



AccuVision™

WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

Your Company Name

APPLICANT

Feedback Report
For

JOHN DOE
001-01-1001

RESULTS

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4 out of 10 people
with the same score as

JOHN DOE

have been successful in performing
the job duties associated with
entry level positions.

The AccuVision Personal Qualities Module measures the following skills:

- | | |
|------------------------|--|
| Integrity | <i>Recognizes the ethical limits of a situation and won't exceed those limits.</i> |
| Responsibility | <i>Exerts a high level of effort and perseverance toward goal attainment; works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task; displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.</i> |
| Self-esteem | <i>Exhibits self-control and responds to feedback unemotionally and non-defensively; is a self-starter</i> |
| Self-Management | <i>Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors own progress toward goal attainment, and motivates self through goal achievement.</i> |
| Sociability | <i>Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings; asserts self in familiar and unfamiliar social situations' relates well to others; responds appropriately as the situation requires; takes an interest in what others say and do.</i> |

Neither the applicant's technical knowledge nor experience are measured by the system and have not been considered in this report. Information in this report is based strictly on the applicant's responses to the questions in the AccuVision Personal Qualities System.

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PERSONAL QUALITIES MODULE

DEVELOPMENTAL INFORMATION

For

JOHN DOE
001-00-1001

This report provides feedback on the individual skills measured in the evaluation, as well as additional developmental information. The information included is as follows:

SECTION I: SKILL RANKING

This section provides a definition of each of the skills measured and ranks the participant's performance in each skill from the strongest (rank order) to the weakest. Those skills in which the participant's performance was above average are denoted by an "X." This information can be used to direct the training activities of the participant. Training should be considered for any skill without an "X" and the lowest ranked skills should be trained first.

SECTION II: SKILL AND TASK ANALYSIS

This section provides an analysis of the tasks/behaviors that comprise each of the skills assessed by the system. The participant's performance in each task is reported as either being acceptable or needing development. This information can be used to further specify the participant's training activities within each skill area.

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

This section provides suggested activities the participant can engage in to improve performance in the skill areas most in need of development. These performance development strategies can be shared with others in the organization who are in a position to assist in implementing a developmental plan. When considering a developmental plan, keep in mind that these suggestions are intended to supplement rather than replace other formal developmental activities. Also keep in mind that there are numerous training programs, local college courses, books, and additional resources that are available to assist you in your developmental efforts.

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PERSONAL QUALITIES SYSTEM

SECTION I: SKILL RANKING

Order	Rank* Level	Performance**	Skill
INTEGRITY			
	3	won't exceed those	
Recognizes the ethical limits of a situation and limits.			
Has a good sense of right and wrong and acts accordingly.			
RESPONSIBILITY			
	1	X	
Stays with a job until it is complete. Sets high standards, paying attention to detail, is punctual, enthusiastic and positive.			
SELF-ESTEEM			
	5		
Exhibits self-control and responds to feedback unemotionally and non-defensively; is a self-starter.			
SELF-MANAGEMENT			
	2		
Is aware of and honest about personal strengths and weaknesses. Works hard to achieve goals and improve performance.			
SOCIABILITY			
	4		
Listens well, is open and friendly. Handles familiar and unfamiliar settings. Is interested in others.			

* Rank Order: 1 equal's strongest skill

** Performance Level: X indicates that on this skill the individual scored better than 65% of the people in the AccuVision data base.

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SECTION II: SKILL AND TASK ANALYSIS

Effective performance in the situations depicted in the tape required the application of different skills. Below is a listing of the simulated work activities, clustered according to the skill most needed to effectively perform them. Also, the individual's performance level (acceptable or needs development) is indicated for each work activity associated with the skill.

INTEGRITY:

Situations In Which the Participant's Performance Was Acceptable

- Recognizes a situation of right & wrong and acts accordingly.

Situations In Which the Participant's Performance Needs Development

- Recognizes the ethical limits of a situation, appropriately confronts others that are pushing those limits. Reminds others of proper behavior. Will refer to higher authority if necessary.
-

RESPONSIBILITY:

Situations In Which the Participant's Performance Was Acceptable

- Takes whatever steps necessary to minimize impact of private life on work.
- Takes responsibility when an unusual situation demands special attention.
- Recognizes when more information is needed, willing to ask for help if necessary.
- Recognizes quality work, ready to go the extra mile to make sure that the job gets done properly.

Situations In Which the Participant's Performance Needs Development

- Responds by helping out when needed, even if it means giving up some personal time.
 - Makes sure the job is done before leaving, does not leave extra work for next shift.
-

(Feedback Report for JOHN DOE)

SELF-ESTEEM:

Situations In Which the Participant's Performance Was Acceptable

- Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback.

Situations In Which the Participant's Performance Needs Development

- ❑ Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities.
-

SELF-MANAGEMENT:

Situations In Which the Participant's Performance Was Acceptable

- ❑ When things get slow, finds something productive to do rather than wait to be told what to do.

Situations In Which the Participant's Performance Needs Development

- ❑ Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed.
-

SOCIABILITY:

Situations In Which the Participant's Performance Was Acceptable

- ❑ Uses open and honest communications in order to maintain relationships.

Situations In Which the Participant's Performance Needs Development

- ❑ Correctly balances business need against interpersonal relations. Takes the time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: INTEGRITY

TASK: RECOGNIZES THE ETHICAL LIMITS OF A SITUATION, ASSERTIVELY CONFRONTS OTHERS THAT ARE PUSHING THOSE LIMITS. REMINDS OTHERS OF PROPER BEHAVIOR. WILL REFER TO HIGHER AUTHORITY IF NECESSARY.

- ❑ Company policies, procedures and guidelines are created to help you understand how to do your job. It is in your best interest to read those guidelines.
- ❑ If you see someone breaking company rules, don't encourage them by smiling, agreeing with them or applauding their behavior.
- ❑ If you see someone breaking company rules, point out their error to them. Make sure that they know that you know what they are doing and that you disapprove.
- ❑ Friendships with coworkers are not like friendships away from work, you can't just look the other way when a coworker is doing something that is against company policies. Sometimes you have to put the company ahead of being nice.
- ❑ You should not overlook the behavior of others, even buddies, when what they are doing might cause the organization to fail (e.g., theft). Take responsibility to get them to stop their unethical or illegal behavior.
- ❑ Even small things, such as handing out extra food to friends who come to your restaurant, should be avoided. Company profit depends on an accurate accounting between product purchased and product sold. Everything given away is profit lost.
- ❑ If you see someone breaking company rules, you've tried to get them to stop and it continues, then it is time to bring the problem to your supervisor.
- ❑ If you learn that one of your coworkers has been breaking company rules for a long time (e.g. stealing, writing down the wrong times on a time card, etc.), it is your responsibility to report this to your supervisor. This won't make you popular with your coworkers, but it will help you to build trust with your supervisor and keep you employed.
- ❑ Even if you personally don't understand why the company has made a rule, follow the company policy. If you feel strongly that this policy is silly or counter-productive, discuss it with your supervisor but don't break it.
- ❑ Learn your company policies and procedures. If you know what is right, you will have a better understanding of what is wrong. You will also be able to help others understand right and wrong behavior.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: RESPONSIBILITY

**TASK: RESPONDS BY HELPING OUT WHEN NEEDED, EVEN IF IT
MEANS GIVING UP SOME PERSONAL TIME.**

- ❑ Keep in mind that the responsibility for finishing the assignments and work activities given to your team goes beyond your specific job. You not only need to make sure that you are done on time but that your coworkers are also completing their tasks on time. If necessary, when you finish your task help them with theirs.
- ❑ See yourself as an important part of your organization. It is your responsibility to see that that organization survives. Help out your coworkers when needed. Don't let the organization suffer because one of its' parts is falling behind.
- ❑ Help others outside of your job description if necessary to ensure a job well done.
- ❑ Learn to recognize the strengths and weaknesses of your coworkers. This will enable you to recognize when they need help.
- ❑ It is important to avoid jumping from job to job. By moving around from job to job you often are hurting yourself. Be patient. Stick with one job whenever possible. Maybe the money isn't there now, but stick with the job, helping out even when the money isn't so good (e.g., as a food server, working through the quiet shifts - not going home first chance you get). Eventually your patience will pay off.
- ❑ Sometimes, staying late and helping out others will pay off by their returning the favor when you need it.
- ❑ Serve as a role model for others.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: RESPONSIBILITY

TASK: MAKES SURE THE JOB IS DONE BEFORE LEAVING, DOES NOT LEAVE EXTRA WORK FOR NEXT SHIFT.

- ❑ Think about how what you do will affect others. Would you like to come in to work and find that the shift before did not finish their job, leaving it all for you to clean up? No? Then don't leave your work for them, do what you have to do to complete your work.
- ❑ Sometimes due to forces beyond your control you cannot complete all of your work assignments in time. Seek out your supervisor. Explain the problem and ask what should be done.
- ❑ Keep in mind that the responsibility for finishing the assignments and work activities given to your team goes beyond your specific job. You not only need to make sure that you are done on time but that your coworkers are also completing their tasks on time. If necessary, when you finish your task help them with theirs.
- ❑ Learn to recognize when a job is complete. It is often possible to do "good enough." However, in the long run, it is much better to be recognized as a person who does "excellent" work, than it is to be known as one who does just enough to get by.
- ❑ Work left undone is work not done well. Try to make sure that at the end of your shift all your work is complete. If you can't complete all work, make sure that you leave notes (either for yourself when you return, or for others who may have to take up where you left off) that clearly explain what was done and what is left to do.
- ❑ To whatever extent possible, it is good to do extra work. Complete your work and get the work started for the next shift.
- ❑ It is good to begin your shift by listing what you hope to complete before shift's end.
- ❑ Make sure that you know what your supervisor expects you to complete by the end of your shift, then make every effort to ensure that all is done.
- ❑ If you do not know what is expected of you, ask questions.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: SELF-ESTEEM

TASK: OPEN TO NEW LEARNING EXPERIENCES, WILLING TO ASK FOR HELP WHEN NEEDED. USES WORK ASSIGNMENTS TO GAIN NEW ABILITIES.

- ❑ Too many of us assume that we know less than we do. You might surprise yourself with how much you know and can learn.
- ❑ If you are given an assignment that requires you to do something you haven't done before, rather than assume that you cannot do it, why not give it a try? Learning something new can be fun and make the job more interesting.
- ❑ When you start a new job, look around and see what people are doing. Do you see something you would like to learn? Ask questions.
- ❑ It is often useful to identify someone that you can use as a mentor or coach. Watch what that person does, ask lots of questions.
- ❑ Sometimes you will be given a task that you simply cannot do because of a lack of critical information, don't hesitate to ask others for help. Everyone needs help at one time or another.
- ❑ Take advantage of your opportunities and learn as much as you can about all the different jobs in your department. You never know when that knowledge might pay off.
- ❑ Take each task, one task at a time, and improve on that task. In no time at all you will be able to do all the tasks for your job.
- ❑ For the most part, job assignments can be broken down into pieces. When learning something new, take one piece at a time. No fear.
- ❑ It is always to your advantage to increase your education. Check out the local community college. Often they have courses that would benefit you in your career.
- ❑ Learn to recognize your own work strengths and weaknesses. Exploit your strengths, develop your weaknesses. For the most part, developing your work skills comes through experience so look for work assignments that will force you to learn something new.
- ❑ Learn to see new task assignments as opportunities for growth, not challenges to identity.
- ❑ Be ready to adapt to changes in your organization. Change means opportunity to learn new things.
- ❑ Learn to see "learning" as an ongoing lifetime activity, not as a hassle that must be gotten through for any new job.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: SELF-MANAGEMENT

TASK: RECOGNIZES THE LIMITS OF OWN ABILITY, COMMUNICATES THOSE LIMITS AS NECESSARY; SEEKS HELP WHEN NEEDED.

- ❑ If you are asked to do something you don't know how to do, make sure that your supervisor knows that you will need help. Don't just accept the work assignment then not do it.
- ❑ If you are given a task that is more than you know that you can do, tell the person giving you the task. You don't want them to expect work to be done, and then you not be able to do it.
- ❑ Look for opportunities to expand your capabilities, but make sure that if you are learning something new that your supervisor understands that this is a new task for you.
- ❑ If you are asked to do something you can do but know that you won't have the time to do it, don't just accept the assignment with the intention of getting to it later. Make sure that the time limitation is understood so that other arrangements can be made if needed.
- ❑ Look around at what others are doing, find out who knows what and then when you have a question you will know the proper person to go to for the answer.
- ❑ Look around at what others are doing, if you see coworkers who don't know as much as you do, share your knowledge with them. Sooner or later they may return the favor.
- ❑ Learn to recognize your own work strengths and weaknesses. Try not to assume that just because you don't have an ability that you can never develop it.
- ❑ Share your strengths with your coworkers, ask for help with your weaknesses.

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: SOCIABILITY

**TASK: CORRECTLY BALANCES BUSINESS NEED AGAINST
INTERPERSONAL RELATIONS. TAKES THE TIME TO DISCUSS
NON WORK-RELATED ISSUES WITH ASSOCIATES, BUT ONLY
TO THE EXTENT THAT THIS DOESN'T INTERFERE WITH WORK.**

- ❑ It is important to develop good working relationships with your coworkers. With that in mind, it is also important not to let socializing at work get in the way of getting the job done. Seek a balance.
- ❑ Take the time to discuss non-work related issues with your coworkers, but let them know when you need to work vs. visit.
- ❑ Let your coworkers know when they are doing a good job and that you appreciate their help.
- ❑ Get to know your coworkers by participating in team events with them.
- ❑ Respect your company rules on interacting with your coworkers and customers. For some companies, chatting with coworkers is frowned upon, for others it is encouraged.
- ❑ Talk with your coworkers. Don't become known as a person who is all work. Keep yourself approachable so that when the need arises you can work together effectively.
- ❑ Develop a network of people you can talk to outside of your job description. Who knows what information you will need? It will be good to know someone you can call on for different types of questions.
- ❑ Listen to your coworkers. Pay attention and remember what is important to them. It is important that you develop an easy relationship so that when problems come up you can help one another.
- ❑ Respect cultural differences among your coworkers. Recognize that your way of doing things may not be the only way of doing things.