**Provider Competency Evaluation**

**Directions:** The Provider Competency Evaluation should be completed **once** at the end of the workshops. There are 4 possible ratings, from “unsatisfactory” to “exceeds expectations.” Complete the employee information section, then rate each **individual objective** by circling the appropriate rating number box. If a competency is not applicable, list “N/A” in the comments section. Total the overall rating, enter any additional comments, then sign and date the evaluation.

Youth Information

Youth Name: Provider: Date Completed:

Ratings

**(1)** = **Unsatisfactory** – Demonstrates little to no knowledge of the skill, objective or behavior indicated. Performance in this area is not adequate for this position.

**(2)** = **Needs Improvement** – Beginning to display knowledge of the skill, objective, or behavior indicated but only partially meets performance standards in this area for a person in this position.

**(3)** = **Meets Expectations** – Consistently displays the skill, objective, or behavior indicated and regularly meets job requirements in this area.

**(4)** = **Exceeds Expectations** – Regularly performs to the highest standard in this skill, objective, or behavior indicated.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interpersonal (Collaboration and Teamwork)** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| Student can be enthusiastic and cultivate positive, collaborative relationships. | 1 | 2 | 3 | 4 |  |
| Student can adjust in order to perform required tasks. | 1 | 2 | 3 | 4 |  |
| Student is courteous and respectful. | 1 | 2 | 3 | 4 |  |
| Student can work with or without supervision. | 1 | 2 | 3 | 4 |  |
|  | | | | | |
| **Communication** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| Student is able to express feelings and thoughts through writing and speaking. | 1 | 2 | 3 | 4 |  |
| Student is able to listen and participate in conversation making eye contact. | 1 | 2 | 3 | 4 |  |
| Student can build on the ideas of others. | 1 | 2 | 3 | 4 |  |
| Student is cognizant of voice inflection, mood, and non-verbal cues. | 1 | 2 | 3 | 4 |  |
| **Critical Thinking and Problem Solving** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| When presented with a work-related problem or challenge, student can utilize strategies to overcome it. | 1 | 2 | 3 | 4 |  |
| Student is able to ask questions effectively. | 1 | 2 | 3 | 4 |  |
| Student is able to think creatively. | 1 | 2 | 3 | 4 |  |
| Student is able to be resourceful. | 1 | 2 | 3 | 4 |  |
|  | | | | | |
| **General Professional** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| Student understands meaning of “can do” attitude and being a self-starter. | 1 | 2 | 3 | 4 |  |
| Student is punctual, has good attendance, and demonstrates dependability. | 1 | 2 | 3 | 4 |  |
| Student understands what it means to maintain a clean/neat appearance and can follow a dress code if/as necessary. | 1 | 2 | 3 | 4 |  |
| Student can manage appropriate use of a smart phone. | 1 | 2 | 3 | 4 |  |
|  | | | | | |
| **Time and Self-Management** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| Student can prioritize tasks. | 1 | 2 | 3 | 4 |  |
| Student can use time efficiently. | 1 | 2 | 3 | 4 |  |
| Student can meet deadlines. | 1 | 2 | 3 | 4 |  |
|  | | | | | |
| **Employment Management** | | | | | |
| **Competencies** | **Rating** | | | | **Comments** |
| Student can create a targeted cover letter. | 1 | 2 | 3 | 4 |  |
| Student can create and update their resume. | 1 | 2 | 3 | 4 |  |
| Student can identify 2 to 4 references. | 1 | 2 | 3 | 4 |  |
| Student can complete a job application. | 1 | 2 | 3 | 4 |  |
| Student has access to documents needed for I-9 and understands why they are necessary. | 1 | 2 | 3 | 4 |  |
| Student can demonstrate appropriate interviewing techniques as evidenced by participation in interviewing exercises. | 1 | 2 | 3 | 4 |  |

Provider Signature: Date:

Youth Signature: Date: