation. Receives guidance or encouragement from the social network occasionally.
7-8	The person has several acquaintances but has some difficulties in forming and maintaining close, stable friendships. The person might interact preferentially with family or staff members instead of peers.
9-10	The person has friendly relationship with others inside and outside family or professional setting. At least one of these friendships goes beyond acquaintance and the nature of friendship is close, stable, long-lasting and mutually rewarding. Close friends and family are validating, provide hope and a listening year.

8. The Global Assessment of Functioning

0-10	Persistent danger of severely hurting self or others (e.g., recurrent violence) OR persistent inability to maintain minimal personal hygiene OR serious suicidal act with clear expectation of death.
11-20	Some danger of hurting self or others (e.g., suicide attempts without clear expectation of death; frequently violent; manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g., smears feces) OR gross impairment in communication (e.g., largely incoherent or mute).
21-30	Behavior is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgment (e.g., sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost all areas (e.g., stays in bed all day; no job, home, or friends).
31-40	Some impairment in reality testing or communication (e.g., speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school, family relations, judgment, thinking, or mood (e.g., depressed man avoids friends, neglects family, and is unable to work; child frequently beats up younger children, is defiant at home, and is failing at school).

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41-50	Serious symptoms (e.g.. suicidal ideation, severe obsessional rituals, frequent shoplifting) OR any serious impairment in social, occupational, or school functioning (e.g., no friends, unable to keep a job).
51-60	Moderate symptoms (e.g., flat affect and circumstantial speech, occasional panic attacks) OR moderate difficulty in social, occupational, or school functioning (e.g. few friends, conflicts with peers or co-workers).
61-70	Some mild symptoms (e.g. depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g., occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships.
71-80	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g., difficulty concentrating after family argument); no more than slight impairment in social, occupational or school functioning (e.g., temporarily failing behind in schoolwork).
81-90	Absent or minimal symptoms (e.g., mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities. socially effective, generally satisfied with life, no more than everyday problems or concerns (e.g. an occasional argument with family members).
91-100	Superior functioning in a wide range of activities, life's problems never seem to get out of hand, is sought out by others because of his or her many positive qualities. No symptoms.

CREATE A TABLE COMPILING THE SCORES OF 1ST EVALUATION AND FINAL EVALUATION OR PRODUCE A TABLE WITH THE TWO EVALUATIONS IN ONE

Counselling Expert:

(signature)

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