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ANNEX: EXISTING MODELS FOR MEASURING SOFT OUTCOMES AND DISTANCE TRAVELLED

This section provides information and sample documentation from the approaches listed below. These have been included with the guide to provide models for measuring soft outcomes and distance travelled that projects will need to adapt to their own use, as no single approach will be suitable for all ESF projects.

Nearly all of these approaches could be modified for use by projects of shorter or longer duration. The main exception is Bridges to Progress, which has been designed for projects working with beneficiaries for a period of at least several months and emphasises the collection of evidence, which may be harder for some smaller organisations. Those approaches developed initially for shorter duration projects include the Idea Project, Breaking the Cycle, the SIIP approach, Bolton Wise, Steps to Success and the Formula One Process.

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1 IDEA PROJECT

The project

IDEA, an ESF project run by Sussex Employment Services in 2001 – 2002 worked with people with all levels of learning disabilities, and also those with mental health issues to help them get and keep jobs, and to become independent in doing so. The project's programmes were individually tailored and ranged from 3-4 weeks to 10 months.

Approach to measuring soft outcomes and distance travelled

The project manager developed a system for assessing and monitoring progress towards employability based on a questionnaire developed by project staff and a "task wheel" (modified from a version designed by Connexions) that shows beneficiary needs and progress they make in graphical format.

Beneficiaries were assessed with an initial 9 page questionnaire Work Skills Assessment Form covering literacy, numeracy, social skills, personal approach to the workplace and so on.

The form was usually filled in by the beneficiary with the help of an a Employment Officer, with the process taking around two hours (but longer for those with learning disabilities). Some clients were able to complete the form alone, with around an hour of further help and discussion back at the project to clarify issues arising.

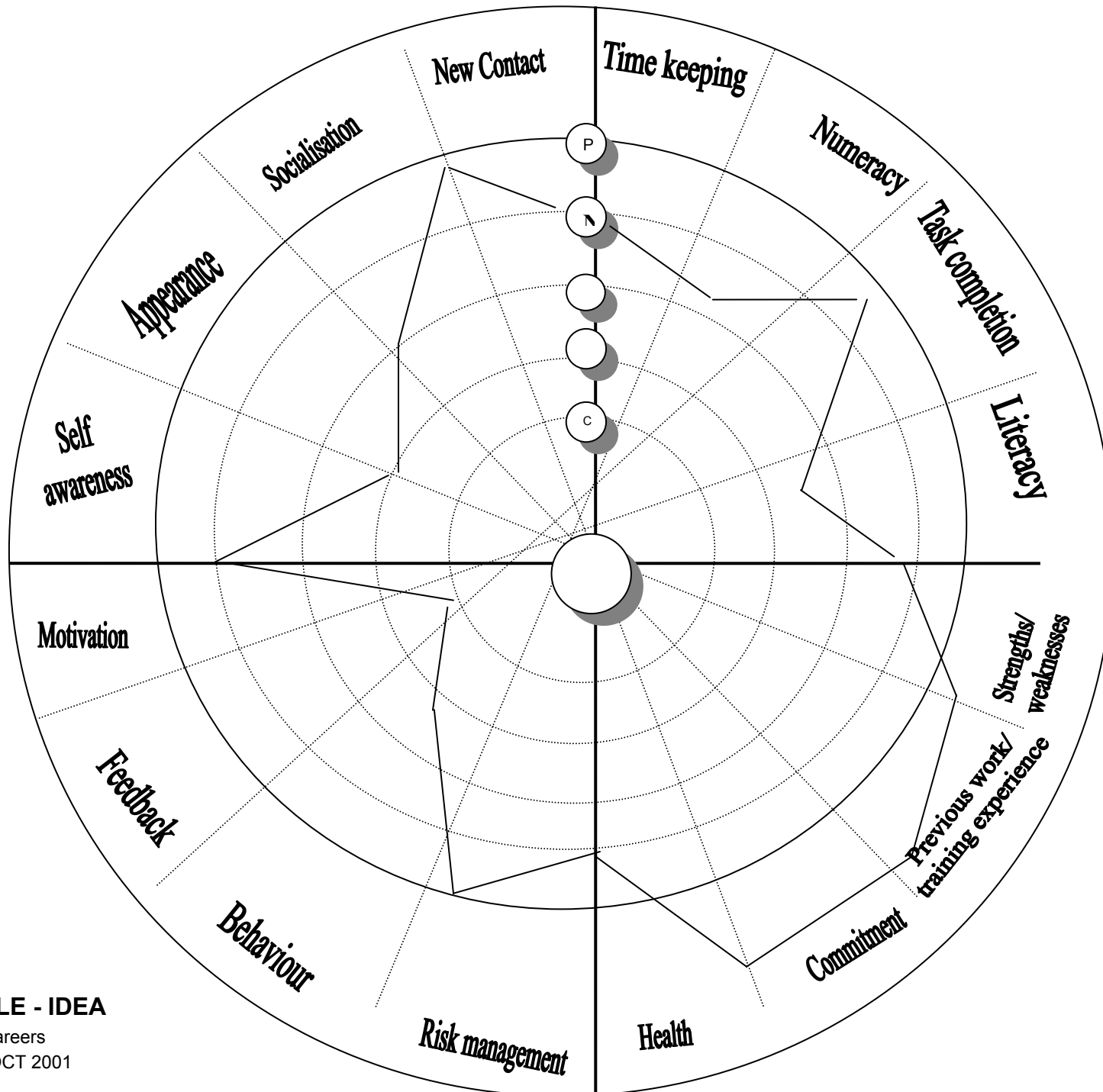
The results from this questionnaire and the general assessment made by the Employment Officer were then used to complete an Assessment Profile – a wheel shaped graph (see overleaf) that shows areas of need in four areas (social skills, work skills, approach to work, personal issues). This was graded according to the scale:

- P Positive strengths identified which could contribute to successful transitions (to employment)
- N No issues identified which could hinder successful transitions
- G General issues identified
- S Significant and/or specific issues identified
- C Critical and/or complex issues identified

The results from this assessment could be easily converted into an action plan, which could include both hard and soft skills development issues. At a subsequent appointment the Employment Officer discussed possible work placements with the beneficiary that was most relevant in terms of their interests and strengths.

SOCIAL

WORK



**APPROACH
TO WORK**

PERSONAL

ASSESSMENT PROFILE - IDEA

Adapted model from Sussex Careers
Form by L Murphy & A Lucas OCT 2001

Once a placement was found, the Task Wheel (see example overleaf) would be completed with specific tasks. These would be specific to the job or work placement, and could be varied to be as complex or specific depending on the beneficiary. Examples used with one client with learning disabilities included: “unpack goods when they come into the shop”; “make drinks for other staff”; “travel independently in a taxi” etc. For another client though more sophisticated tasks were included, e.g. “learn the Sierra computer package”.

The following scoring system was used:

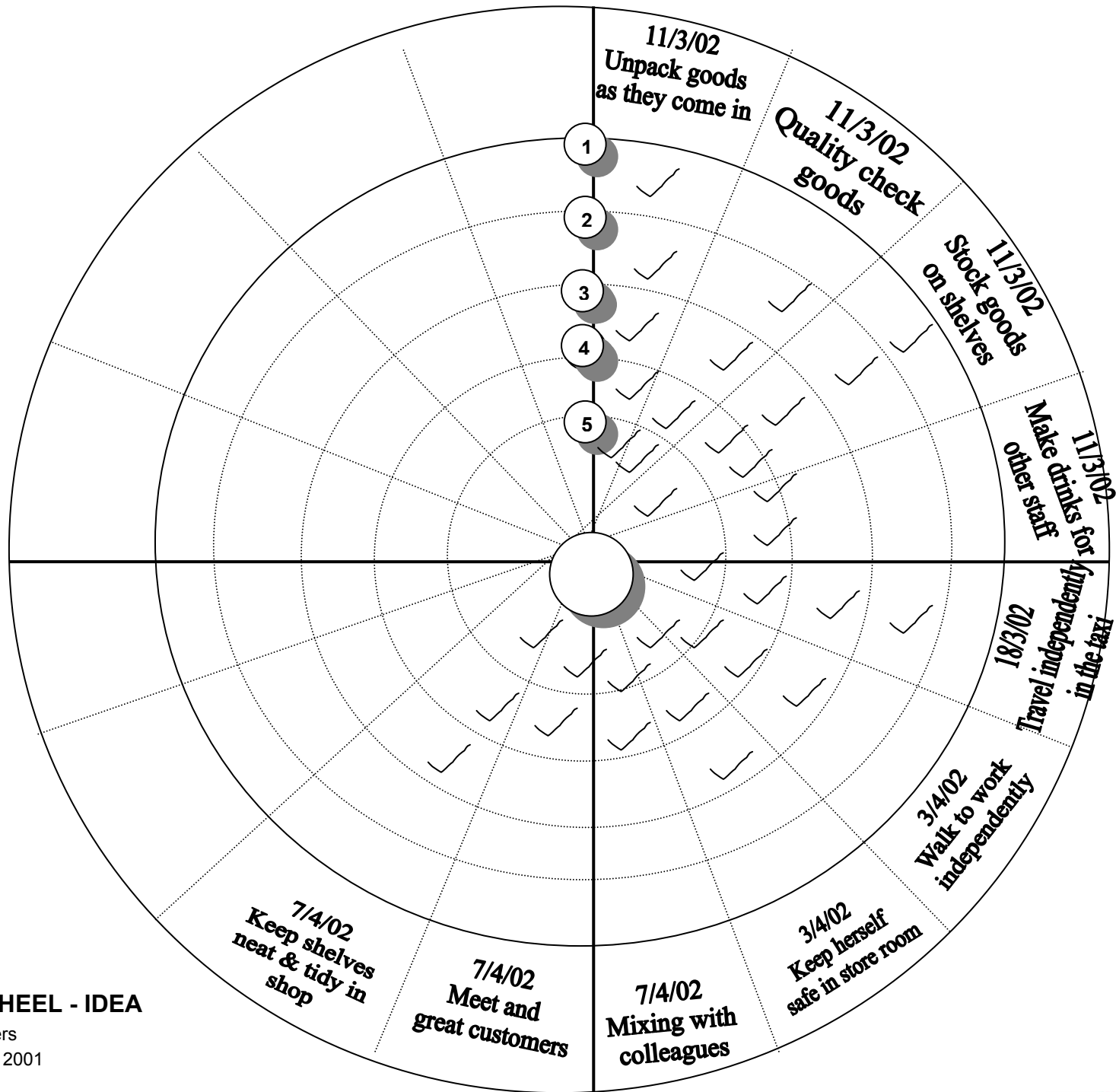
5. Beneficiary has assisted with the task
4. Beneficiary has performed the task with assistance
3. Beneficiary has done the task with supervision
2. Beneficiary has done the task unaided
1. Beneficiary has done the task with excellence

Tasks could subsequently be modified or added to if necessary. When the beneficiary reached level 2 in a specified number (or all) tasks they received a Certificate of Personal Achievement, and a Certificate of Excellence when they reached level 1. These would be signed by the employer and a representative of the Employment Service, and were kept in a portfolio along with the completed task wheels. This could then be presented to potential employers.

Key issues

- The approach, and use of the wheel in particular, required some explanation and training for project staff, though in general they were enthusiastic about using it. Discussions were held at weekly progress meetings to discuss issues arising, but after the system had been used a few times there were no problems.
- Consistency in the use of the system was not a problem as distance travelled was always measured against a starting point set individually for each client so that no verification was needed.
- One of the strong points of this approach is that assessment is task oriented, with completion of specific tasks used to provide evidence of the acquisition of soft skills. The approach has significant benefits in having clear, presentable evidence on what the client is capable of doing, which can be helpful in overcoming scepticism on the part of potential employers.

Name:
Date started:



TASK ACHIEVEMENT WHEEL - IDEA

Adapted model from Sussex Careers
Form by L Murphy & A Lucas OCT 2001

2 BREAKING THE CYCLE

The project

Breaking the Cycle is a series of nine projects, located predominantly in the South East of England, and working with disaffected young people. On average, clients are on the programme for four to six months, although in practice it is often more complicated than this as some clients dip in and out of the programme and may be involved for more than one year.

Approach to measuring soft outcomes and distance travelled

Breaking the Cycle has developed an approach known as IRAS, the Information, Recording and Analysis System, to measure both hard and soft outcomes, which is currently in its third version.

IRAS was designed specifically to engage with all stakeholders and to bring a range of perspectives to bear in assessing distance travelled. It integrates monitoring and evaluation tools within the day-to-day work of the projects (so that it does not appear as an additional weight on project workers). The administration and data entry is completed by tutors themselves so that they can get immediate access to up-to-date project-level findings on soft outcomes.

The approach aims to measure changes in employability, health, accommodation and housing, offending behaviour, and other general cross-cutting issues, such as communication or relationship skills, self esteem or basic skills.

The primary means for assessing soft outcomes is through a system of quarterly reviews which form part of a wider objective-setting and assessment process. An enrolment form is completed during an initial interview. This interview takes place after clients have attended the project for a couple of weeks, in order to put them at greater ease in providing personal information. It also provides prompts on whether the client requires any support measures (for example, childcare) or is involved with any other agencies. All this helps develop a client profile which is translated into a personal action plan.

At each quarterly review, feedback on soft indicators is gained from a number of sources depending on how the client came to join the programme and the extent to which they have engaged with the process. These include the trainee, a project worker (though this view may represent the views of several workers and the trainee's mentor), and a "third view" from someone external to the project (this could be the trainee's referrer or another professional who works with them). Each source rates the trainee's progress in the issues they are working on at the project according to the following five-point scale:

1. This is now much worse
 2. This is now worse
 3. This is about the same
 4. This has improved / increased
 5. This has greatly improved / increased
- X. Not relevant

The person completing the form is then asked to provide “reasons for rating” & supporting evidence/examples. These may relate to knowledge, skills, attitude, outcomes or actions taken. As well as ensuring that greater thought is given to the rating, this has a further advantage of providing evidence for some of the pre-vocational qualifications trainees work towards. External professionals contributing to the form are told that the information they provide will be shared with the client during the quarterly review. In practice, clients tend to complete a version of the form verbally at their review (literacy is a major issue) with the help of the tutor, who provides the feedback from others to compare with the client’s own views. This will sometimes result in the trainee making changes on the basis of the views of others. This is a key component of the approach, because clients often lack self-awareness about the degree of progress they have made. These ratings and comments also feed into any revisions of the action plan.

The ratings from each individual quarterly review are fed into an Excel spreadsheet – which can be analysed and monitored at the level of individual trainees, individual project sites or for several project sites. The data has several uses. For individual trainees it can be used to identify strengths and weaknesses, to celebrate success and to inform further action planning. Across one or more project sites it can also be used as a developmental tool to drive project development by identifying strengths or weaknesses that need to be addressed. Average ratings can be shown for each individual, and across each project.

Key issues

All project workers receive a User’s Guide for the system, a day of training on IRAS during their induction and subsequent top-ups on request. There is also a “helpline” offering support to project workers who have queries. A new development for the system is that each project will receive an on-site visit to address support, training and quality assurance issues every three to four months.

The system has recently been revised, as some projects found previous versions of IRAS difficult to administer, particularly because clients tend to dip in and out of the programme. These difficulties have been substantially reduced with the new version, in part by reducing the number of views that had to be canvassed in completing the form.

Breaking The Cycle

Trainee		ID No		Worker	
"3rd View" - name (& ideally signature)		Agency / Contact details			

Please use the following ratings to show how the trainee / their life has changed **on balance**, since joining BTC:

1 - much worse. 2 - worse. 3 - about the same. 4 - improved. 5 - greatly improved. X - Not relevant / can't comment.

<i>Area</i>		Ratings given			Reasons, evidence or examples given to support rating/s
		Trainee	Worker	3 rd View	
Employment - training - education	Generally "willing & able" to achieve / sustain ETE				
	Being motivated				
	Being able to manage ETE lifestyle needed				
	Being punctual & reliable				
	Having the right qualities for the ETE option wanted				
	Looking or found work/training in a suitable vocational area				
	Looking for right level of ETE, at this stage				
	Knowledge/skills/attitude for job (or study) search -				
	Ability to make applications - e.g. forms / cv's / interviews				
	Qualities to get on with others (colleagues, customers, bosses)				
	Seeking support with problems (when in / finding ETE)				
	Relevant level of job / training search activity				
	Other factors:				

Area		Ratings given			Reasons, evidence or examples given to support rating/s	
		Trainee	Worker	3 rd View		
Health	Health generally					
	Has regular exercise					
	Has balanced diet & healthy eating behaviours					
	Manages use of substances (drugs, alcohol, tobacco etc)					
	Uses services appropriately (doctor, dentist, check ups etc)					
	Manages any mental health issues appropriately					
	Manages stress well					
	Sexual health					
	Managing impact of any health issues on other areas of life					
	Managing impact of other areas of life on health					
	Other factors:					
Housing (independent or with family)	Housing generally					
	Ability to get on with those sharing e.g. family, flatmates					
	Ability to manage money & budget (rent, food, utilities etc)					
	Ability to keep landlord/lady, parents &/or neighbours happy					
	Ability to manage for self (cook, wash, shop, clean, etc)					
	Ability to seek support with problems					
	Other factors:					

Area		Ratings given			Reasons, evidence or examples given to support rating/s	
		Trainee	Worker	3 rd View		
Crime / Offending	General ability to be law abiding					
	Frequency of any offending					
	Seriousness of any offending					
	Ability to manage anger					
	Manage self, triggers or circumstances likely to be a factor in offending					
	Consideration of others rights / consequences for victim					
	Consideration of consequences for self					
	Other factors:					
General, other or "cross - cutting" issues	Self esteem (more fundamental / long term than confidence)					
	Communication skills	Literacy &/or Numeracy (please note which)				
		IT				
		Verbal				
	Problem solving					
	Ability to work well in teams					
	Ability to take on challenges / try new things					
	Assertiveness					
	Ability to get on with views / people different from self					
	Other factors:					
	Signed as a true and accurate record of conversations / review:					
Trainee		Worker		Date		

Reason if trainee did not sign:

3 BRIDGES TO PROGRESS

The project

Bridges to Progress is the system for measuring soft outcomes and distance travelled developed by the Bridges Project in East- and Mid-Lothian in partnership with several other organisations. The project works with young people who attend on a voluntary basis, and provides a range of different services with the ultimate aim of helping young people become self-reliant.

Approach to measuring soft outcomes and distance travelled

The system identifies 49 standards in seven core skill and knowledge areas. Taken together these standards cover the core skills that anyone needs in order to be self-reliant and employable. Individuals usually work only on those standards relevant to their situation and the work undertaken by that particular agency. The system has been geared for use with the most disadvantaged young people, but has also been used with a wide range of other client groups.

This section summarises the different elements of the system and explains how it works. However, a full guide to the system is downloadable from the following website:

www.scottishthroughcare.org.uk/Bridges.html

In addition, a modified set of standards and an assessment form which focuses specifically on employability rather than the full range of issues relating to self-reliance is attached below.

Bridges Project staff stress the importance of having a thorough initial assessment of needs, which is usually conducted over a period of up to several weeks. During this process, project workers select a sub-set of the full range of standards according to the specific needs of individual clients. The staff also stress the need for professional judgement in this process, and note that the system was generally unsuitable for use by staff without a social work background. An achievable and realistic set of goals reflecting the standards chosen are agreed with the client. Progress is then reviewed on a regular basis, usually once a week or once a fortnight, depending on the resources and aims of whichever project is using the system.

Bridges to Progress is an evidence-based, rather than opinion based system in that progress is measured against evidence of ability in a particular standard, not on whether the client feels they have made progress. Projects using the system will need to be flexible and creative in looking at evidence. Examples could include videos of presentations to illustrate communication skills / self confidence measures, or corrected /

re-worked CVs to illustrate job search skills. Because it relies on collecting evidence in this way, it is not suitable for paperless organisations.

Clients are then graded 1 – 6 on each standard according to the following criteria:

1. There is demonstrably no recognition of a problem, or there is a severe lack of skill to deal with a clear area of deficit.
2. The individual has recognised and accepted the need to address an area of deficit but has not yet developed the skills to do so.
3. The individual has been involved in drawing up a plan of action to address his / her areas of need and is beginning to work towards accumulating evidence to demonstrate the acquisition of the necessary skills.
4. The individual is fully involved in evidencing his / her growing competence.
5. The individual has demonstrated competence in relation to an area of deficit and has sustained this competence over a period of time.
6. The individual is deemed to be fully competent and operating consistently in a way that demonstrates self-reliance.

Data can be plotted in Excel spreadsheets and then used to produce graphs showing performance over time. These assessment sheets are included in individual portfolios created for each client, which can be used for example, to provide proof to third party organisations of the progress that clients have made towards self-reliance and employability.

Key issues

Bridges to Progress cannot be an evaluation system for comparing progress of different individuals because it is purposely designed to account for the fact that different clients have different starting points. However, it will be possible to use it:

- to talk about how successful a project is with particular standards or categories of need if a wide base of evidence is collected to demonstrate this.
- to show funders or other parties that a project has helped clients make progress towards self-reliance and employability, even in the context of some regression.

However, due to its relative time and resource intensity, Bridges to Progress is not suitable for all projects, in particular short-term interventions, and is most appropriate in projects where clients attend for between 6 months and 2 years. Bridges to Progress has been used by a range of different organisations who have modified it for their own use. Further points that have arisen from their experience include:

- It needs time to introduce the approach to staff and get them used to using it. How long will depend on the individuals concerned, the disciplines they come from and how quickly they learn.
- It needs to operate in the context of a robust management system. In particular, it needs an internal verification system with a senior staff member acting as a Quality Manager who should check use by different staff by sitting in on a sample of assessments, in order to ensure consistency (this is particularly important in multi-site projects).
- It is not suitable for projects working with people with severe or enduring mental illness, in particular because assessment using it has the potential to hasten the oncoming of florid states.

The form attached below is based on the original Bridges to Progress system, but the standards it uses focus solely on skills relevant to the workplace. This version of the system is still under development, should not be considered as definitive, and would need to be adapted according to the specific circumstances of a particular project. A key difference with this version is that it focuses specifically on the needs of employers or trainers. The scoring system is different because of the workplace context. There is also a space in the column headed "C" for indicating which specific skills are regarded as critical and / or worth paying specific attention to.

C	SKILL AREA	SCORE	COMMENTS
	RELIABILITY <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Be punctual		
	Attend regularly in accordance with agreement		
	Notify absence appropriately		
	Manage time effectively		
	Arrange external appointments outwith agreed time		
	Comply with rules, regulations and safe working practices		
	Recognise the need to act responsibly (self and others)		
	Exercise judgement/common sense in taking decisions		
	Work without supervision when appropriate		
	Sustain and complete work (short term)		
	Sustain and complete work (longer term)		
	Work towards realistic objectives		
	Demonstrate honesty		
	MOTIVATION / ATTITUDE <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Demonstrate enthusiasm and enjoyment		
	Work co-operatively as part of a team		
	Work co-operatively with those in authority		
	Demonstrate a commitment to learn and try new things		
	Demonstrate a positive attitude towards a challenge		
	Sustain agreed activity/activities		
	Demonstrate a commitment to continuing self-improvement		
	Manage conflict in workplace appropriately		
	Leave personal issues outwith workplace		

Scoring 1 = not attainable

2 = poor

3 = is undergoing training

4 = needs further training

5 = needs further practice to master the skill

6 = competent to employed worker's standard

C	SKILL AREA	SCORE	COMMENTS
	BASIC SKILLS <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Read to the functional level required		
	Write to the functional level required		
	Understand and use what is written at appropriate level		
	Demonstrate ability to use appropriate technology/ equipment		
	Manipulate numbers		
	Communicate appropriately verbally		
	Communicate appropriately non-verbally		
	Listen actively to others		
	Demonstrate concentration		
	Manage systems, rules and procedures appropriately		
	Manage change effectively		
	INTER-PERSONAL SKILLS <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Demonstrate clear self-expression		
	Demonstrate appropriate degree of tolerance towards others		
	Help others when appropriate		
	Demonstrate a realistic understanding of trainer/ employer's needs		
	Demonstrate sensitivity to others		
	Demonstrate awareness of impact on others		
	Recognise the needs of others		
	Recognise the contribution of others		
	Share and recognise the value of others' ideas		
	Demonstrate ability to exercise self control		
	HEALTH / FITNESS <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Demonstrate ability to take responsibility for own health		
	Demonstrate ability to maintain personal hygiene		
	Demonstrate ability to maintain personal appearance		
	PROBLEM-SOLVING SKILLS <i>THE YOUNG PERSON IS ABLE TO:</i>		
	Evaluate the nature of a problem		
	Use own initiative appropriately		
	Think through, plan and prioritise		
	Demonstrate a solution-based approach		
	Demonstrate ability to recognise the need for support and to access it appropriately		
	Understand and remember processes		
	Demonstrate determination/tenacity		
	Overcome barriers of personal frustration		

4 SIIP, BRIDGES PROJECT WEYMOUTH

The project

Bridges (Weymouth) is an umbrella body for various local community organisations which deliver a wide range of services including training and skills development, mental health services, crisis services to a diverse group of clients (all ages, varying levels of functionality, recovering addicts, schools etc.).

Approach to measuring soft outcomes and distance travelled

The project has developed a tool for measuring soft outcomes and distance travelled which is used by most of its local partners: the Soft Indicators Individual Profiling (SIIP) form. The SIIP forms are used both for initial assessment of client needs and to assess distance travelled by re-assessment at a later date. The form provides evidence of progress and goes into individual client files, eventually forming part of a portfolio for which clients receive a certificate. In addition, data provided from the forms have proved useful in providing evidence to support funding bids. Project staff feel that the approach they have developed is particularly useful in identifying areas of need that clients are sometimes unable to articulate clearly or are initially unwilling to discuss with project staff.

The form was initially developed because the project needed to assess progress in clients but had little evidence of hard outcomes. The form has been through several stages of development, as the original version was very long and found to be too cumbersome. Subsequent revisions were made by a group of staff from different programmes who had experience of working with the full range of client groups.

Initial assessment is carried out when clients come to the project for the first time. Use of the form also varies within a programme, depending on the needs and personal circumstances of the clients participating in the project. Clients fill in the SIIP form either alone or with a project worker to provide help. The forms are always completed on a voluntary basis; some organisations use it only with some clients, and may also omit some questions. As answers may be affected by variations in the client's mood when completing the form, the project suggests that clients complete the form on at least 3 or 4 occasions where possible in order to get a balanced view of distance travelled.

Data from the form is collected by project staff and analysed using Excel spreadsheets. The results are then discussed with the clients. The data is also used for the quarterly ESF report, to show evidence of achievement.

Key issues

- Because of the diversity of clients, it was decided to have two SIIP forms instead of one: one for young people under 25 years and one for other adults (both are attached below). The main variations between these two versions are that slightly different language is used in each, and some questions which were not appropriate for adults were dropped from the second form.
- The approach is valued by project staff in particular for being quick to complete and relatively simple to administer.

Soft Indicators Individual Profiling

Beneficiary Name: _____

Beneficiary Start Date: ___ / ___ / ____

Partner Name: _____

Today's Date: ___ / ___ / ____

Keyworker Name: _____

	Yes	No	N/A
My CV is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My action plan is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This is the
 1st 2nd 3rd 4th **More (please specify)** _____
time I have completed this questionnaire

FACTOR		Please tick (✓)						See over
		5 Always	4 Often	3 Sometimes	2 Rarely	1 Never	Not applicable	
1. Achievements								
1	I am aware of my strengths & weaknesses							
2	I have difficulty managing my own money							
3	I don't give up easily							
4	I am able to work on my own							
5	I can concentrate							
6	I have trouble observing rules / boundaries							
7	I can complete tasks on time							
8	I can come up with new ideas							
9	I find it hard to ask for help							
10	I know how to make a good impression							
11	I can keep appointments							
12	I can complete forms							
13	I know how to act at interviews							
14	I know how to use the telephone for different purposes							
15	I know how to write letters for different situations							
16	I can cook for myself							

FACTOR		5 Always	4 Often	3 Sometimes	2 Rarely	1 Never	Not applicable	
2. Social								
17	I can control my temper							
18	I have feelings of violence or aggression							
19	I find conflict hard to handle							
20	I take chances with my health							
21	I can see problems coming							
22	People take advantage of me							
23	I don't take advantage of others							
24	I can get on well with anyone							
25	I can take responsibility when things go wrong							
26	I am good at listening							
29	I can maintain eye contact							
30	I like myself							
31	I am aware of the effect of drugs / alcohol on me							
3. Personal Growth								
27	I can wait / be patient							
28	I know what I feel							
29	I am unable to talk about my feelings							
30	I find it hard to relax							
31	I worry about what people think of me							
32	I know how to keep healthy							
33	I live a healthy lifestyle							
34	I am aware of how I appear to others							
35	I am willing to learn new things							
36	I can face problems in my life							
37	I want to succeed							

Soft Indicators Individual Profiling

Beneficiary Name: _____

Beneficiary Start Date: ___ / ___ / _____

Partner Name: _____

Today's Date: ___ / ___ / _____

Keyworker Name: _____

	Yes	No	N/A
My CV is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My action plan is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1.1.1 *This is the*
 1st 2nd 3rd 4th More (please
 specify) ___
 time I have completed this questionnaire

		Please tick (✓)					
Factor		5 Always	4 Often	3 Sometimes	2 Rarely	1 Never	Not applicable
1. Achievements							
1	I am aware of my strengths & weaknesses						
2	I can control my finances						
3	I don't give up easily on things						
4	I am able to work on my own						
5	I can concentrate for 30 minutes						
6	I can complete tasks on time						
7	I find it hard to ask for help						
8	I can keep appointments						
9	I can complete complicated forms						
10	I usually come over well at interview						
11	I am confident about writing letters for different situations						
2. Social							
12	I find conflict hard to handle						
13	I take chances with my health						
14	I can plan ahead						
15	I am able to be assertive						
16	I am tolerant of other people						
17	I can take responsibility when things go wrong						
18	I am good at listening						
19	I am a confident person						
3. Personal Growth							
20	I am patient						
21	I am unable to talk about my feelings						
22	I find it hard to relax						
23	I worry about what people think of me						
24	I know how to keep healthy						
25	I live a healthy lifestyle						
26	I am aware of how I appear to others						
27	I am willing to learn new things						
28	I can face problems in my life						
29	I want to succeed						

5 BOLTON WISE

The project

Bolton WISE runs intermediate labour market projects to help people who have been out of work for some time back into employment. Participants include New Deal clients, ex-offenders, lone parents, labour market returners and other long-term unemployed people. Participants go through an unwaged induction programme lasting between 8 and 26 weeks. Candidates who successfully complete this programme move on into unsubsidised employment or into transitional employment with Bolton WISE, usually for a 13 – 26 week period. They receive on-the-job training from a supervisor (e.g. in landscaping) during this period, going to various sites as part of a team. The aim of the project is to develop soft skills required for employment as well as technical or vocational skills taught in individual work placements.

Approach to measuring soft outcomes and distance travelled

Individual progress is assessed on a weekly basis by supervisors (i.e. project staff) using the “Weekly Work Appraisal” sheet, which is attached with guidance below. Participants are graded from “A” to “D” on ten criteria by the person supervising their work placement team. There are reviews generally every four weeks, where the previous weeks appraisal sheets are looked at. Once they perform to a readily achievable standard, they can move into transitional employment with WISE, and may also receive bonuses based on performance. In addition, waged trainees have the opportunity to receive a wage enhancement where additional responsibilities are assumed, subject to continuous satisfactory appraisal. The appraisals are evidence-based in the sense that they are based on a supervisor seeing certain behaviour in a work placement, but subjective in that they are based on supervisor opinion. Periodic workshops are arranged to ensure consistency in applying the standards. The standards, their meaning and relevance to employers are reinforced with trainees during induction training and job-search sessions.

The appraisal sheets were used from the beginning of the project in 1997 and were based on a piece of research conducted by the Glasgow WISE Group investigating soft skills that employers generally look for when recruiting. Bolton WISE then used the research in the development of its programme, both in the design of the programme and its aims to develop certain soft skills, and also in evaluating participants’ progress.

The time each appraisal sheet takes to complete varies depending on client performance but it can take as little as two minutes if there are no complicating issues. If there are disagreements about performance these are discussed with the client and the form could then take longer to complete. There is a box for clients’ comments on each sheet, and as supervisors meet with project managers on a weekly basis this also

provides a way for communicating clients' views. The appraisal sheets also act as an early warning system if something is going wrong.

Appraisals can be used as a reference for employers when participants move on to work, with average scores given for each criterion. This has proved to be very useful in giving employers a reference with real evidence of employability.

The appraisal system is currently being further developed to provide broader information about organisational performance or client group performance, which will then be fed back into participant training. At the moment all areas assessed using the form receive equal coverage, but if it is discovered that participants overall tend to have more trouble reaching acceptable standards in certain areas, these will be emphasised more heavily during future programmes. The project is also planning to enter results onto a database in order to provide management information on the project performance as a whole, and to integrate the weekly appraisal data with other information such as entry and exit questionnaires completed by beneficiaries.

Key issues

- Project managers feel that grounding their assessment approach has been valuable as they are able to show beneficiaries that the criteria are based on real-world information and are therefore relevant.
- However, subjectivity is a potential weakness in using the appraisal sheets, as only one opinion is sought in making the assessment. Projects modifying this approach for their own use might consider seeking alternative views, and/or having periodic reviews to ensure assessment is carried out in the same way by different project workers.
- Staff appraisals use very similar sheets, with a few irrelevant criteria such as "job search" left out. Using the same appraisals also helps in the administration of the system as project staff then have direct experience of the system that they themselves are using to assess beneficiaries.
- Some types of work placements require stronger performance in certain criteria than others e.g. appearance is less important for landscaping work. Assessors need to be careful in taking this into account when assessing how participants are scored in some areas.

Weekly Work Appraisal Bolton WISE Ltd.

RATINGS AND THEIR MEANING

A = ABOVE STANDARD	Participant shows initiative at all times, is forward thinking and is able to take on additional responsibilities.
B = SATISFACTORY STANDARD	Works hard and is focussed. Requires minimum supervision.
C = BELOW STANDARD	Needs strong and constant supervision. Requires repeated instruction and/or correction.
D = UNACCEPTABLE STANDARD	Needs one-to-one supervision. Persistently fails to perform to required or achievable standard.

See notes overleaf for further advice on how this form should be completed.

Bolton WISE Personnel Advice :

to be completed by the supervisor

Participants Name :

Three 'C' or one 'D' rating in any one week should result in loss of bonus for waged participants.

wk. commencing:
Fri.

Bonus pay recommended :

YES	NO	N/A
-----	----	-----

Supervisors must provide an explanation of all 'A', 'C' and 'D' ratings. Action taken as a result of all 'D' ratings must be noted.

CRITERIA	DEFINITION OF SATISFACTORY STANDARD	RATING (see above guidance)
WORK OUTPUT	Completed set tasks within appropriate timescales.	
WORK QUALITY	Tasks undertaken did not need redoing.	
ATTENDANCE	Was either 100% or there is satisfactory reason for absence which is properly documented and communicated to Personnel.	
TIMEKEEPING	Was consistently punctual. Returned from breaks without being prompted.	
COMMUNICATION	Maintained clear, effective, polite and appropriate communication with everyone.	
ATTITUDE	Worked willingly. Was receptive to instruction.	
APPEARANCE	Was neat and presentable. Wore clothing suited to the job. Observed corporate / safety clothing requirements.	
CONDUCT	Maintained a positive, professional, mature and helpful attitude with everyone.	
TEAM WORKING	Worked as a team member, Wasn't selective over work tasks. Shared workload and responsibility.	
JOB SEARCH	Made consistent, conscientious and measurable attempts to find work. Activity reflected the individuals personal job search strategy. Supervisor must record a 'B' rating here unless otherwise advised by the Jobsearch Tutor.	

signature of supervisor

Date :

Supervisors must fully discuss the contents of this appraisal with the participant. The participant may record his/her views here for discussion at future review meetings.

I confirm that my supervisor has discussed the contents of this appraisal with me.
signature of participant

Bolton WISE Ltd.
Guidance Notes
for Weekly Work Appraisals

What is the purpose of this assessment ?

- It reinforces important employment values.
- It recognises and rewards satisfactory achievement.
- It helps us to measure the progress of participants and forms the basis of 6 weekly reviews.
- It provides a basis for assessing suitability for transfer from “unwaged” to “waged” employment.
- It provides a track record of achievement that can be used in support of future job references.

Which participants should it be completed for ?

- All participants engaged on WISE programmes – whether or not they are in receipt of a wage.
- Terms and conditions for participants vary. In most cases, transfer to waged status will not happen before the participant has completed 8 weeks on “benefits plus an allowance”. Personnel make assessment for transfer to “wages”. Their decision will be informed by, but not entirely based upon weekly appraisals. Four consecutive weeks of “A” or “B” ratings is a usual prerequisite. Transfer may also be based on other factors such as the availability of waged vacancies.

Who should complete the assessment ?

- It should be completed by the supervisor who has had responsibility for the participant for most, if not all of the week.
- Wherever possible you should seek the views of any others who have a significant input into supervision during the week.
- Only authorised signatories of timesheets should complete assessments.
- Prior approval of Personnel must sought before anyone else completes an assessment.
- The whole form must be completed. Participants do not have to record comments but they must sign in the relevant box.

When should it be completed ?

- At the end of each timesheet week.
- It must then be sent to the Quest Centre with the timesheet. Bonuses cannot be paid without a completed appraisal.

What sort of comments are you looking for ?

- Specific examples should be provided in support of “A” ratings.
- “C” ratings may be the result of inexperience or a learning difficulty. Summarise the issues as you see them.
- All “D” ratings must prompt immediate action. The supervisor should ideally provide counselling. If you wish, you can refer such matters to Personnel. All serious or persistent problems must be referred to Personnel without delay.

6 STEPS TO SUCCESS, TOMORROW'S PEOPLE

The project

Tomorrow's People are a charitable trust operating nationally, and the managing partners for the ESF-funded Getting London Working project. This is a labour market intermediary project operating in four London boroughs, working with the long term unemployed and labour market returners. Tomorrow's People use their approach, Steps to Success, in their other UK operations.

The organisation recognised that hard outcomes failed to represent the extent of benefits accruing from their work, and wanted to be able to present a more rounded picture of achievement to their clients, staff and actual/potential funders. They initially investigated the use of a commercial system but found the cost prohibitive, and so sought to develop their own approach.

Approach to measuring soft outcomes and distance travelled

The approach was developed in-house, with support from an external consultant. A working group was established, comprising advisors and management staff. The resulting approach was piloted in Scotland before introduction nationally.

The system is particularly simple, and consists of a scratch card with six prompts, with clients recording the extent to which they agree with a series of statements on a 1 to 5 (disagree to disagree) scale. The statements/indicators are:

- I am open to change
- I feel positive about myself
- It is important for me to improve my situation
- I find it easy to solve my problems
- I find it easy to talk and listen to other people
- It is easy for me to make positive things happen

The scratch card is self-completed, on a voluntary basis, by the individual client as part of their initial meeting with the project. Clients have the system explained to them, with confidentiality being guaranteed, and support with completion is offered for those with literacy/language issues. New cards are then completed on a four weekly basis ideally, but at the start and end of involvement (namely the point of first outcome) at least. However, the project acknowledged that use by advisor was variable, both in terms of coverage and implementation.

Experience has shown that efforts are best concentrated on clients when multiple contacts are expected – rather than “drop-in” contacts. This approach has been refined with two client groups being identified – those who can job hunt effectively on their own (and so use the project’s information and sign-posting functions), and those who need support/are identified as harder to help. The scratch cards are now used with the second group only, and the project estimate that they undertake baseline and follow-up assessments with approximately 60% of this group.

Key issues

The measurement approach is felt to offers a series of benefits:

- For clients, it illustrates change and achievement, so helping to motivate them to remain engaged with the project and continue to progress. The measurement approach also allows change (both positive and negative) to be discussed and future action planned.
- For the organisation, it allows advisors to identify achievement beyond solely hard outcomes, as well as helping refine the targeting of their work with individuals.

Further details on the Tomorrow’s People approach, which is in the process of being refined, are available from Steve Swan at sswan@tomorrows-people.co.uk.

7 INDIVIDUAL ASSESSMENT SHEETS, YOUTH GATEWAY

The project

Youth Gateway provides advice on careers-related advice to all young people aged 14 to 18 in Wales. A significant amount of their work is carried out with disaffected young people with whom they work to encourage to them to address their problems and to develop skills that will enable them to benefit from education, training and employment.

There are seven different Careers Service companies delivering the Youth Gateway across Wales. A substantial part of their work includes assessing young people's needs and then directing them towards appropriate specialist services, for instance, agencies providing extra tuition for numeracy and literacy problems, or counselling for drugs-related issues. However, they always see their beneficiaries more than once, and in some cases see them on a one-to-one basis over an extended period. Beneficiaries receive a certificate of completion at the end of the programme, and also have a progress file which in some cases will include graphs showing their progress.

Approach to measuring soft outcomes and distance travelled

The different companies use a range of different tools for assessing soft outcomes and distance travelled. These are generally commercially developed tools and so are not discussed here. The assessment work and tools of each of the companies was also recently reviewed by consultants, and it is possible that a single tool for measuring soft outcomes and distance travelled will eventually be adopted.

They have also developed the self-assessment sheets that are filled in with personal advisers at the beginning, middle and end of the academic year in order to assess clients' opinions on their own abilities. These are not tools for assessing basic skills, but are used to inform discussions with clients about what kind of job they are interested in doing and whether these are realistic aspirations in the light of beneficiaries' own assessments of their skills. These sheets are filled in by the beneficiary at the beginning of an interview, and their answers are then discussed with the staff member in order to help agree what needs to be done and to inform the completion of a personal development plan.

Key issues

These sheets are produced in colour even though this is more expensive than using black and white. There are two main reasons behind this. Attention to design quality in materials that their beneficiaries will use is felt to be important in re-enforcing the Service's attitude of "unconditional regard" towards the disaffected young people it works with. In addition, the use of colour is conducive to learning, with some studies

suggesting that use of colour rather than black and white materials can significantly improve both long- and short-term memory.

Alternative versions of the self-assessment sheets include tick boxes at the bottom of the sheet which asks if the information submitted can be passed to other agencies, as a considerable number of beneficiaries will be directed to other services. This issue is always discussed at the start of any interview, and the service will never pass on information that is asked to be kept confidential.

Personal Development Plan

My Self-Assessments

This is how I see myself now:

Literacy

I rate my literacy as: Low 1 2 3 4 5 6 7 8 9 10 High

Numeracy

I rate my numeracy as: Low 1 2 3 4 5 6 7 8 9 10 High

Communication Skills

I rate my communication skills as: Low 1 2 3 4 5 6 7 8 9 10 High

Teamwork

I rate my teamwork as: Low 1 2 3 4 5 6 7 8 9 10 High

Confidence

I rate my confidence as: Low 1 2 3 4 5 6 7 8 9 10 High

Motivation

I rate my motivation as: Low 1 2 3 4 5 6 7 8 9 10 High

Behaviour

I rate my behaviour as: Low 1 2 3 4 5 6 7 8 9 10 High

Self Esteem

I rate my self esteem as: Low 1 2 3 4 5 6 7 8 9 10 High

Client Signature:

Date: / /

Adviser Signature:

Date: / /

Personal Development Plan

Observations by Personal Adviser

Communication Skills

Teamwork

Confidence

Motivation

Behaviour

Self Esteem

Client Signature:

Date: / /

Adviser Signature:

Date: / /

8 THE FORMULA ONE PROCESS - STEPS TO WORK, PENNYWELL

The project

Steps to Work is one of the projects run by Pennywell Community Business, which is based on the Pennywell Estate in Sunderland. It works to create jobs and to help residents find sustained employment through a range of measures including job linkage programmes, enterprise start-up and education and training courses.

Approach to measuring soft outcomes and distance travelled

The approach by Pennywell Community Business differs from those listed previously in that it does not make use of a scoring system to assess distance travelled in the same way that the others do. Instead, the project has developed an approach which deliberately avoids “grading” clients. Although clients are taking part in a metaphorical “race” as described below, the length of this process can be as lengthy or short as required, and the whole process is based on individual points of departure for each different client. At the same time, the approach can be used to demonstrate both progress to both the person in question and to potential funders. This following description of this approach, including the graphic, has been adapted from an article written by John Tulip and Michelle Burlinson of Pennywell Community Business. The full version is available at www.skills.org.uk/docu-pcb.htm.

The underlying idea in developing the approach was to present to the client an unobtrusive and fun way of determining a learning development plan, suited to their needs and aspirations, that would function as a “visible” monitoring and assessment mechanism. What the project needed was some way of producing documentary evidence of progress along the development path agreed with the client and that would be suitable to funders, but which needed to be “invisible” to the client. They therefore came up with the following approach.

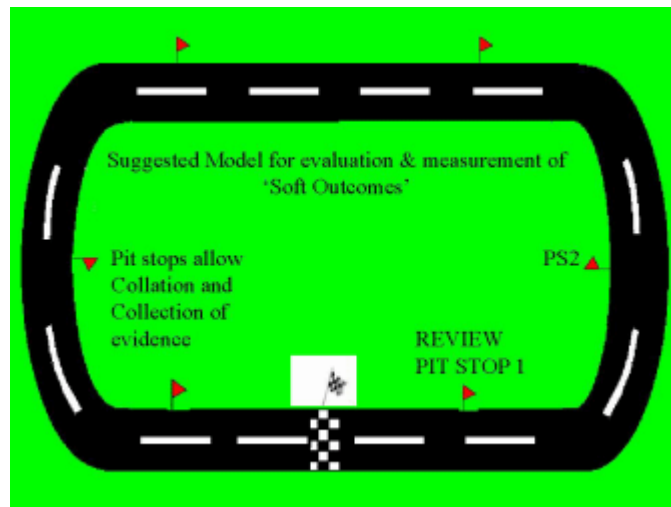
The client would enter the Neighbourhood Learning Centre and be greeted by the development worker and gently encouraged to discuss their aspirations, which could have a leisure or education orientation. Client requests can be extremely varied and expectations may be unrealistic and at this point the development worker would have the opportunity to explain what they can and cannot do. In many cases the worker would then “signpost” clients to appropriate service providers. This referral is extremely important as referrals are a quantifiable output. It is also important that “hand holding” and giving support to the client if they engage with other providers is part of the process, as guidance and counselling hours are also quantifiable outputs.

It is quite often the case that clients are not sure what they want to do. It is therefore important that development workers offer the chance for experimentation – allowing the client to try different activities before deciding on a specific objective, which is one of the reasons for describing this approach as the F1 assessment and monitoring methodology.

The client would be invited to undertake a Taster Session or “Practice Lap” which might work as follows:

1. The worker would sit with the client and discuss their fears and concerns.
2. From this initial assessment, the steps the client needs to take to address these fears or concerns would be identified.
3. The worker would then work with the client and develop a Personal Action Plan.
4. The worker and the client would decide their race strategy. For example, the client might have identified that they are not sure what they should wear for an interview.
5. The worker would arrange for the client to undertake a Personal Presentation Course. If the client is not ready or prepared to undergo formal training the worker would work with the client in a non-formal way. They might discuss with the client why appropriateness in presentation is so important and then ask them to go away and perhaps cut pages out of an old catalogue of what they consider may look right. It would have been agreed that they would meet again for a “pit stop” to look at the evidence the client has collected and ensure that it is a good choice.
6. It may have been identified that the client was unsure about what questions may be asked at the interview and how they should frame their answers. The worker could provide the client with a list of possible questions and ask them to write in the spaces provided what they think the answers should be and arrange the next pit stop to discuss them. If they are not suitable, further discussion could take place and the next pit stop be arranged. This way the client does not feel they have failed but that they are still very much in the race.

The process of formally identifying progress in ways that can be reported to funders is invisible to clients (for instance, in terms of registering the number of referrals or counselling sessions as quantitative outputs). However, these steps can also be presented to clients using the Race Track diagram below, or similar. In Pennywell for instance, the projects reported positive feedback from clients who followed their progress on a race track drawn on a green baize in the Neighbourhood Learning Centre.



The client can have as many pit stops as they need before finishing the race, which would ultimately be attending the interview. Each element expressed in their fears and concerns list can be individually addressed at their own speed. If they get the job then the process has been successful, but if they don't they can go on to the next race in the season and build their portfolio of skills. What is important is that there is a post race debriefing where what went wrong or what went right in the process can be discussed and analysed. It is also important that the client is rewarded for their efforts at the finishing flag. In this example, and with many others it would be quite easy to match the activities in part or whole to an accredited course or module.

So the process has evolved some hard evidence of work and achievement on the clients behalf, and the worker can justify time and resources through guidance and counselling. An integrated structure to the clients learning process is evidenced by initial assessment evidence, personal action planning, review processes and exit interviews. These in turn would involve evidence that demonstrate evaluation and monitoring material and would provide time sheet data. Therefore most of the elements and criteria required by funding regimes could be met through a process that is invisible to the client but produces visible evidence for the funder.

9 OFF THE STREETS AND INTO WORK

The project

Off the Streets and Into Work is Europe's largest co-ordinated guidance, training and employment programme for homeless people, and has operated in London since 1996 to co-ordinate services to support homeless individuals. It developed the Individual Progression System (IPS) having recognised that soft outcomes represented the main ways in which progress for clients could be measured.

The initial system was developed in 1999 and based on a comprehensive review of existing approaches undertaken by Annabel Jackson Associates. The system has been reviewed by staff and revised over time, following a continuous improvement approach.

Approach to measuring soft outcomes and distance travelled

The IPS comprises a 10 sided questionnaire which is completed by clients, and acts as a diagnostic and progress measurement tool. The questionnaire provided below has been subject to major revision once, and a second revision will be made soon to ensure the approach is still relevant to the changing needs of the client group. The questionnaire has 11 sections covering a range of topics:

- Communication skills
- Accommodation
- Presentation
- Alcohol
- Drugs
- Confidence
- Motivation
- Overcoming setbacks
- Feelings
- Influencing others
- Knowledge of opportunities

Some sections, for example accommodation, alcohol and drugs, have initial sifting questions that allow them to be skipped if not relevant. Responses are against a four point scale, from "strongly agree" to "strongly disagree".

Over time, the questionnaire has shortened, with fewer questions and more skips, as the review process identified the most relevant questions for clients. It has also changed to meet the requirements of an expanding client group and for use in different contexts, for example the Knowledge of Opportunities section was expanded for use with disaffected clients as part of a regeneration programme in London.

In summary, the IPS is used on a flexible basis, with reviews taking place on an 8 to 12 week basis. Clients complete their own forms – which is considered a key success

factor, and their baseline responses are taken as reported. However, given the nature of the client groups initial assessments are not always repeated, or completed fully. Initial assessments inform the production of individual action plans, and reviews assess progression against these initial baselines.

The system is now available on-line, on a networked database used between the organisation and its partners' multiple sites. Clients are registered on the database, which means their details can be exchanged between different projects and providers.

Key issues

Off the Streets and Into Work's considerable experience of both operating and continually developing their approach has provided many valuable lessons. These include:

- The importance of staff training – crucial for developing common understandings and shared approaches. The system is now used by a range of organisations, with training days being held for their provider network.
- Developmental approaches – the benefits of involving users in the development and change of the approach has been invaluable. The project plan to involve experts in assessment techniques with different groups to inform further revisions. However, a clear message to other projects is to expect long development times, and to be clear on what they want to get from the system from the outset.
- Wide consultation is an essential part of the development and review process, but projects must be prepared to limit the process to ensure solid practice can begin.
- Confidentiality – consent forms have been developed, and the confidential nature of the assessment is stressed at all times. This has been found to aid compliance.
- Integration with the activities of the projects supported – the use of the IPS as a diagnostic and action planning tool leads to benefits for both the organisation and the client, and so enhances use.



Off the Streets & Into Work INDIVIDUAL PROGRESSION SYSTEM

Name

Reference No.....

Worker name.....

Date.....

This is an individual assessment and aims to help you and the worker identify the areas you want support in. All sections in this assessment are weighted equally. Once you have completed the assessment you will discuss it with a worker and draw up an action plan.

A. COMMUNICATION SKILLS

	Strongly agree	Agree	Disagree	Strongly disagree
1. I find completing forms easy				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I sometimes need help with reading instructions				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I often worry about my handwriting and spelling				

	Strongly agree	Agree	Disagree	Strongly disagree
4. When I need to check change I do it in my head				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I can use a computer				

	Strongly agree	Agree	Disagree	Strongly disagree
6. I often have difficulty understanding when people speak English				

B. ACCOMMODATION

I have accommodation at the moment	Yes	No
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If answer is No go to Section C

If answer is Yes complete the following sections

	Strongly agree	Agree	Disagree	Strongly disagree
1. I don't know where I will be staying in a month's time				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I do not have use of a telephone				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I never get my telephone messages				

	Strongly agree	Agree	Disagree	Strongly disagree
4. I could afford my rent if I got a job				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I would have less money if I got a job than on benefits				

	Strongly agree	Agree	Disagree	Strongly disagree
6. I have space to write job applications or study				

C. PRESENTATION

	Strongly agree	Agree	Disagree	Strongly disagree
1. I have somewhere to wash				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I have somewhere to wash my clothes				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I am always punctual e.g. work/the course/the appointment				

	Strongly agree	Agree	Disagree	Strongly disagree
4. I always telephone with a reason if I know I am going to be late				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I often have to leave early because of my situation e.g. work/the course/the appointment				

D. ALCOHOL

Have you drunk alcohol over the last month?	Yes	No
--	-----	----

If Answer is No go to section E

If Answer is Yes complete the following questions

	Strongly agree	Agree	Disagree	Strongly disagree
1. Drinking makes me more confident				

	Strongly agree	Agree	Disagree	Strongly disagree
2. It irritates me when people refer to my drinking				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I drink more than is healthy for me				

	Strongly agree	Agree	Disagree	Strongly disagree
4. I feel guilty when I am drinking				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I often have a drink in the morning				

E. DRUGS

Have you used recreational drugs in the last month?	Yes	No
--	-----	----

If Answer is No go to section F

If the Answer is Yes complete the following questions

	Strongly agree	Agree	Disagree	Strongly disagree
1. My drug-taking changes my coordination and judgement				

	Strongly agree	Agree	Disagree	Strongly disagree
2. My drug use is increasing				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I spend more than half my income on drugs				

	Strongly agree	Agree	Disagree	Strongly disagree
4. When I use drugs I have difficulty in getting up in the morning				

	Strongly agree	Agree	Disagree	Strongly disagree
5. Using drugs makes me more confident				

F. CONFIDENCE

	Strongly agree	Agree	Disagree	Strongly disagree
1. I am as good as the next person				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I enjoy meeting new people				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I am nervous about asking questions in a group				

	Strongly agree	Agree	Disagree	Strongly disagree
4. My mind goes blank when I am asked a question				

G. MOTIVATION

	Strongly agree	Agree	Disagree	Strongly disagree
1. I find it difficult to motivate myself				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I like to keep working on something until it is completed				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I find it hard to concentrate for long				

	Strongly agree	Agree	Disagree	Strongly disagree
4. People trust me to get a job done				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I need a lot of encouragement				

	Strongly agree	Agree	Disagree	Strongly disagree
6. One of my strongest wishes is to be independent				

	Strongly agree	Agree	Disagree	Strongly disagree
7. I like challenges				

H. OVERCOMING SETBACKS

	Strongly agree	Agree	Disagree	Strongly disagree
1. I am easily hurt by criticism				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I learn from things that go wrong				

	Strongly agree	Agree	Disagree	Strongly disagree
3. When doing things, I decide what is more important and what is less important				

	Strongly agree	Agree	Disagree	Strongly disagree
4. I get nervous about learning new things				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I can't cope with doing several different things at once				

I. FEELINGS

	Strongly agree	Agree	Disagree	Strongly disagree
1. I have felt unhappy all week				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I feel positive about my future				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I feel despairing or hopeless				

	Strongly agree	Agree	Disagree	Strongly disagree
4. Talking to people is too much for me				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I feel my problems are too much for me				

	Strongly agree	Agree	Disagree	Strongly disagree
6. Over the last week I have been physically violent towards others				

	Strongly agree	Agree	Disagree	Strongly disagree
7. Over the last week I have felt panic or terror				

J. INFLUENCING OTHERS

	Strongly agree	Agree	Disagree	Strongly disagree
1. I have difficulty expressing my views or feelings				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I find it difficult to make eye contact with people				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I have the right to say “no” to others without feeling guilty				

	Strongly agree	Agree	Disagree	Strongly disagree
4. If others are offensive, I am offensive back				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I feel uncomfortable when someone compliments me				

	Strongly agree	Agree	Disagree	Strongly disagree
6. I am happy to stand up for myself				

	Strongly agree	Agree	Disagree	Strongly disagree
7. I am willing to understand the needs of others				

	Strongly agree	Agree	Disagree	Strongly disagree
8. Working together, people get more done				

	Strongly agree	Agree	Disagree	Strongly disagree
9. I understand the need for rules and regulations				

	Strongly agree	Agree	Disagree	Strongly disagree
10. Nobody has the right to tell me what to do				
	Strongly agree	Agree	Disagree	Strongly disagree
11. People in authority intimidate me				

	Strongly agree	Agree	Disagree	Strongly disagree
12. If I don't understand the instructions, I ask questions				

K. KNOWLEDGE OF OPPORTUNITIES

I feel that I am ready to look for a job	Yes	No
---	------------	-----------

If Answer is No do not answer the following questions – you have completed the assessment.

If Answer is Yes complete the following questions

	Strongly agree	Agree	Disagree	Strongly disagree
1. I understand my strengths and weaknesses				

	Strongly agree	Agree	Disagree	Strongly disagree
2. I know what kind of job I am looking for				

	Strongly agree	Agree	Disagree	Strongly disagree
3. I need further training				

	Strongly agree	Agree	Disagree	Strongly disagree
4. I can think of several different ways of finding out about job vacancies				

	Strongly agree	Agree	Disagree	Strongly disagree
5. I think I could present myself well during an interview				

	Strongly agree	Agree	Disagree	Strongly disagree
6. My CV does not make the best of my experience				

	Strongly agree	Agree	Disagree	Strongly disagree
7. I have thought about the kind of questions I might be asked during an interview				

	Strongly agree	Agree	Disagree	Strongly disagree
8. I have practised my interviewing skills				

	Strongly agree	Agree	Disagree	Strongly disagree
9. I would ask questions during an interview				

	Strongly agree	Agree	Disagree	Strongly disagree
10. I have the clothes to go to an interview				

	Strongly agree	Agree	Disagree	Strongly disagree
11. I would be prepared to change how I present myself for work				

10 CREDITS

The authors would particularly like to thank the following individuals for their help in putting together the materials contained in this Annex, as well as those not mentioned here who contributed to the research for this Guide.

Laura Murphy
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Bridges, Weymouth

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Julie Sexton and Margaret Strickland
Tomorrow's People

Ken Dicks
Youth Gateway

John Tulip
Pennywell Community Business

Amber Place
Off the Streets and Into Work