

Self-Assessment Behavior	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
Determination, Self-Motivation, Self-Discipline and Grit	Not driven to complete tasks. Unlikely to maintain focus without oversight. Satisfied to work to an appointed hour rather than to the accomplishment of an assigned task.	Completes assigned tasks with supervision. Tries to complete tasks within assigned work hours. Unlikely to participate in activities that expand job-related knowledge or to learn new skills.	Completes familiar assigned tasks without supervision. Asks for and acts on guidance when assigned an unfamiliar task. Agrees to activities that expand job-related knowledge and skills.	Works without supervision, seeks guidance only if appropriate. Self-motivated to expand knowledge and skills. Trusted to achieve a desired result even in the face of uncertainty or unforeseen obstacles.	Independently identifies tasks that need to be completed and delivers results. Maintains a positive outlook even in the face of unforeseen obstacles. Trusted to learn the knowledge and skills necessary to be a top performer.
Problem Solving and Teamwork	Unlikely to volunteer to work with others. Requires instructions when faced with even routine issues. Unwilling to analyze and solve a problem.	Will work on assigned teams in assigned ways. Works to instructions without trying to understand the team's overall objectives.	Seeks to understand the challenges the team faces and his/her role in successfully addressing these challenges. Accepts deadlines and delivers timely results. Helps address team challenges when assigned a specific task.	Understands and embraces team challenges and goals. Seeks clarification when necessary. Seeks to be a leader in areas where he/she feels highly competent. Delivers results on or ahead of schedule.	Helps highlight issues that merit team attention. Agrees to serve as team leader when appropriate. Helps team deliver assigned or extra results on or ahead of schedule. Helps other team members maximize their contributions.
Communications Skills, Comfort Engaging with Strangers	Typically silent, indicating either shyness or intimidation with his/her work surroundings. Unwilling to offer written work. Unwilling to engage unfamiliar colleagues.	Willing to speak when addressed and offer simple written deliverables. Willing to go beyond a personal comfort zone to communicate and work with unfamiliar colleagues.	Willing to engage in conversations with colleagues at all organization levels. Willing to offer written deliverables. Works to build relationships with colleagues of all backgrounds and ages.	Proactively offers effective verbal and written reports to colleagues and supervisors. Effective in building relationships with colleagues of all backgrounds and ages.	Role models effective verbal and written communications for inexperienced colleagues. Helps new colleagues increase their comfort in communicating and collaborating with peers and supervisors.

Self-Assessment Behavior	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
Computer and Financial Literacy	Unwilling or unable to use computers at work. Unable to understand or correctly use basic financial terms.	Able to repeat routine computer operations with instruction and supervision. Understands a limited number of basic financial terms.	Competent to perform basic computer operations on a number of different applications. Demonstrates financial literacy, able to discuss key financial concepts at work and understands personal finance.	Comfortable learning new features on familiar computer programs. Willing to learn new computer programs. Seeks to learn new financial concepts and how they apply to the workplace.	Learns new computer programs and new features on familiar programs. Offers suggestions on how the organization can more effectively use current computer programs. Helps track expenditures, suggests opportunities for financial efficiencies and contributes to the budgeting process.
Personal Capabilities and Support Systems	Uninterested in creating adult relationships that promote career success. Does not focus on career success, or even identify with "having a career."	Willing to discuss a career path with workplace adults. Willing to learn from workplace successes. Seeks support in difficult circumstances from adults at work or in the community.	Understands the concept of a career path and willing to discuss how his/her work performance relates to future opportunities. Willing to learn from workplace successes and even workplace problems. Seeks supports from adults at work or in the community.	Intent on creating a career path. Able to take feedback from supervisors and change behaviors to improve job performance. Understands the concept of mentoring and willing to seek a workplace mentor. Seeks to build family and community support for his/her career.	Seeks input from work supervisors on actions he/she can take to advance his/her career. Maintains relationships with one or more workplace mentors. Seeks to build a network of family and community support figures, and then opens that networks to peers who will benefit from that support.

Please email proposed revisions to this Self-Assessment Scale to JumpStart@la.gov