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AccuVision™ WORKFORCE READINESS SYSTEM (WRS) Personal Qualities Module with Listening

From AlignMark

Feedback Report - Applicant

for
Jane Doe
123-45-6789

RESULTS

7 out of 10 people
with the same score as
Jane Doe have been successful
in performing the job duties associated
with entry level positions.

AccuVision™ WORKFORCE READINESS SYSTEM

DEVELOPMENTAL INFORMATION

For

Jane Doe
123-45-6789

This report tells you how you did on the assessment, as well as things you can do to make better decisions in these kinds of situations. The report is broken up into 3 sections:

SECTION I: SKILL RANKING

The assessment measures various personal qualities. They are the attitudes and standards that guide your decisions throughout the day at work. This section describes each of the qualities and ranks them according to how you did on the assessment. The strongest quality gets a 1, and the weakest a 5 (a 6, if the Listening component of the assessment was administered). The qualities which scored above average get an "X". This information can be used to help decide which personal qualities are your strongest ones, and which ones you need to work on. Training should be considered for any quality without an "X", starting with the lowest ranked qualities.

SECTION II: SKILL AND TASK ANALYSIS

This section tells you how you did in each of the job situations from the video. Your performance (what you decided was the best thing to do) in each job situation is listed as either "Acceptable" or "Needs Development". The job situations in this section are not in the same order as the video; they are grouped according to which personal quality they measure.

SECTION III: PERFORMANCE DEVELOPMENTAL 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 that 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. 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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SECTION I: SKILL RANKING

Skill	Rank Order*	Performance Level**
Integrity You know right from wrong and try to do the right thing.	2	X
Responsibility You work hard to do your job the best that it can be done; You pay attention to details and concentrate even when doing things you don't like; you always try to be on time for work; you do your work with a positive attitude.	6	
Self-Esteem You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things.	3	
Self-Management You are aware of what you can and can't do, and you're not afraid to ask for help when you need it; you try to get better at things that you don't do well.	4	
Sociability You are understanding, friendly, flexible, and polite; when you are around coworkers, you participate in whatever is going on, instead of trying to be "invisible"; you get along with others; you take an interest in what others say and do.	1	X
Listening Comprehending and recalling verbal information. You understand and remember instructions and information others tell you.	5	

* Rank Order: 1 represents your strongest skill - comparing you only to yourself.

** Performance Level: "X" indicates that on this skill, you scored better than most of the people that have taken this assessment. ("Most" = 65%)

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SECTION II: PERFORMANCE ANALYSIS

For each of the situations in the tape, you were guided by a personal quality - such as Integrity or Responsibility – to make the best choice. Below is a list of the work situations that go with each personal quality. Situations that you handled well appear under "Acceptable"; poorly handled situations are listed under "Needs Development".

Integrity:

You know right from wrong and try to do the right thing.

Situations In Which the Participant's Performance Was Acceptable

- Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.
- Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.

Situations In Which The Participant's Performance Needs Development

- In all situations for this skill, performance was acceptable.

Responsibility:

You work hard to do your job the best that it can be done; you pay attention to details and concentrate even when doing things you don't like; you always try to be on time for work; you do your work with a positive attitude.

Situations In Which the Participant's Performance Was Acceptable

- Tries to keep private life from affecting work.
- Doesn't say "That's not my job." when something unusual or unexpected comes up that needs to be done.
- Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.

Situations In Which The Participant's Performance Needs Development

- Willing to ask for help, more information or clearer instructions.
- 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.

Self-Esteem:

You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things.

Situations In Which the Participant's Performance Was Acceptable

- Stands up for self where appropriate; on the other hand, doesn't take it personally when a manager points out incomplete or poorly done work; accepts suggestions for ways to do the job better.
- Willing to try new things, learn new skills and ask for help when needed.

Situations In Which The Participant's Performance Needs Development

- In all situations for this skill, performance was acceptable. (See Above)

Self-Management:

You are aware of what you can and can't do, and you're not afraid to ask for help when you need it; you try to get better at things that you don't do well.

Situations In Which the Participant's Performance Was Acceptable

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

Situations In Which The Participant's Performance Needs Development

- Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done.

Sociability:

You are understanding, friendly, flexible, and polite; when you are around coworkers, you participate in whatever is going on, instead of trying to be "invisible"; you get along with others; you take an interest in what others say and do.

Situations In Which the Participant's Performance Was Acceptable

- Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.
- Spends some time chatting with coworkers, but not too much. Knows the difference between "down time", when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

Situations In Which The Participant's Performance Needs Development

In all situations for this skill, performance was acceptable. (See Above)

Listening:

Comprehending and recalling verbal information. You understand and remember instructions and information others tell you.

- There are no specific behaviors evaluated for this skill. If development is required, please refer to the Section III Performance Development Strategies for ways to improve.

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SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: RESPONSIBILITY

TASK: WILLING TO ASK FOR HELP, MORE INFORMATION OR CLEARER INSTRUCTIONS.

- Occasionally a problem will come up that is beyond your area of expertise. It is okay to seek help, but don't forget that it is your problem to solve. See it through.
- Do not hesitate to ask for help if you don't know how to do something. Asking a more experienced coworker would be a good first step in finding the answer to your question.
- Learn all you can about the company's products or services. Doing so will make you a more effective employee.
- Take your time and do it right the first time. Ask questions as necessary to ensure that the work is done right. This will save hours of rework and possible embarrassment.
- If you are shown how to do something, and still don't understand, ask again. Keep asking until you get it right.
- Not knowing the answer to a problem is not a crime. No one knows all the answers. Be open to asking questions of others. Use such situations for learning.
- It is a good idea to develop a good relationship with more experienced coworkers. You want it to be easy to find answers when you have a question.
- Try to obtain feedback on your work. Did you miss anything? Can your work be done better? Ask for help if needed.
- Find a role model who can act as a mentor at work. How does he/she handle difficult situations?

AccuVision™ WORFORCE READINESS SYSTEM

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.

AccuVision™ PERSONAL QUALITIES MODULE

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.

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SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: SELF-MANAGEMENT

TASK: ASKS FOR HELP WHEN HE/SHE CAN'T DO SOMETHING, WHETHER IT'S BECAUSE OF A LACK OF TRAINING OR INFORMATION, OR THINGS ARE JUST TOO BUSY TO GET EVERYTHING DONE.

- 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.

AccuVision™ WORKPLACE READINESS SYSTEM

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: LISTENING

- When discussing matters of importance, take notes about key information. Don't just rely on your memory.
- When you take notes during conversations, don't try to write down every word. You can't expect to be a human tape recorder. Just focus on getting key words down, not every word.
- Don't hesitate to ask others to slow down, repeat complicated parts of the conversation, etc. Take an active role in the conversation and don't allow such discussions to become rushed.
- At the end of lengthy discussions, summarize your understanding of the key points and ask others to confirm that your understanding is correct.
- Don't hesitate to ask questions when you don't understand some part of a conversation. Ask the speaker to explain his/her point in a different way. It is better to get the information correct than to pretend you understand, but have problems later.
- During discussions, frequently check to make sure you correctly understand key facts. State your understanding of the facts and ask others for their agreement with your understanding.
- Give your full attention to the person speaking to you. Look him/her in the face and focus your attention on listening. Avoid doing other tasks when listening.

Note:

Pages in Section III can be customized to include credit and non-credit courses and training program information.

For more information about this program, please contact:

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