

# Success Starts with Soft Skills

EvaluSkills: Assessment



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# Workshop Facilitators



**Alimaa Jamiyansuren**  
**Director of Asia Pacific Operations**



**Thothathri Raman**  
**SEAA Trust**

# Webinar

## *Ways to Participate*

- Please respond to the Poll questions when presented.
- Ask a question or make a comment.
- Type in your question in the question panel.
- Raise your hand and I can try to give you an opportunity to speak.
- A Q&A time will be provided at the end of the webinar.
- After the webinar, email me your questions:

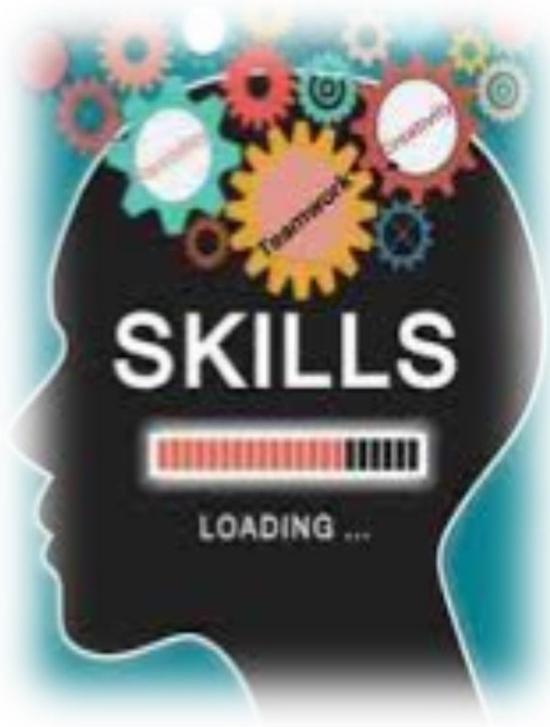
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# Presentation Outline



## I. Why soft skills?

Research, challenges, and assessment

## II. EvaluSkills

Assess and demonstrate competencies

## III. Reporting Capabilities

Continuous improvement

# What are professional skills?

## Interpersonal Skills for Your Career



Professional skills are *value-added* skills essential to any career:

- + Collaboration and Teamwork
- + Leadership
- + Mentoring
- + Negotiation and Conflict Management
- + Project Management
- + Productive Meeting Management



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# The Challenge

**Soft skills, or workplace skills, are vital personal qualities that help individuals achieve success in work and life.**

**Yet, many have struggled to objectively measure these personal qualities to understand how we can better develop them.**



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# What Human Resource Managers Say

A 2019 report by the Society for Human Resource Management noted skill shortages in new graduates entering the workforce.

The top missing soft skills were:

- + Problem solving
- + Communication
- + **Critical Thinking**
- + **Innovation and Creativity**
- + Ability to deal with complexity and ambiguity
- + Adaptability



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# What Leaders Say



**Fortune 500 CEOs said 75% of long-term job success depends on people skills, while only 25% on technical knowledge** — *Stanford Research Institute International and Carnegie Mello Foundation, 2019*



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# The Skills Needed are Soft

**Most important skills needed  
in industry:**

- + Leadership**
- + Management**
- + Communication**

*Cambridge Market Intelligence Ltd, 2020 research study*



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# What are Schools Doing?

+ **Poll 1 - Do you teach/develop students' workplace soft skills as part of your academic program?**

*Yes*

*No*



# NACE – Career Readiness Competencies



## Critical Thinking / Problem Solving

*Demonstrate critical thinking and problem solving by gathering and interpreting relevant information to devise solutions.*



## Oral / Written Communication

*Effective employees can articulate thoughts and ideas clearly for different types of audiences.*



## Teamwork / Collaboration

*Function as part of a team and build collaborative relationships with people from diverse backgrounds.*



## Digital Technology

*Employees should be able to use digital technology ethically and efficiently to solve problems and achieve goals.*



## Leadership

*Employees should be emerging leaders, leveraging others' strengths to achieve common goals.*



## Professionalism Work Ethic

*Solid work ethic and time management are hallmarks of a good employee.*



## Career Management

*Knowing one's strengths and advocating for career goals helps employees be successful in the workplace.*



## Global / Intercultural Fluency

*Successful employees will value diversity and demonstrate inclusivity and openness toward others.*



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# What are Schools Doing?

+ **Poll 2 - Do you have stand-alone, specifically designed workplace soft skills modules for teaching/developing soft skills?**

*Yes*

*No*



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# Methods for Developing Soft Skills

- + **Experiential learning or action learning**
- + **Partnering with companies including internships or in business experiences**
- + **Leadership workshop case studies**
- + **Simulation exercises**
- + **Cross program/transversal student projects**
- + **Required student association/government activities**
- + **In school incubators for student start-up**
- + **Small/medium size business consulting**



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# Soft Skills Assessment



# Why Assess Soft Skills?

- **Assess learning outcomes requirements for program and institutional accreditation.**
- **Help satisfy employer expectations for career-ready graduates.**
- **Demonstrate attainment of Career Readiness Competencies by your graduates.**
- **Provide students with actionable feedback for continued skill development.**



# Why Assessing Soft Skills is Difficult

- **Hard to identify**
- **Lack of Standard Categorization**
- **One dimensional**
- **Term 'soft skill' is misleading**
- **Subjectivity**
- **Bias**
- **Objectives of assessment – school (accreditation) vs. personal (student feedback)**



"I think I'm decisive. Can I get back to you on that?"



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# When We Measure Soft Skills, We Can...

- + **Assess and demonstrate the learning outcome requirements for program and institutional accreditation.**
- + **Strengthen our workforce by developing career-ready graduates.**
- + **Develop the competencies that help students get the job and keep it.**
- + **Enhance the long-term personal and professional development of learners with actionable feedback that drives continuous improvement.**
- + **Determine areas for programmatic improvement.**



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# Assessing Soft Skills

**+ Poll 3 – Does your institution individually assess each soft skill that students are expected to develop during their program of study?**

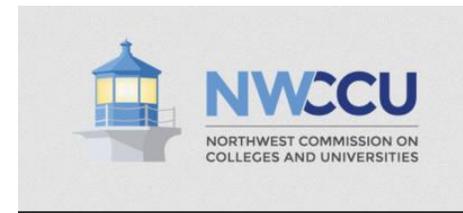
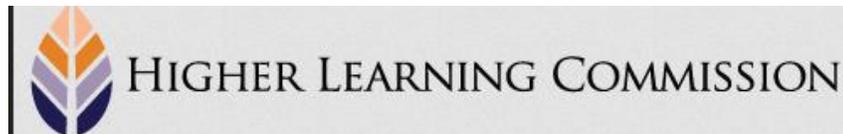
- Separate assessments for soft skills*
- Assess as part of other learning modules*
- A combination of both*
- We do not currently assess soft skills*



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# The Accreditation Focus



# The Accreditation Focus

EvaluSkills measures programmatic and institutional learning goals related to:



**AMBA Principle 6:**

**Competencies, Graduate Attributes and Learning Outcomes**

Leadership | Teamwork | Critical Thinking | Decision-Making | Life-Long Learning  
Integrity | Cross-Cultural Effectiveness | Global Citizenship | Business Ethics



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# The Accreditation Focus

EvaluSkills measures programmatic and institutional learning goals related to:



**WASC Senior College and University Commission**

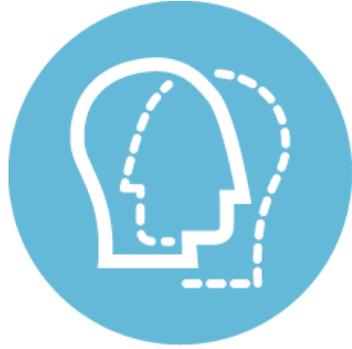
**Standard 4: Quality Assurance, Institutional Learning, and Improvement**

Assessment of learning is undertaken, and  
[results are] used for improvement.



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# EvaluSkills for Higher Education

**A workplace soft skills assessment**



# EvaluSkills



- **A 360-degree evaluation process that directly measures proficiency levels of essential workplace competencies.**
- **Uses the perspectives of peers, supervisors, advisors, mentors, and colleague**
- **Provides objective and accurate measures of relative skill levels as expressed in the workplace.**



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# Definitions

Assessment Item	Instrument Template	Assessment	Participant	Evaluator	Reports
An assessment item is a specific skill presented within the instrument. Assessment items include Competency, Relational, and Influential (TYPES), organized by Character, Skill, or Action (CATEGORY)	The instrument is the specific tool used for the EvaluSkills assessment. Instrument templates are available to use or modify, or can be created with your selection of assessment items.	The assessment is created when an instrument template is used to evaluate a group of participants. The assessment is given a name and due dates.	A participant is the person who is assessed through EvaluSkills by evaluators.	An evaluator is the person who fills out an assessment for a participant. For each participant, there should be a variety of evaluators from different organizational levels to give well-rounded feedback.	Reports are generated from the data collected in the assessment process. The individual results report summarizes a participant's collection of evaluations. The group report averages the scores of a group of participants for an assessment.



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# Flexible, Customizable Instruments

- + Utilizing the expertise of our team, you can customize your instrument by selecting from a database of 200+ skills and corresponding rubrics.
- + You can also write or develop your own skills and rubrics then add them to your assessment.

<b>Adaptability</b>	<input checked="" type="checkbox"/>
Embraces change and can adjust to new or evolving conditions.	
Category: Character	Type: Competency
<hr/>	
<b>Business Trend Awareness</b>	<input type="checkbox"/>
Maintains an awareness of what is going on within the industry and how such trends could affect the organization.	
Category: Skill	Type: Competency
<hr/>	
<b>Change Leadership</b>	<input type="checkbox"/>
Recognizes change and takes specific actions to help others through the change processes to obtain the goals of the change	
Category: Action	Type: Competency
<hr/>	
<b>Curiosity</b>	<input checked="" type="checkbox"/>
Exhibits inquisitive thinking such as exploration, investigation, and learning, and desire to gain new knowledge and skill.	
Category: Character	Type: Competency
<hr/>	
<b>Dealing with Uncertainty and Ambiguity</b>	<input checked="" type="checkbox"/>
Demonstrating the flexibility to handle competing demands and fight through the complexity by encompassing it.	
Category: Action	Type: Competency
<hr/>	
<b>Emotional Intelligence</b>	<input type="checkbox"/>
The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and	
Category: Character	Type: Competency
<hr/>	
<b>Entrepreneurial</b>	<input type="checkbox"/>
Is willing to take calculated risks in the hope of profit; enterprising.	
Category: Action	Type: Competency
<hr/>	



# Instrument Creation

An analogy -



Let's use an analogy for creating your assessment: ordering a pizza. Restaurants have several pizzas on the menu, or you can build your own.

In EvaluSkills, the “ingredients” are the assessment items: the individual skills you want to assess (dependability, innovation, critical thinking, etc.).

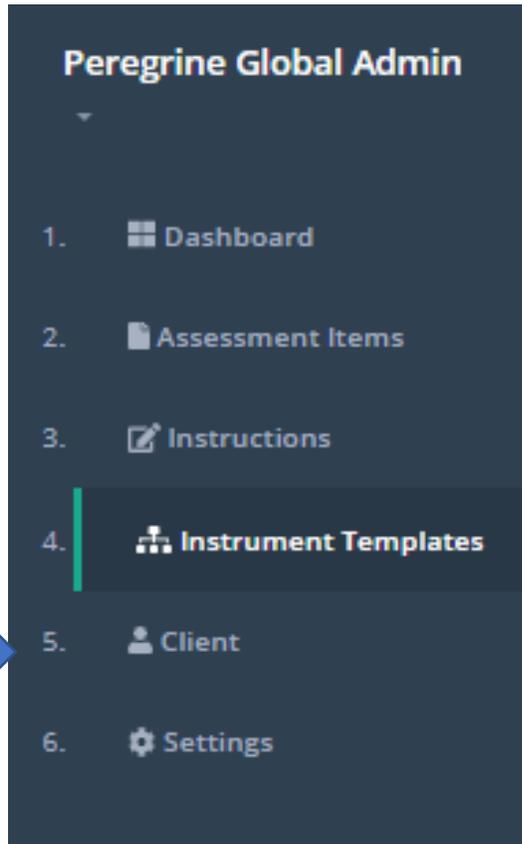
To make your “pizza”, you can choose from available instrument templates, or create your own pizza.



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# Instrument Creation



<b>Leading Professional Teams Assessment</b> No of Assessment Items : 12   Competency: 12	<a href="#">Copy</a>	<a href="#">Create Assessment</a>	<a href="#">Instrument Report</a>
<b>Leadership 360-degree Assessment</b> No of Assessment Items : 15   Competency: 0	<a href="#">Copy</a>	<a href="#">Create Assessment</a>	<a href="#">Instrument Report</a>
<b>DBA Workplace Skills Assessment</b> No of Assessment Items : 23   Competency: 23	<a href="#">Copy</a>	<a href="#">Create Assessment</a>	<a href="#">Instrument Report</a>

To create an instrument, you simply...

- + Browse available instrument templates.
- + Run the Instrument Report to see the items and rubrics.
- + Make a copy if you'd like to add or delete items for your assessment.
- + Use the Create Assessment button if you like the pre-made template as-is.

# Instrument Report

The Instrument Report is a printable PDF download of all selected assessment items and the rubrics for each.

Administrators, participants, and evaluators can download the Instrument Report go better understand the full assessment.

February 11, 2020

**EvaluSkills**  
Workplace Skills Assessment

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NACE Career Readiness Competencies  
Prepared By Peregrine Global Services

info@PeregrineGlobal.com | www.PeregrineGlobal.com | P.O.Box 741, Gillette, WY 82717 | 307.685.1555

# Objectivity

The rubrics increase the objectivity of the assessment.

+ Close-ended, 5-point Likert scale rubrics for each skill concentrate on the behavior.

+ Ability to collect written feedback – adding to the richness of the data.

## Critical thinking and problem-solving skills

*Demonstrates originality and inventiveness.*

Category: *Action*

Type: *Influential*

Statement	Behavior	Scaling
<input type="checkbox"/> 5 - Exceptional Creative thinker; uses unique or unusual thinking across a variety of industries to solve difficult problems.	Naturally creative; able to work backwards and imagine steps that will lead to a desired result; has a wide range of studies and views things from perspectives of history, geography, religion, economics.	Level of proficiency significantly exceeds expectations.
<input type="checkbox"/> 4 - Excellent Regularly uses nontraditional thinking in a creative manner to solve problems.	Involves others in brainstorming, both inside and outside the organization; seeks alternative viewpoints to explore possible courses of action.	Level of proficiency exceeds expectations.
<input type="checkbox"/> 3 - Competent/ Meet Expectation Most of the time, is able to handle and solve difficult problems with nontraditional thinking.	Approaches problems in new, innovative ways; is not afraid of asking "what if" to explore previously unimagined options and discuss them impartially.	Level of proficiency is at an expected level.
<input type="checkbox"/> 2 - Marginal Uses traditional thinking to handle and solve difficult problems; open to non-traditional thinking of others.	Hesitates to voice or try non-traditional ideas for fear of failure or being judged by others; has creative ideas but prefers not to rock the boat.	Level of proficiency is slightly below expectations.
<input type="checkbox"/> 1 - Unsatisfactory Seldom, if ever, is open to nontraditional thinking in problem solving.	Threatened by non-traditional ideas; prefers to do job the way it was explained without question; relies on formal processes and structures to guide decisions.	Level of proficiency is significantly below expectations.



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# Easy to Use User Interface

Administrative website allows you to :

- + Create and manage various instruments to address the specific needs of different groups of participants.
- + See and track progress of evaluations.
- + Generate reports.

Leadership 360-degree Assessment November 2019

Info Participants 21 Assessment Items 15

### Update Evaluation

Title: Leadership 360-degree Assessment November 2019

Test Type:  PreTest  PostTest

Recommended Application: Higher Education

Due Date: 11/30/2019

No. of Evaluators	Progress	Status	Individual Results
3	100.00% All Evaluations Received	Completed	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
3	66.67% 2 Evaluations Received	InProgress	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
8	37.50% 3 Evaluations Received	InProgress	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
5	40.00% 2 Evaluations Received	InProgress	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
15	20.00% 3 Evaluations Received	InProgress	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
8	87.50% 7 Evaluations Received	InProgress	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>
1	0.00% Pending	Pending	<a href="#">View Evaluation</a> <a href="#">Add Evaluator</a>



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# Choosing Evaluators

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Technical Support Select Language English Go To Dashboard

Add Evaluator At least invite 3 evaluators. Send Invitation

Add Email	First Name	Last Name	Select Role	Add Evaluator
Add Email	First Name	Last Name	Select Role	Remove Evaluator
Add Email	First Name	Last Name	Select Role	Remove Evaluator

You have the option to:

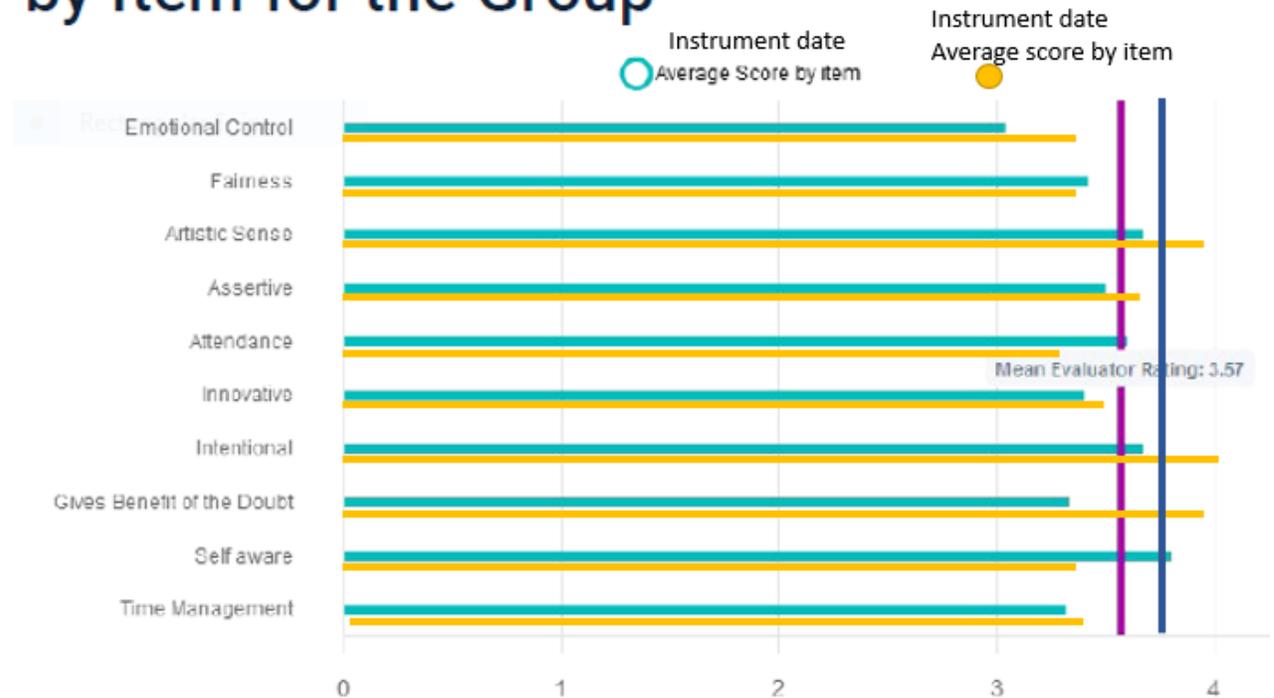
- + Assign evaluators for each participant.
- + Have the participant identify evaluators.
- + Require a minimum number of evaluators.
- + Use a combination of both.

# Measure Change and Growth

Ability to track development over time:

- + Access all assessment results within the administrative website.
- + Conduct longitudinal analysis with a pre-test/post-test construct.
- + Utilize the comparison to see growth and areas of where additional resources, learning, or training may be required.

## Average Evaluator Score by Item for the Group



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# The Participant Role

Each Participant will receive an email invitation with instructions on how to create an EvaluSkills account. During the process, participants will:

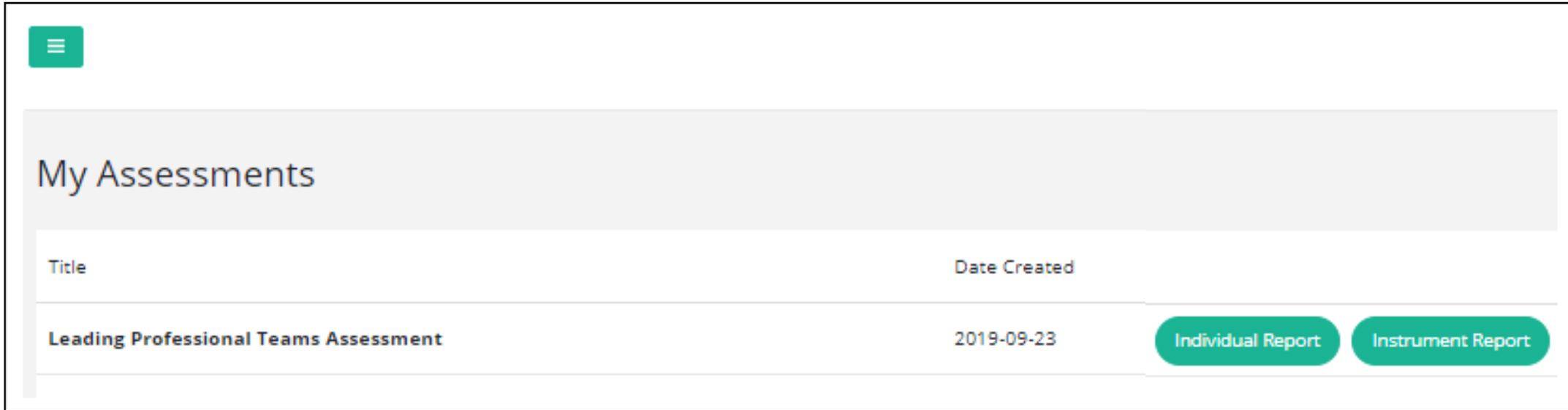
- + Log in to the platform
- + Upload a profile picture as a visual cue for evaluators
- + Enter evaluators, choosing a variety of people at different organizational levels
- + Run an instrument report to see the criteria for skills being evaluated
- + Complete a self-evaluation
- + Run a Participant Report after the assessment closes
- + Build an Action Plan for personal and professional development



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# Participant Experience



The screenshot displays a user interface for 'My Assessments'. It features a table with two columns: 'Title' and 'Date Created'. The first row shows 'Leading Professional Teams Assessment' and '2019-09-23'. To the right of the table are two green buttons: 'Individual Report' and 'Instrument Report'. A green menu icon is visible in the top left corner of the interface.

Title	Date Created		
Leading Professional Teams Assessment	2019-09-23	Individual Report	Instrument Report

Participants can check the status of any pending assessments, run a report on their individual results, or download a copy of the assessment.



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# The Evaluator Role

Each Evaluator will receive an email invitation with instructions on how to create an EvaluSkills account. During the process, evaluators will:

- + Set a password for their account.
- + View the My Evaluations tab on the dashboard, where they can see all pending and completed evaluations.
- + Run an Instrument Report to download the instrument and see the rubrics for each item.
- + Evaluate a participant and save a draft or complete the evaluation and submit their feedback.
- + Review previously submitted evaluations.



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# Evaluator Experience

The evaluator will rate the participant on the selected skills, comparing their experience with the participant against the statements, behaviors, and scaling shown in the rubric.

## 1 - Does not play favorites

Treats others fairly and consistently. This person,

- 1 Clearly demonstrates favoritism in work assignments. Is unaware how this action impacts the rest of the team.

### Behavior

Allows personal feelings toward others impact how they react to them. May deny they show favoritism. Assumes they are always being fair.

- 2 Has difficulty putting personal preferences aside. Others can easily tell who is favored and who is not.

### Behavior

Gives challenging assignments to the person they know will get it done on time and with quality. Leaves some team members without opportunities for growth.

Skip for now

Next →



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Are you sure you want to submit?

Yes

No

reputation within the workplace.

Others consider this person trustworthy and kind and know they can count of this person.

4



Does not lose control of his/her emotions.

Appropriately manages emotions for the situation. Controls intense emotions so

3



Back

Submit →

# Submitting an Evaluation

- + **The evaluator can review and add comments prior to submitting an evaluation.**
- + **Once the minimum number of evaluations has been completed, the participant can generate an individual results report.**
- + **All responses are confidential and are not associated to any particular evaluator.**



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# Reporting Capabilities

- + **Participant Reports** that compare the participant's score against the average evaluator score, and average group score.
- + **Participant Action Plan Report** in an online or PDF format.
- + **Group Reports** with the average self and evaluator scores for the group, and a breakdown of those who performed significantly higher or lower than the group in each skill.



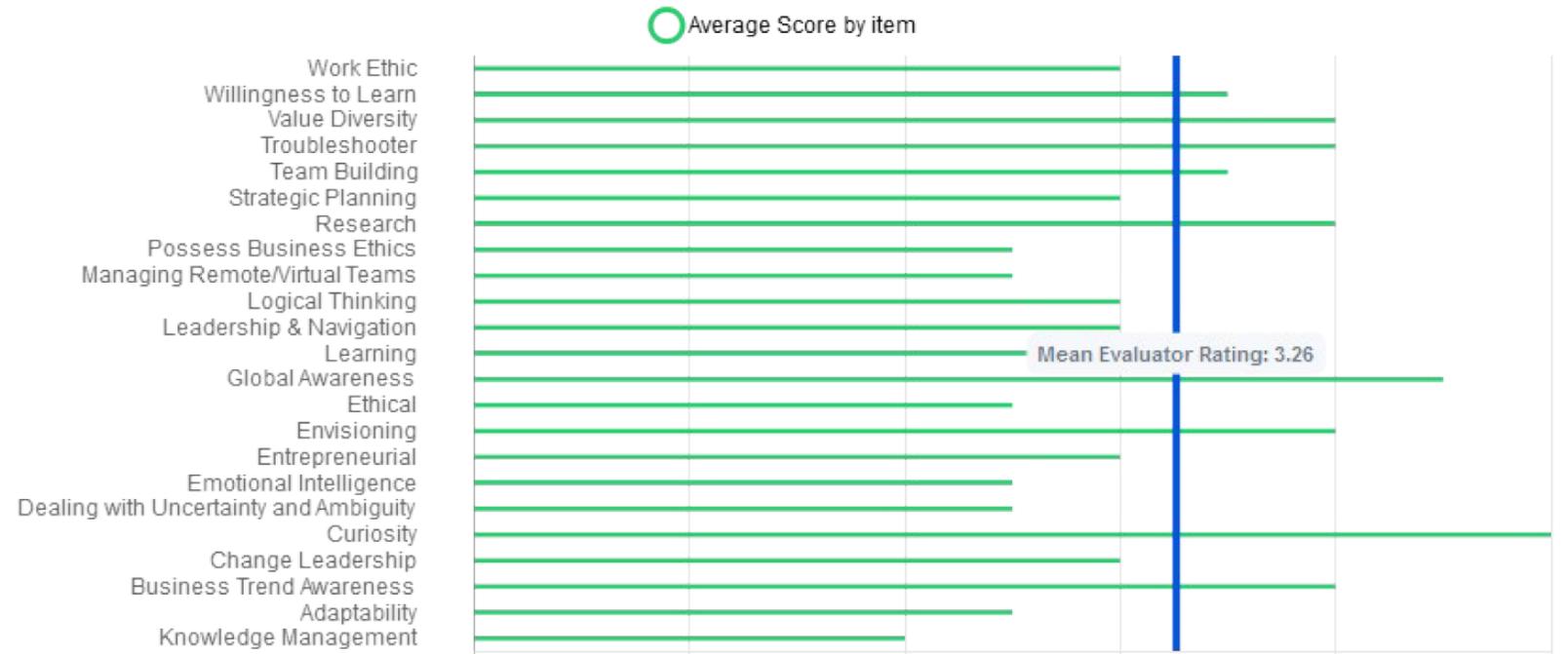
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# Participant Report

Reports show the participant's total average score across all competencies...

## Average Evaluator Score by Item



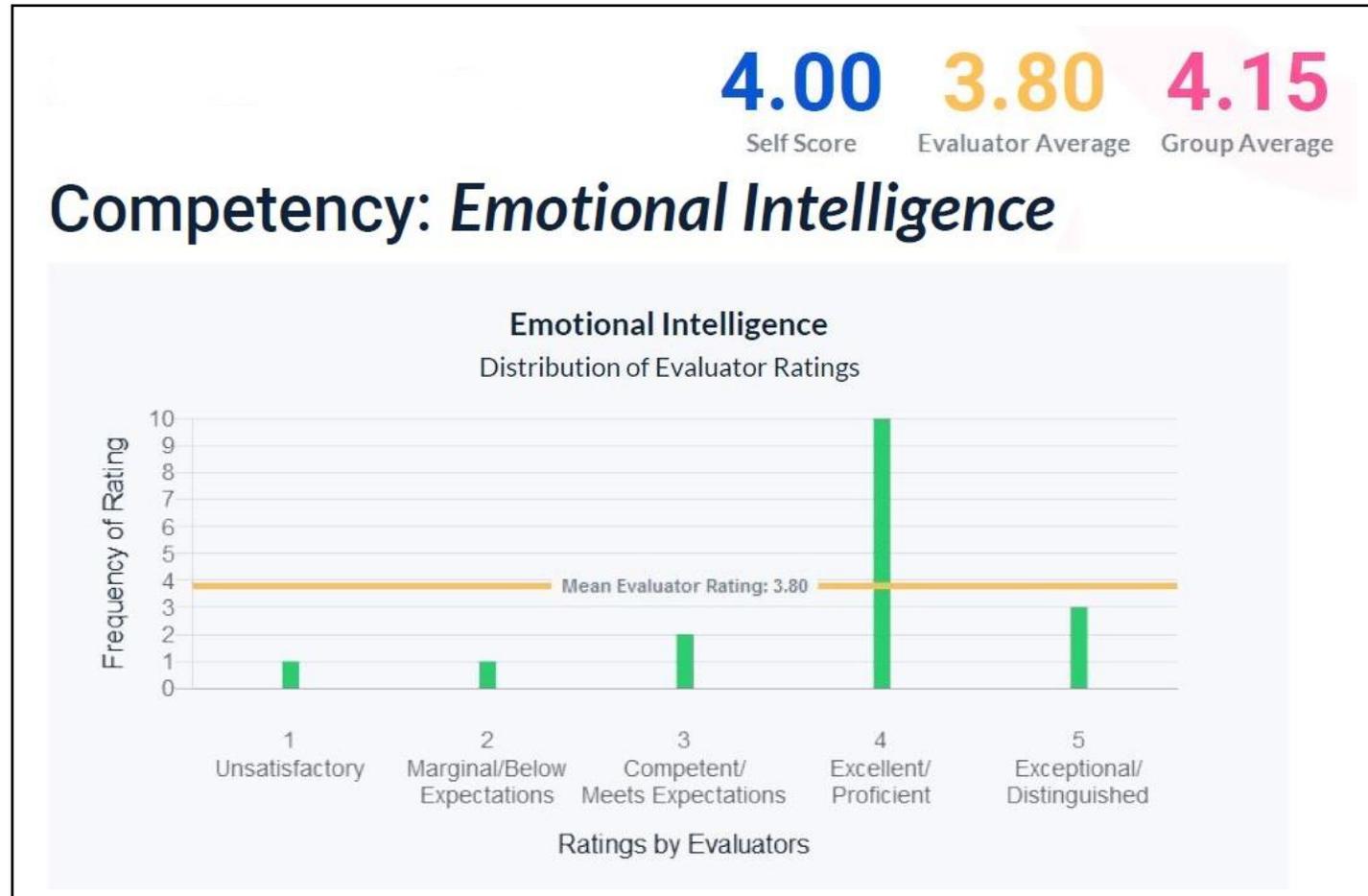
Here, the blue line shows the participant's average score, making it easy to highlight relative strengths and areas for improvement.



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# Participant Report



The participant's self-score was higher than the evaluators' average for them, and their score is significantly below the average rating for the group.



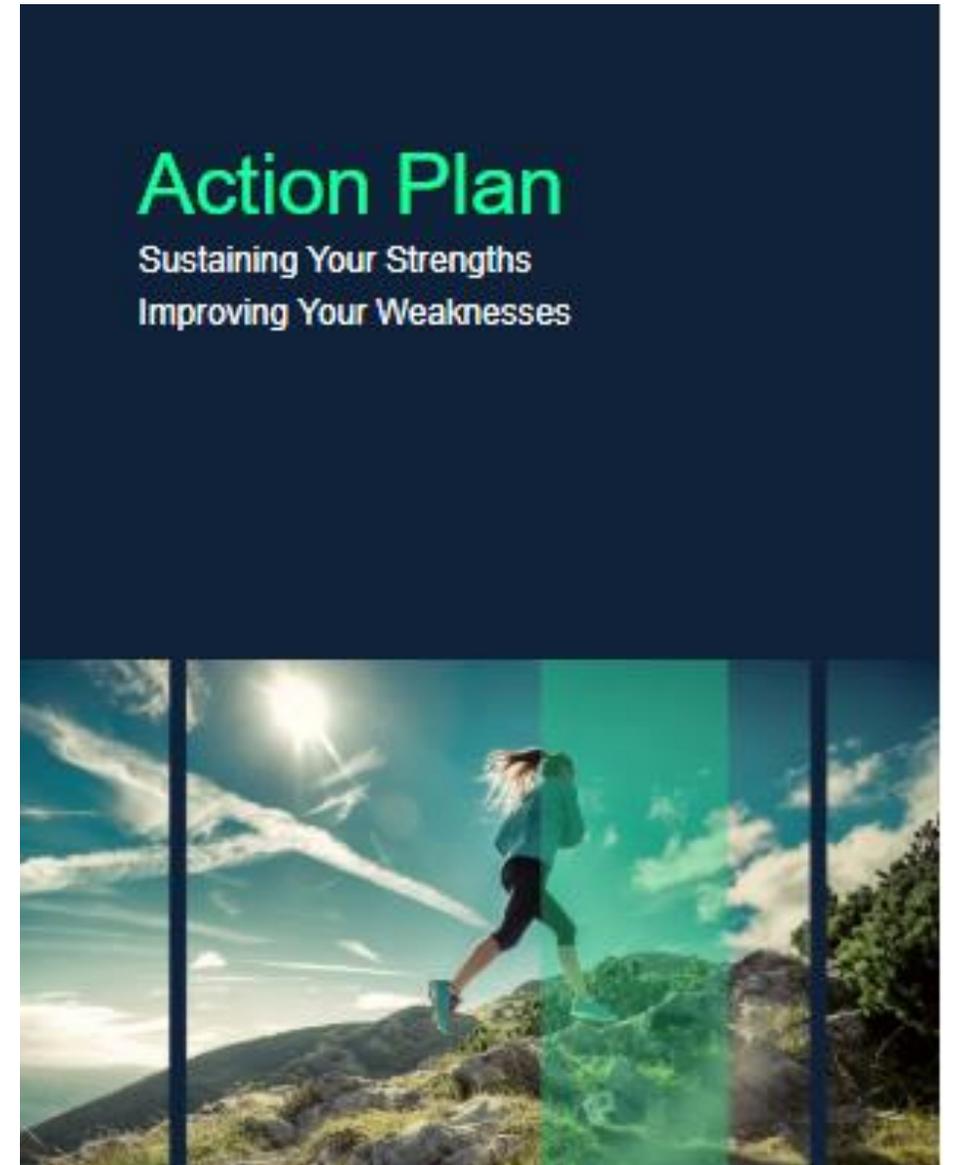
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# Action Plan

## Participant Reports include an Action Plan

- + Highlighting strengths to sustain
- + Noting weaknesses to improve
- + Asking for a timeline and person to hold them accountable



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# Action Plan

**Improve Weaknesses - Open-Minded**

Areas to Improve: Your Weakness	This person is willing to change his/her mind when presented with new and different information.	<b>3.00</b> Self Score	<b>2.40</b> Evaluator
Actions to Improve or Mitigate the Weakness			
Your Proposed Timeline for this Action Item			
Who Will Help keep You Accountable for this Action Item?			

The Action Plan is part of the Participant Report and can be edited and downloaded in the online platform.

# Group Reports

- + Group reports provide information about a group of individuals overall strengths and weaknesses.
- + Also, identify areas for improvement for individuals significantly below the group average.

## Competency: *Business Trend Awareness*

Maintains an awareness of what is going on within the industry and how such trends could affect the organization.

- Self Assessed Average
- Group Average Score

**3.85** **4.28**  
Self Score Group Average



Frequency of Ratings

Rating	Frequency
1	107
2	72
3	5
4	5
5	5



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# Group Report

Here, my group is strong in **Accountability**, but could use some help in **Valuing Diversity**.

Average Evaluator Score by Item for the Group Sorted from Highest Scores to Lowest Scores



# Applications

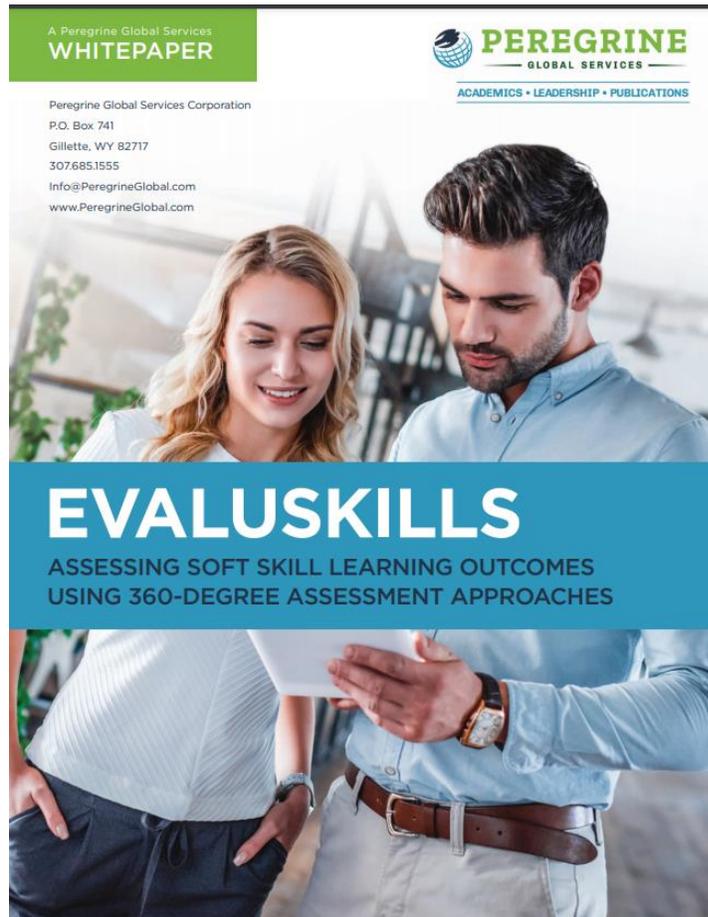
- + **Undergraduate:** Conduct at the end of the academic program for programmatic assessment and to provide students with an action plan.
- + **Graduate:** Conduct a pre-program/post-program assessment to directly measure learning outcomes. The action plan from the pre-program assessment is used by the students for skill development throughout the academic degree program.
- + **Staff/Faculty:** Use as a traditional 360-assessment based on the mission, vision, and values of the organization.



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# Applications: Whitepaper



+ **Wyższa Szkoła Bankowa w Gdańsku (WSB-Gdansk launched in 2019**

+ **Mountain West Credit Union Association (MWCUA) in 2020**

+ <https://peregrineglobal.com/pathway-publications/higher-ed-publications/>

# In Conclusion, EvaluSkills Provides

- + **Flexible, customizable assessment instruments**
- + **Standardized rubrics for all assessment items to improve objectivity and consistency**
- + **An administrative site to manage the process**
- + **Group reports to determine developmental needs**
- + **Participant action plans to sustain strengths and improve weaknesses**
- + **Ability to use a pre-test/post-test construct with longitudinal analysis to directly measure change with participant development**



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# Free Module for Webinar Attendees:



We are offering free access  
(for faculty members) to our  
*Evaluskills* – a soft skills  
assessment tool.



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# Final Poll 4:

How can we help you? What do you need from us?

- Access to *EvaluSkills* and the *Whitepaper*
- A call/meeting to discuss *EvaluSkills*
- A call/meeting to discuss assessment plans
- An email with more information about solutions



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**Thank you!**

**Contact me at Email:**

**[Jamiyansuren@PeregrineGlobal.com](mailto:Jamiyansuren@PeregrineGlobal.com)**



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# THANK YOU



# Solution Pricing

Customization of rubrics and instruments, client and technical support services, full Client Admin login capabilities, and all reports are all included in this one simple service pricing.

PRICING FOR ALL ASSESSMENT SERVICES		
SERVICES PER YEAR	PRICE PER EXAM	
	BA/BS/GRAD	AA/AS
1-100	\$45	\$23
101-500	\$40	\$20
501+	\$36	\$18



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