

Employer Start of Term Survey



New World of Work

Powered by:



CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY



www.newworldofwork.org

Background Information

Thank you for taking the time to complete this start of term survey! It has been designed to gather initial skill information about the student you are hosting at your company/organization. We will send out another survey at the end of the term. This will help track the student's skill development over the course of their placement with you.

1. Today's Date: (Month/Day/Year)

 / /

2. What is your name?

Full First Name

Full Last Name

3. What is your work title/role?

4. Please list the name of your company/organization.

5. In which industry sector does your company/organization best fit?

- Advanced Manufacturing
- Advanced Transportation & Renewables
- Agriculture, Water & Environmental Technologies
- Energy (Efficiencies) & Utilities
- Global Trade & Logistics
- Health
- ICT/Digital Media
- Life Sciences/Biotech
- Retail/Hospitality/Tourism
- Small Business
- Other, please specify

6. What type of work based learning are you providing to your student?

- Full Time Employment
- Part Time Employment
- Internship
- Apprenticeship
- Mentoring
- Volunteer Placement
- Work Study
- Project Based Learning
- Service Learning
- Clinical Experience
- Other, please specify

7. What is the name of the student at your company/organization involved in this work based learning placement?

Full First Name

Full Last Name

8. At which college is your student enrolled?

Skills Focus

1. Which of the following “Top 10” 21st Century Skills do you feel are most important for your student to focus on during this work based learning placement? Check all that apply.

- Adaptability (Open to Change)
- Analysis/Solution Mindset (Problem Solver)
- Collaboration (Team Player)
- Communication (Good Communicator)
- Digital Fluency (Good with Technology)
- Empathy (Sensitive to Others’ Feelings)
- Entrepreneurial Mindset (Go-Getter)
- Resilience (Plans for Success & Bounces Back from Failure)
- Self-Awareness (Self Understanding)
- Social/Diversity Awareness (Sensitive to Differences in Backgrounds and Beliefs)

2. What do you think will be the benefits to the student by participating in this work based learning placement?

3. What do you think will be the benefits to your company/organization in hosting a student?

Skills Assessment

If you have determined you will focus on some (but not all of the ten) skills with your student during this placement, please fill out the sections that relate to those skills only. Otherwise, please provide ratings for all ten skills listed on the following pages.

1. Adaptability (Open to Change) – How would you rate your student’s Adaptability Skills?

N/A – Have not observed **Emerging** – Skill not yet developed **Developing** – Some ability with skill **Acquired** – Good ability with skill **Accomplished** – Full ability with skill

Notices when things change, like new technology or new responsibilities, and sees it as an opportunity rather than being negative about it.

Open to new experiences by trying out different work environments, roles, and tasks.

Considers a variety of viewpoints and suggestions to get the job done.

Can handle normal amounts of stress, use feedback in a positive way, and learn from things that go wrong.

2. Analysis/Solution Mindset (Problem Solver) – How would you rate your student’s Analysis/Solution Mindset Skills?

N/A – Have not observed **Emerging** – Skill not yet developed **Developing** – Some ability with skill **Acquired** – Good ability with skill **Accomplished** – Full ability with skill

Considers different viewpoints and puts effort into understanding why information may be presented in a certain way.

Looks at the bigger picture of the work situation, community, or society when solving problems.

Examines information and data using critical thinking skills.

Takes time to think about different ways of solving a problem and tests out ideas to see which one is best.

3. Collaboration (Team Player) – How would you rate your student’s Collaboration Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Understands that a diverse team, in person or remote, benefits everyone. Willing to use technology to assist in team tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects people’s differences while at the same time finding what they have in common that allows the team to work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares leadership by gathering ideas and using the skills of all team members. Offers help and encourages everyone to share responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds positive ways to deal with conflict amongst team members and sees failure as a way to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Communication (Good Communicator) – How would you rate your student’s Communication Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Speaks in a professional manner, uses appropriate content, and says things in a way that others will understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can communicate using technology tools like email, LinkedIn, or PowerPoint slide shows. Knows how to use social media appropriately in work settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows how to choose words wisely and use non-verbal communication to make meaning clear. When writing uses correct spelling and grammar to make meaning clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is an attentive listener and asks questions or repeats back what was heard to make sure everything was understood correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Digital Fluency (Good with Technology) – How would you rate your student’s Digital Fluency Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Knows what technology tools are available to help people work together in person and online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the right and wrong, both morally and legally, in using or sharing any documents, pictures, programs, or access to personal or private information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a basic understanding of computer, tablet, smart phone hardware and software and how they work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses online tools like Google and YouTube to find data, information, answer a question, or help solve a problem. Can determine the “usefulness” and “truthfulness” of sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Empathy (Sensitive to Others’ Feelings) – How would you rate your student’s Empathy Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Knows the difference between empathy (putting yourself in someone else’s shoes) versus sympathy (feeling sorry for/understanding what someone is going through) and knows when to use one approach or the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connects with others by being a good listener, asking questions to help understand what the other person is feeling, being honest, and mirroring positive nonverbal communication to build trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops good relationships with people from different backgrounds and cultures by showing they are respected and valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When working with clients or customers, makes decisions based on client or customer needs and points of view, and asks how satisfied they are with the outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Entrepreneurial Mindset (Go Getter) – How would you rate your student’s Entrepreneurial Mindset Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Self-motivated and seeks new knowledge, skills, and greater work responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinks of new ideas and ways of doing things by drawing connections, comparisons, and combining different sources of information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to take risks and learn from mistakes in order to improve a product, service, or process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can work within an established organization (intrapreneur) or set up his/her own business (entrepreneur/social entrepreneur) while keeping in mind client or customer needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Resilience (Plans for Success & Bounces Back from Failure) – How would you rate your student’s Resilience Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Sets priorities and goals, anticipates possible consequences, and has back-up plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bounces back when things go wrong. Figures out what happened and how to learn from it when making future decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to others’ views while also speaking up for oneself in order to learn from feedback and resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believes in personal growth and change by seeking new knowledge and skills as a way of life, not just a one-time thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Self-Awareness (Self Understanding) – How would you rate your student’s Self-Awareness Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Knows own personality, strengths, and areas of knowledge, skills, or habits that can be improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains self-discipline, tries to do the right thing, and takes personal responsibility in social or work situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves professional manner by learning guidelines or rules of the work setting, such as appropriate clothing and ways of communicating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks for work opportunities that would be a good match for personal strengths and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Social/Diversity Awareness (Sensitive to Differences in Backgrounds and Beliefs) – How would you rate your student’s Social/Diversity Awareness Skills?

	N/A – Have not observed	Emerging – Skill not yet developed	Developing – Some ability with skill	Acquired – Good ability with skill	Accomplished – Full ability with skill
Respectful of differences in others’ backgrounds and beliefs in local communities and the world at large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values diversity in the workplace, including gender, sexual orientation, ethnicity, and age. Understands these differences can actually improve products, services, or work processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses social or cultural differences to help expand the concept of what is “normal” and uses this to generate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and improves relationships with people of different backgrounds and beliefs by improving self-awareness, sensitivity to others’ feelings, and professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time and for supporting our students!