



WORKFORCE SKILLS CERTIFICATION SYSTEM

IMPLEMENTATION MANUAL

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CASAS NATIONAL SUMMER INSTITUTE



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Workforce Skills Certification System Overview

Employers seek workers with strong work-related basic skills who can work smart and grow on the job. Employers have stressed the importance of these skills in today's customer-oriented workplaces and service economies. Employers are prepared to invest in job candidates who can learn independently, benefit from training, take on new responsibilities, and move up the career ladder.

The **Workforce Skills Certification System** has been designed to document and develop these critical work-related academic and soft skills. The WSCS is unique in that both academic and workplace soft skills are assessed in tandem, and presented to job seekers in an integrated and useful format.

What are the steps for the Workforce Skills Certification System (WSCS) process?

Step 1 - It assesses and **profiles** the work-related basic skills a person currently has.

Step 2 - It provides information to help develop these skills.

Step 3 - It **certifies** work-related basic academic and soft skills demonstrated at a high level.

How can the WSCS help people get a job?

- The **Workforce Skills Profile** lists the skills a person currently has. Potential employers highly value this information when they are looking for qualified job candidates.
- **Classes/Training** can be designed around the skills **employers** are looking for, such as customer care and being committed to quality. The skills that need to be developed are clearly spelled out. Incorporating these skills and competencies in courses will make the best use of training time.
- As soon as a person demonstrates all the required skills, they are awarded a **Workforce Skills Certificate**, which shows employers that they have all of the skills needed to succeed in the workplace.

What's needed to implement WSCS?

- Install CASAS eTests Online – to assess basic academic skills
- Install CASAS TOPSpro Enterprise— to generate WSCS Profiles and WSCS Certificates
- Link with Learning Resources, Inc. (LRI) via TOPSpro Enterprise – to assess soft skills
- Identify or set up classes – to develop academic and soft skills

How does WSCS link to the local business community?

- Engage local employers by conducting a survey to determine skills needed
- Involve Chambers of Commerce, local economic development, other workforce development partners; i.e. One-Stop, TANF, Voc Rehab, adult education, career technical ed, and community colleges to expand and strengthen WSCS results.

Starting with Employers

Employers are the starting point to establish a process that aligns workforce development outcomes with the needs of specific jobs to better serve individuals. The WSCS provides transparent career pathways that can be easily implemented by educational providers, and has proven to be highly useful for employment partners. A summary of this process and its impact on employers, workforce professionals and individuals follows:

Initiate or Strengthen Employers' Ability to:

1. Identify the soft skill competencies and basic skill levels required of the job to be filled.
2. Benchmark with effective incumbents now performing these jobs.
3. Compare benchmarked results with their initial list – they may not match – and establish which skills will be required of future applicants.
4. Communicate the resulting list of competencies to workforce providers – Adult schools, One-stops, community/technical colleges, vocational schools, and CBOs.
5. Inform workforce developers that:
 - Employers will specify in job-postings and job-orders the soft skills and basic skills required of a position
 - Applicants without evidence of required competencies may not be considered.
6. Establish with workforce professionals what will constitute credible evidence of soft skill attainment.
7. Meet regularly with workforce developers to receive and give feedback as to how the system is working and how it might be strengthened.

With current and better information from employers, Workforce Developers are able to help future workers prepare because the learning tasks and goals are clearer.

Enhance Workforce Professionals' Support of Employers and Individuals by:

1. Engaging local employers: WSCS tools enable organizations to assist employers and define or benchmark the basic and soft skills work readiness requires. Encourage employers to identify in job orders/job postings the basic and soft skills they require.
2. Pre-assessing customers/future workers to determine the extent to which they have the skills specified by the employer. WSCS feedback reports identifies effective skills and where development is needed.
3. Referring individuals to employers when current skills match job opening requirements. LRI's assessments also produce Interview Guides that facilitate employers' behavioral interviews.
4. Establishing development plans to remediate basic and soft skills deficits (the gap between demand and current skills). On-line tools, workshops and curricula are available to enable faculty, trainers and mentors to build basic and soft skills.
5. Re-assessing to determine if individuals have acquired the basic and soft skills employers require. Longer term, explore with employers the merit of credentialing all three skills (soft, academic, and technical) in a single document that better defines work-readiness.
6. Post-assessing to support the evaluation of training providers' effectiveness and identify where improvement in the training outcomes are required.

Benefit Future, Dislocated and Other Workers when they respond to local employer's soft skills requirements and gain a competitive advantage by:

1. Taking the orientation the soft skills assessment program that is appropriate to the job sought and then taking the appropriate assessment program.
2. Identifying where they have strengths based upon assessment results. Remediating deficits through on-line development and activities provided locally by a CBO, 1-stop, college or other resources.
3. Reassessing to document skills growth. When soft skills match the skills required, apply and bring to the interview evidence of your soft skill competencies.
4. With the help of their supervisor, mentor or peers, continue to develop soft skills.
5. Taking higher-level soft skills assessments to identify competencies to develop in preparation for higher-level and better paying positions.



Employer Survey

This form enables employers in your community to quickly identify the **soft skills** and **basic academic skill** levels that are of particular importance to them. The results can inform curriculum development so the training provider can target the skills prospective employees need.

Work with the contact person(s) at employer sites who are familiar with the job(s) for which learners are being trained.

For Soft Skills

The charts on pages 3 and 4 show the full range of work behaviors (soft skills) that can be reported on a ***Workforce Skills Profile***.

Are the work behaviors listed on the attached form actually performed on the job? If the answer is "yes", a check should be placed in the blank to the left of the statement. Limit your selection to the 8 most important skills to your organization.

After all statements have been discussed and evaluated, rank them in the order of priority.

For Basic Academic Skills

The charts on pages 6 and 7 show the full range of Basic Academic Skill levels that can be reported on a ***Workforce Skills Profile***. They also describe what a person typically can do at each skill level.

Read all the descriptors and determine at which level a person's skill needs to be in order to do the job. Circle the skill levels required in reading and math to be able to do the job(s) being evaluated.

Name of Employer:

Date:

Individual(s) Completing this Form

Personal Qualities Skills

Please check ☒ the 8 most important **competencies** for your organization. Then, rank these 8 **competencies** in order of priority.

Check if Required	Personal Qualities Competencies	Skill
	1 Recognizes a situation of right & wrong and acts accordingly.	Integrity
	2 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 needed.	
	3 Takes whatever steps necessary to minimize impact of private life on work.	Responsibility
	4 Takes responsibility when an unusual situation demands special attention	
	5 Recognizes when more information is needed, willing to ask for help if necessary	
	6 Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.	
	7 Responds by helping out when needed, even if it means giving up some personal time.	
	8 Makes sure the job is done before leaving, does not leave extra work for next shift.	
	9 Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback.	Self Esteem
	10 Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities.	
	11 When things get slow, finds something to do rather than wait to be told what to do.	Self-Management
	12 Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed.	
	13 Uses open and honest communications in order to maintain relationships	Sociability
	14 Correctly balances business need against interpersonal relations. Takes time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work.	

Customer Care Skills

Please check ☒ the 8 most important **competencies** for your organization. Then, rank these 8 **competencies** in order of priority.

	Customer Care Competencies	Skill
	1 Remains polite and professional when interacting with customers who make unreasonable demands.	Customer Relations
	2 Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.	
	3 Increases customer loyalty by immediately addressing concerns and following up.	
	4 Handles competing customer needs in a calm and helpful manner, follows through on commitments.	
	5 Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere	Decision Making
	6 Recognizes priorities, then implements solutions based on an understanding of business need.	
	7 Decides when to vary from routine operating policies/guidelines and when to adhere to them.	
	8 Recognizes when more information is needed for making a decision.	
	9 Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.	Commitment to Quality
	10 Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	
	11 Proactively assists peers for the purpose of increasing overall quality of company operations.	
	12 Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.	
	13 Balances own work schedule against customer needs; willingly makes adjustments.	
	14 Determines customer need and improves customer relations by "listening" to customer comments and requests.	

Note: "Customer" does not refer only to individuals external to the organization. Also included are internal employees, persons in another unit/area, for whom such activities are performed.

Basic Reading Skills

The following describe what a person typically can do at each skill level.

Circle the skill level required to be able to do the job being evaluated.

Certified Skill Level	READING Skills typically demonstrated at this level
1	Recognizes very common sight words Identifies and follows basic directions on public signs and buildings
2	Recognizes and writes letters and numbers Reads and understands common sight words
3	Reads familiar words and phrases and many other common words related to immediate needs Recognizes sight words on the computer Reads common signs with familiar words and symbols, including many transportation-related and workplace signs Recognizes some unfamiliar words even though unsure of meaning Makes sense of simple notes and messages Interprets simple forms and locate familiar information in simple lists
4	Reads and interprets simple material on familiar topics Reads and interprets simple directions, schedules, signs, maps, and menus
5	Understands common vocabulary on familiar subjects. Locates specific information in short familiar text and in ordered lists Interprets a variety of simple forms in common life and work contexts Understands simple written instructions Understands basic terms in common computer applications
6	Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
7	Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communication Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content Understands some technical vocabulary related to work needs Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization
8	Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information Interprets detailed policies and procedures Reads complex diagrams and graphs Reads most materials and communications related to job without significant difficulty Uses print and Internet-based references and interpret complex Web sites

Basic Math Skills

The following describe what a person typically can do at each skill level. Circle the skill level required to be able to do the job being filled.

Certified Skill Level	MATH Skills typically demonstrated at this level
1	Has simple counting skills Can perform simple operations, such as adding and subtracting single-digit numbers
2	Reads and write numbers associated with personal identification Reads three-digit numbers and simple money amounts Reads time Adds and subtracts single-digit and some two-digit numbers Can perform some basic multiplication
3	Reads time, dates, and simple money amounts Adds and subtracts two-digit whole numbers and recognizes correct change in transactions Multiplies single-digit numbers Reads data in simple lists and tables
4	Calculates a single simple operation when numbers are given Recognizes correct change in transactions; makes simple change Understands, reads, and does simple addition and subtraction of simple common fractions Reads and write decimals to two places and do simple calculations with money amounts
5	Uses mental math to solve simple problems Converts and calculates with units of time Calculates linear measurement in inches, feet and miles Uses common measurement instruments Interprets data in tables and charts. Records data in simple formats
6	Applies and calculates percent Finds mean, range, median, and mode for a data set Compares and extracts information from a variety of graphs Creates simple table or chart to record data Calculates with customary US measure for linear dimensions, weight and capacity Estimates equivalents between US and metric measurement systems Calculates perimeter and area of common figures. Interprets simple scale drawings Reads scales and meters on common measuring devices
7	Creates tables that provide for calculation of data Applies common practical formulas (e.g., $d = r \times t$) Plots equations on a graph Interprets and calculates rates (e.g., frequency, consumption) Calculates perimeter, area and volume of a variety of common figures Calculates with metric units of measure
8	Interprets data in more complex sorts of graphs and representation Summarizes and reports data for a particular purpose Presents data in various representations and interpretations Applies ratio and proportion Creates and interprets graphs of more complex equations Works with three-dimensional representations and coordinate systems Applies and calculates a variety of rates

Workforce Skills Profile (sample)



**Workforce Skills
Certification System**
a program of **CASAS** and **LRI**

Workforce Skills Profile

Awarded to: **ARRIANA MILAS**

By Agency: **Valley Adult School**

Date Issued: **May 26, 2011**

Work-related Academic Skills

Basic Advanced

1	2	3	4	5	6	7	8	Work-related Academic Skills typically demonstrated at this level
								Reading
								<ul style="list-style-type: none"> • Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information • Interprets detailed policies and procedures • Reads complex diagrams and graphs • Reads most materials and communications related to job without significant difficulty • Uses print and Internet-based references and interpret complex Web sites
								Math
								<ul style="list-style-type: none"> • Applies and calculates percent • Finds mean, range, median, and mode for a data set • Compares and extracts information from a variety of graphs. Creates simple table or chart to record data • Calculates with customary US measure for linear dimensions, weight and capacity. Estimates equivalents between US and metric measurement systems. Calculates perimeter and area of common figures. Interprets simple scale drawings • Reads scales and meters on common measuring devices

Soft Skills

Basic Advanced

1	2	3	4	5	6	7	8	Personal Quality Skills demonstrated
								Integrity
								<ul style="list-style-type: none"> • Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.
								Responsibility
								<ul style="list-style-type: none"> • Doesn't say "That's not my job." when something unusual or unexpected comes up that needs to be done. • 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
								<ul style="list-style-type: none"> • 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.
								Self-Management
								<ul style="list-style-type: none"> • When things get slow, finds something to do rather than wait to be told what to do. • 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
								<ul style="list-style-type: none"> • Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.



Workforce Skills Profile







Awarded to: **ARRIANA MILAS**

By Agency: **Valley Adult School**

Date Issued: **May 26, 2011**

Soft Skills

Basic  Advanced

1	2	3	4	5	6	7	8	Customer Care Skills demonstrated
								Commitment to Quality
								<ul style="list-style-type: none"> Evaluates alternative strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. Proactively assists peers for the purpose of increasing overall quality of company operations. Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance. Determines customer need and improves customer relations by "listening" to customer comments and requests.
								Customer Relations
								<ul style="list-style-type: none"> Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. Handles competing customer needs in a calm and helpful manner, follows through on commitments.
								Decision Making
								<ul style="list-style-type: none"> Recognizes priorities, then implements solutions based on an understanding of business need. Decides when to vary from routine operating policies/guidelines and when to adhere to them. Recognizes when more information is needed for making a decision.

These workforce skills have been demonstrated by the individual's responses to employer-validated and nationally normed assessments.

For more detailed information go to:

www.casas.org (academic)

www.learning-resources.com (soft skills)

Academic Skills Overview

What are they?

Work-related academic skills are the foundational reading, math, critical thinking and problem solving skills needed for job success and career growth.

How are they measured?

The basic academic reading and math skills are measured using multiple choice test items. Each test item is written using materials taken from common work settings. A person's skills are determined by their responses to internationally validated standardized assessments developed by CASAS. Results are reported using National Reporting System (NRS) Educational Functioning Levels (EFL) accepted by both the U.S. Departments of Labor and Education to track academic skill achievement. Detailed information about the full range of skills measured by CASAS can be found at www.casas.org.

CASAS Assessments

The CASAS assessments used as part of WSCS are administered and scored via CASAS eTests.

For WSCS Profile

CASAS Employability Competency System (ECS) (***recommended series***)

- ECS Reading – up to 60 minutes
- ECS Math – up to 60 minutes

Candidates are administered CASAS reading and math tests. The tests are automatically scored and test results reports are generated from TOPSpro Enterprise (TE). TE generates the WSCS Profile as well as other student level test result reports that can help guide instruction. The test results can also predict when a candidate is ready to take the certification tests.

NOTE: Before a candidate attempts to take any of the certification tests, (s)he should be scoring above a 245 in reading and above a 240 in math on any of the pre and post-tests. They should also be prepared for questions that assess critical thinking and problem solving.

For WSCS Certificate

Workforce Skills Certification assessments

- Reading (Form 551) – 40 minutes
- Math (Form 551) – 40 minutes
- CASAS Critical Thinking (Form 562, 572, 582, 583 or 584) – 15 minutes
- CASAS Problem Solving (Form 562, 572, 582, 583 or 584) – 25 minutes

Critical Thinking and Problem Solving Assessments:

These assessments test the student's knowledge and application of the academic skills of critical thinking and problem solving. These assessments all measure the same skills, yet are set in five different occupation/industry contexts. Select an industry context that you feel is best for your particular student, based on his or her interests and experience and/or desired career field. The chart below outlines the different industry contexts:

Critical Thinking & Problem Solving Test Forms*	<i>Suggested Occupation/Industry Applications</i>
Form 562: Processing Data and Money Transactions	Banking, retail, administrative, clerical, and other business occupations
Form 572: Helping People and Maintaining Safety	Health, education, safety, and other human/social service occupations
Form 582: Analyzing Production and Promoting Teamwork	Manufacturing, technology, investigative, scientific, and other analytical occupations
Form 583: Providing Customer Service and Solutions	Customer service, sales, hospitality, personal services, and other service occupations
Form 584: Working with Materials and Measurement	Construction, maintenance and repair, engineering, transportation, other hands-on occupations

*Choose the test that best matches a learner's work experience and/or career interest

Critical Thinking:

The Critical Thinking assessment consists of 6 questions, which are analytic in nature and involve making observations, inferences and deductions, drawing conclusions and making decisions. Examinees are required to read a passage (a case study related to the specific industry context of that test) and answer 6 multiple choice questions about that passage. The questions require the examinee to not just read and reiterate what is said in the passage, but to understand the meaning behind the passage and draw logical conclusions based on what they have read.

For example, examinees may be asked to read a passage about a hospital's patient confidentiality policy and answer questions related to the best practices based on that employee policy.

Scoring: The Critical Thinking assessment is administered in CASAS eTests, and is automatically scored.

Problem Solving:

The Problem Solving assessment also consists of 6 questions. The questions reflect a six-step problem solving model in which students must:

1. Identify the problem
2. Identify possible causes of the problem
3. Identify solutions to the problem
4. Implement a plan to solve the problem
5. Evaluate the solution
6. Modify the solution

This assessment includes both multiple choice questions and examinee-generated written responses. Examinees are required to read a passage (related to the specific industry context of that test) and apply problem-solving skills to answer questions about that passage. The examinee-generated written responses require the student to exhibit a variety of different writing and computer skills. They are required to create a list of possible scenarios and answers based on the reading passage, create a chart to best show the data given to them in the written passage, and explain their answers in written form. These questions require the student to possess basic writing and computer skills.

Scoring: The Problem Solving assessment is administered in CASAS eTests. The examinee's responses are sent electronically to CASAS where they are scored by CASAS trained scorers. The results are transmitted back to the agency electronically.

Relating EFLs to the WSCS Profile and CASAS scores

NRS Educational Functioning Levels				CASAS Score Ranges*	Grade Level
EFL	ABE	ESL			
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205	2
5	Low Intermediate Basic Education	High Intermediate ESL		206-210	3
6	High Intermediate Basic Education	Advanced ESL		211-215	4
				216-220	5
				221-225	6
				226-230	7
				231-235	8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240	9
				241-245	10
8	High Adult Secondary Education			246-250	11
				251 and above	12

*Reading, Math, Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — Common Measures Policy for the ETA Performance Accountability System and Related Performance, issued Aug 13, 2007.

Profile (Levels 1-6)
Certification (Levels 7-8)

Basic Skills Deficient (Levels 1-6)
Not Basic Skills Deficient (Levels 7-8)

Basic (Levels 1-6)
Advanced (Levels 7-8)

The US Department of Labor adopted the National Reporting System (NRS) definitions and descriptors. They merged the ABE/ASE and ESL levels into eight Educational Functioning Levels (EFLs). The Levels 1 – 8 on the WSCS Profile correspond to above EFL levels.

All candidates receive a **WSCS Profile**— regardless of their academic or soft skills abilities

Candidates will be eligible for the WSCS **Certificate** when their scores are:

- 246 or above in Reading on Form 551
- 240 or above in Math on Form 551
- passing on Critical Thinking and Problem Solving
- 6 or above on LRI modules **Personal Qualities**
- 6 or above on LRI modules **Customer Care**

WSCS Profile Descriptions for Reading

The following chart shows the full range of Academic Skill scores that can be reported on a **Workforce Skills Profile**. They also describe what a person typically can do at each skill level.

Certified Skill Level	READING Skills typically demonstrated at this level
1	Recognizes very common sight words Identifies and follows basic directions on public signs and buildings
2	Recognizes and writes letters and numbers Reads and understands common sight words
3	Reads familiar words, phrases, and many other common words related to immediate needs Recognizes sight words on the computer Reads common signs with familiar words and symbols, including many transportation-related and workplace signs Recognizes some unfamiliar words even though unsure of meaning Makes sense of simple notes and messages Interprets simple forms and locate familiar information in simple lists
4	Reads and interprets simple material on familiar topics Reads and interprets simple directions, schedules, signs, maps, and menus
5	Understands common vocabulary on familiar subjects. Locates specific information in short familiar text and in ordered lists Interprets a variety of simple forms in common life and work contexts Understands simple written instructions Understands basic terms in common computer applications
6	Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
7	Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communication Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content Understands some technical vocabulary related to work needs Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization
8	Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information Interprets detailed policies and procedures Reads complex diagrams and graphs Reads most materials and communications related to job without significant difficulty Uses print and Internet-based references and interpret complex Web sites

Academic skill scores are determined by an individual's responses to internationally validated standardized assessments. Results are reported using National Reporting System (NRS) Educational Functioning Levels (EFL) accepted by both the U.S. Departments of Labor and Education to track academic skill achievement.

WSCS Profile Descriptions for Math

The following chart shows the full range of Academic Skill scores that can be reported on a **Workforce Skills Profile**. They also describe what a person typically can do at each skill level.

Certified Skill Level	MATH Skills typically demonstrated at this level
1	Has simple counting skills Can perform simple operations, such as adding and subtracting single-digit numbers
2	Reads and write numbers associated with personal identification Reads three-digit numbers and simple money amounts Reads time Adds and subtracts single-digit and some two-digit numbers Can perform some basic multiplication
3	Reads time, dates, and simple money amounts Adds and subtracts two-digit whole numbers and recognizes correct change in transactions Multiplies single-digit numbers Reads data in simple lists and tables
4	Calculates a single simple operation when numbers are given Recognizes correct change in transactions; makes simple change Understands, reads, and does simple addition and subtraction of simple common fractions Reads and write decimals to two places and do simple calculations with money amounts
5	Uses mental math to solve simple problems Converts and calculates with units of time Calculates linear measurement in inches, feet and miles Uses common measurement instruments Interprets data in tables and charts. Records data in simple formats
6	Applies and calculates percent Finds mean, range, median, and mode for a data set Compares and extracts information from a variety of graphs Creates simple table or chart to record data Calculates with customary US measure for linear dimensions, weight and capacity Estimates equivalents between US and metric measurement systems Calculates perimeter and area of common figures. Interprets simple scale drawings Reads scales and meters on common measuring devices
7	Creates tables that provide for calculation of data Applies common practical formulas (e.g., $d = r \times t$) Plots equations on a graph Interprets and calculates rates (e.g., frequency, consumption) Calculates perimeter, area and volume of a variety of common figures Calculates with metric units of measure
8	Interprets data in more complex sorts of graphs and representation Summarizes and reports data for a particular purpose Presents data in various representations and interpretations Applies ratio and proportion Creates and interprets graphs of more complex equations Works with three-dimensional representations and coordinate systems Applies and calculates a variety of rates

Academic skill scores are determined by an individual's responses to internationally validated standardized assessments. Results are reported using National Reporting System (NRS) Educational Functioning Levels (EFL). Information can be found at www.casas.org.

CASAS Individual Skills Profile (sample generated from TOPSpro)



06/07/2011
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Individual Skills Profile

Page 1 of 1
ISP

John Morris

ID# 1593579

Agency: 4908 - Rolling Hills Adult School

Program: GED

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items			Grade Equiv.
						Total	Correct	Attempted	
Math	017M	11/12/2010	246	6	D	34	23	32	11.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10.3

Reading Competencies	N	Correct
Consumer Economics	9	77 %
Community resources	24	66 %
Health	13	76 %
Employment	29	75 %
Government and law	12	50 %
Learning to learn	19	78 %

Reading Content Standards	N	Correct
Vocabulary	29	68 %
General reading comprehension	51	72 %
Text in format	8	62 %
Reference materials	5	80 %
Reading strategies	21	80 %
Reading and thinking skills	16	68 %

Math Competencies	N	Correct
Compute using whole numbers	6	100 %
Compute using decimal fractions	20	65 %
Compute using fractions	9	88 %
Compute with percents, rate, ratio, and proportion	14	78 %
Use expressions, equations, and formulas	13	76 %
Demonstrate measurement skills	23	82 %
Interpret data from graphs and compute averages	7	100 %
Use statistics and probability	2	50 %

Math Content Standards	N	Correct
Number sense	43	79 %
Algebra	15	80 %
Geometry	11	90 %
Measurement	30	80 %
Data	20	75 %
Probability	2	50 %

Reading Tasks	N	Correct
Forms	2	50 %
Charts, maps, consumer billings, matrices, graphs, tables	13	69 %
Articles, paragraphs, sentences, directions, manuals	44	77 %
Signs, price tags, advertisements, product labels	1	100 %
Measurement scales, diagrams	0	N/A

John Morris has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
97 %	Math

Soft Skills Overview

What are they?

Soft skills are effective **workplace behaviors**. The soft skills measured and developed as part of WSCS are:

- Integrity
- Responsibility
- Self-esteem
- Self-Management
- Sociability
- Customer Relations
- Decision-Making
- Commitment to Quality

How are they measured?

Video-based assessments present candidates with realistic work-based scenarios that measure their skills in comparison to performance criteria validated by employers nationwide. This process effectively measures the soft skills of job applicants and incumbent workers.

LRI Soft Skill Assessments

Workforce Readiness Skills (WRS) is an industry-validated and video-delivered soft skills assessment program.

WRS measures the skills and competencies required by employers of a wide range of first jobs. Employers have identified and validated the specific competencies WRS measures.

The program identifies both the current competencies and the developmental needs of individuals. When skill development is suggested, strategies are identified to support the attainment of those skills. Because of its validity, WRS is also used in support of hiring and promotion decisions.

WRS was developed by Learning Resources Inc. - in collaboration with Alignmark and with the support of the US Department of Labor - to help those seeking to develop basic employability skills of future workers. WRS targets the critical skills of a wide range of basic, entry-level jobs; frequently these are first jobs for young and at-risk workers, e.g. hospitality, fast food, hotel dining and kitchen, retail sales, health care, grocery/supermarket, offices, and call centers.

A comprehensive list of the specific skills/competencies measured is provided later in this manual.

NOTE: A demo of WRS is available on-line at www.learning-resources.com

For WSCS Profile and WSCS Certificate

Workforce Readiness Skills (WRS) uses video simulations to show typical interpersonal situations in a number of industries. It contains 2 video modules that measure the following broad skills:

Module 1 - **Personal Qualities**

40 minute video

Viewer responds to 28 work-related questions that measure:

- Integrity
- Responsibility
- Self-esteem
- Self-Management
- Sociability

Module 2 - **Customer Care**

37 minute video

Viewer responds to 28 work-related questions that measure:

- Customer Relations
- Decision-Making
- Commitment to Quality

The WSCS Profile and WSCS Certificate documents the specific **Personal Qualities** (out of a possible 14) and **Customer Care Qualities** (out of a possible 14) skills demonstrated by the individual's responses to the employer-validated and nationally normed LRI assessments.

Candidates will be eligible for the WSCS **Certificate** when their scores are:

- 6 or above on **Personal Qualities**
- 6 or above on **Customer Care**

A comprehensive list of the specific skills/competencies measured is provided later in this manual.

Assessing Soft Skills Using and Administering Video Assessment

LRI assessment programs - called AccuVision - use video technology to offer the most accurate, cost-effective means of identifying the strengths and developmental needs of incumbent, new and future workers (this latter group includes students, displaced, at-risk workers, et al). Because there is no adverse impact, AccuVision is widely used to help organizations select new employees. LRI soft skill assessment programs have assessed 3,000,000 people.

What is Video-based Assessment?

LRI's programs rely upon and feature carefully researched and employer-validated, video-delivered work-situations to validly and accurately measure the soft or high-performance skills and abilities needed for success in a range of jobs. Videotaped scenarios simulate work activities and provide possible responses to the interpersonal challenges associated with specific jobs. Participants are asked to select which of the demonstrated responses they would take in these circumstances. Assessed individuals' skills are compared to a standard of employer-defined effective behavior.

Assessment programs are available for virtually any position within an organization, from entry-level to supervisory and managerial. Because of the flexibility of video-delivered and computer-supported systems, one person or hundreds can be assessed at a single time.

What are the benefits of Soft Skills Assessment?

For employers

- Increased productivity - By selecting those candidates who have the greatest likelihood of success on-the-job
- Reduced turnover - By helping to improve hiring decisions, employers find that turnover can be reduced by 30 percent - or more
- Accuracy in identifying developmental needs - Developmental resources are more efficiently used when video assessments pinpoint the specific strengths and training needs of individuals, groups, departments, regions or entire organizations
- Realistic job preview - Video-based assessment can create more realistic job expectations for employees, thus bettering the chances of job satisfaction and work performance

For educators

- Counseling students [future workers] regarding current interpersonal strengths and developmental needs
- Providing a transcript of students' soft skills
- Enriching work-based learning activities by providing specific information to students and employers to ensure that requisite competencies are developed at the work site
- Benchmarking local employers to establish requisite skill levels sought from graduates
- Offering assessment and training to local employers seeking to hire new workers or to target the specific developmental needs of incumbent workers

For welfare, workforce, TANF and employment/training services professional

- Enabling individuals to target training and focus on specific needs - that is, the skills required to keep and grow within a job
- Documenting the employability skills of clients - to give them a competitive advantage when interviewing for employment
- Strengthening programs by providing employers with workers who require less training and who 'turn-over' less frequently

Applications within (public or private sector) organizations

Video-based assessment is equally useful in measuring the skills and abilities of job applicants and incumbents. A typical feedback report produces the following information about each assessed individual:

- An applicant's or future worker's probability of being successful if hired or promoted
- An incumbent's overall level of performance
- Strengths and developmental needs with respect to important job skills
- On-the-job and work-based learning strategies for addressing developmental deficiencies
- Suggested questions to further probe an applicant's effectiveness

Administering video-based soft skills assessment

Assessment can be administered anywhere Internet is available – or where a VCR and monitor or large screen can be placed. The time required to administer a program varies from 30 to 90 minutes, depending on the specific assessment program being used. Below is the step-by-step process: Double-click here to review a [flow-chart](#) describing how AccuVision works.

- Individuals view a series of video simulations depicting a worker interacting with other employees in several job-relevant situations. Because the choices are "acted out" on video, reading ability has little influence on performance. Each individual chooses one of four options that most closely match the action he or she would take if placed in a situation similar to the video scenario. A "least effective" choice is also sometimes requested.
- Responses are entered into the computer. .
- The host computer processes the results and transmits a Feedback Report for each participant to the on-site PC within two minutes.
- Each individual assessment report includes:
 - Overall Score (which is NOT shared with the participant)
 - Skill Rank
 - Skill Analysis
 - Developmental Strategies
 - Interview Guide

The assessment can be administered by virtually anyone within an organization. Proficiency with testing or computers is not required.

NOTE

Many of LRI's programs are available in Spanish and other languages.
Most programs are available in English with Open Captioning.

Accuracy and Legal Concerns

Video assessments can be used fairly with all groups in a diverse workforce, with no disparate impact.

Each video assessment program has been statistically validated prior to its introduction to the marketplace. Personnel from a variety of organizations have been assessed and their results compared with actual on-the-job performance. This provides a statistical measure of how accurately the system assesses job performance. Each assessment program has proven to be four to five times more predictive of job performance than the typical job interview. Equal Employment Opportunity Commission (EEOC) considerations are taken into account in the validation of the video assessments. Each assessment program predicts the performance of various subgroups equally well (i.e., females, males, blacks, whites, older workers, etc.), which complies with guidelines set by the EEOC.

Our assessment programs are consistent with the requirements of the Americans with Disabilities Act (ADA) and the EEOC (The Civil Rights Act of 1991). Go to www.learning-resources.com for a report on AccuVision's compliance with EEOC and ADA

Personal Qualities Skill Descriptions

Integrity	<i>You know right from wrong and try to do the right thing.</i>	PQ1
1	Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.	PQ1.1
2	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.	PQ1.2
Responsibility	<i>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.</i>	PQ2
3	Tries to keep private life from affecting work.	PQ2.1
4	Doesn't say "That's not my job." when something unusual or unexpected comes up that needs to be done.	PQ2.2
5	Willing to ask for help, more information or clearer instructions.	PQ2.3
6	Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.	PQ2.4
7	Responds by helping out when needed, even if it means giving up some personal time.	PQ2.5
8	Makes sure the job is done before leaving, does not leave extra work for next shift.	PQ2.6
Self-Esteem	<i>You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things.</i>	PQ 3
9	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.	PQ3.1
10	Willing to try new things, learn new skills and ask for help when needed.	PQ3.2
Self-Management	<i>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.</i>	PQ4
11	When things get slow, finds something to do rather than wait to be told what to do.	PQ4.1
12	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.	PQ4.2
Sociability	<i>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.</i>	PQ5
13	Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.	PQ5.1
14	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.	PQ5.2

Customer Care Skill Descriptions

Customer Relations	<i>Communicates in a positive manner, especially when handling complaints or conflict; efficiently obtains additional resources as needed to satisfy customer needs.</i>	CC1
1	Remains polite and professional when interacting with customers who make unreasonable demands.	CC1.1
2	Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.	CC1.2
3	Increases customer loyalty by immediately addressing concerns and following up.	CC1.3
4	Handles competing customer needs in a calm and helpful manner, follows through on commitments.	CC1.4
Decision Making	<i>Makes sound decisions when carrying out company policies and guidelines, develops solutions for customer problems, recognizes the limits of own authority and knows when a customer problem should be referred to others.</i>	CC2
5	Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere	CC2.1
6	Recognizes priorities, then implements solutions based on an understanding of business need.	CC2.2
7	Decides when to vary from routine operating policies/guidelines and when to adhere to them.	CC2.3
8	Recognizes when more information is needed for making a decision.	CC2.4
9	Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.	CC2.5
Commitment to Quality	<i>Works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings.</i>	CC3
10	Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	CC3.1
11	Proactively assists peers for the purpose of increasing overall quality of company operations.	CC3.2
12	Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.	CC3.3
13	Balances own work schedule against customer needs; willingly makes adjustments.	CC3.4
14	Determines customer need and improves customer relations by "listening" to customer comments and requests.	CC3.5

AccuVision™ WORKFORCE READINESS SYSTEM (WRS) Personal Qualities System

Personal Qualities Feedback Report – Applicant (sample)

for
John Doe
111-11-1111

Probability of Success

The overall score for John Doe has been compared to other people in entry-level positions who have taken this assessment.

4 out of 10 people with the same score as John Doe tend to do well in entry level positions.



NOTE: Do NOT give this page to the applicant – it is for administrator's reference only

The AccuVision™ Workforce Readiness System (WRS) program, Personal Qualities System, measures the following personal qualities: Integrity, responsibility, self-esteem, self-management and sociability. Technical knowledge and experience are not measured by the system. 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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AccuVision™ WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

DEVELOPMENTAL INFORMATION

For
John Doe
111-11-1111

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: PERSONAL QUALITIES RANKING

The assessment measures five personal qualities. They are the attitudes and standards that guide your decisions throughout the day at work. This section describes each of the five qualities and ranks them according to how you did on the assessment. The strongest quality gets a 1, and the weakest a 5. 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: PERFORMANCE 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 in the video; they are grouped according to which personal quality they measure.

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

This section provides suggestions to help you improve your personal qualities. For additional help, check out local college courses, books and other resources at the library.

AccuVision™ WORKFORCE READINESS SYSTEM

SECTION I: PERSONAL QUALITIES RANKING

PERSONAL QUALITIES	Rank * Order	Performance ** Level
INTEGRITY You know right from wrong and try to do the right thing.	3	
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.	1	X
SELF-ESTEEM You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things.	5	
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 you don't do well.	2	
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 well with others; you take an interest in what others say and do.	4	

* 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 who have taken this assessment. ("Most" = 65%)

AccuVision™ WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

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.*

Situation In Which Your Performance Was Acceptable

- ☐ Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.

Situation In Which Your Performance Needs Development

- ☐ 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.

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 Your 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.
- ☐ Willing to ask for help, more information or clearer instructions.
- ☐ Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.

Situations In Which Your 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.

SELF-ESTEEM:

- *You handle feedback and suggestions without becoming defensive, angry or upset; you're not afraid to learn new things*

Situation In Which Your 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.

Situation In Which Your Performance Needs Development

- ☐ Willing to try new things, learn new skills and ask for help when needed.

SELF-MANAGEMENT:

- *You are aware of what you can and can't do, and you're not afraid to ask for help; you try to get better at things you can't do well.*

Situation In Which Your Performance Was Acceptable

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

Situation In Which Your 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 well with others; you take an interest in what others say and do.*

Situation In Which Your Performance Was Acceptable

- ☐ Is open and honest with coworkers because he/she knows it's easier to work with people when you get along with them.

Situation In Which Your Performance Needs Development

- ☐ 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.

AccuVision™ WORKFORCE READINESS SYSTEM

PERSONAL QUALITIES MODULE

SECTION III: PERFORMANCE DEVELOPMENT 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 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.

{NOTE: Only 1 page out of 6 that make up Section III is included as an example}

{NOTE: Pages in Section III can be customized to include credit and non-credit course and training program information.}

AccuVision™ WORKFORCE READINESS SYSTEM (WRS) Customer Care System

Customer Care Feedback Report – Applicant (sample)

for
John Doe
111-11-1111

Probability of Success

The overall score for John Doe has been compared to other people in entry-level positions who have taken this assessment.

6 out of 10 people with the same score as John Doe tend to do well in entry level positions.



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AccuVision™ WORKFORCE READINESS SYSTEM

CUSTOMER CARE MODULE

DEVELOPMENTAL INFORMATION

**For
John Doe
111-11-1111**

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: PERSONAL QUALITIES RANKING

The assessment measures five personal qualities. They are the attitudes and standards that guide your decisions throughout the day at work. This section describes each of the five qualities and ranks them according to how you did on the assessment. The strongest quality gets a 1, and the weakest a 5. 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: PERFORMANCE ANALYSIS

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

This section provides suggestions to help you improve your personal qualities. For additional help, check out local college courses, books and other resources at the library.

AccuVision™ WORKFORCE READINESS SYSTEM

SECTION I: CUSTOMER CARE SKILL RANKING

Customer Care	Rank * Order	Performance ** Level
Customer Relations Communicates in a positive manner, especially when handling complaints or conflict; efficiently obtains additional resources as needed to satisfy customer needs.	1	X
Decision Making Makes sound decisions when carrying out company policies and guidelines, develops solutions for customer problems, recognizes the limits of own authority and knows when a customer problem should be referred to others.	2	
Commitment to Quality Works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings.	3	

* 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 who have taken this assessment. ("Most" = 65%)

AccuVision WORKFORCE READINESS SYSTEM

CUSTOMER CARE MODULE

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.

CUSTOMER RELATIONS:

- *Communicates in a positive manner, especially when handling complaints or conflict; efficiently obtains additional resources as needed to satisfy customer needs.*

Situations In Which the Participant's Performance Was Acceptable

- ☐ Remains polite and professional when interacting with customers who make unreasonable demands.
- ☐ Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.

Situations In Which the Participant's Performance Needs Development

- ☐ Increases customer loyalty by immediately addressing concerns and following up.
- ☐ Handles competing customer needs in a calm and helpful manner, follows through on commitments.

DECISION MAKING:

- *Makes sound decisions when carrying out company policies and guidelines, develops solutions for customer problems, recognizes the limits of own authority and knows when a customer problem should be referred to others.*

Situations In Which the Participant's Performance Was Acceptable

- ☐ Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere.
- ☐ Recognizes priorities, then implements solutions based on an understanding of business need.

Situations In Which the Participant's Performance Needs Development

- ❑ Decides when to vary from routine operating policies/guidelines and when to adhere to them.
- ❑ Recognizes when more information is needed for making a decision.
- ❑ Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.

COMMITMENT TO QUALITY:

- *Works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings.*

Situations In Which the Participant's Performance Was Acceptable

- ❑ Evaluates alternative possibilities for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.
- ❑ Proactively helps coworkers for the purpose of increasing overall quality of company operations.
- ❑ Voice, body language, and attitude communicate to the customer that satisfying the customer's need is of highest importance.

Situations In Which the Participant's Performance Needs Development

- ❑ Balances own work schedule against customer needs; willingly makes adjustments.
- ❑ Determines customer need and improves customer relations by "listening" to customer comments and requests.

CUSTOMER CARE MODULE

SECTION III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: CUSTOMER RELATIONS

TASK: INCREASES CUSTOMER LOYALTY BY IMMEDIATELY ADDRESSING CONCERNS AND FOLLOWING UP.

- ☐ ☐ Remember that assisting your customer is your first priority. Customers want to feel that you are sincere in your desire to help them and that they are not interrupting your “real” work.
- ☐ ☐ Sometimes it may be necessary for you to help customers locate certain products. When possible, put in the extra effort to accompany them to the correct aisle and lead them to the product. If you can't do that for whatever reason (say, for example, you are assisting another customer), then be very specific in your directions and guidance.
- ☐ ☐ If a problem cannot be immediately resolved and follow-up contact with the customer is required, take responsibility for making sure that the problem gets resolved.
- ☐ ☐ Sometimes you may need help from others in resolving a customer's issue. When the problem is resolved, be sure to acknowledge the assistance of others by a personal “thank you”.
- ☐ ☐ Act on customer problems immediately. Do not delay hoping that the problem will go away. Take responsibility, it is your problem to resolve.
- ☐ ☐ If there is no way that you are going to be able to satisfactorily resolve the customer's problem, make sure that your supervisor is informed. Maybe there is something that your supervisor can do that you cannot.
- ☐ ☐ Keep in mind that YOU are ultimately responsible for customer satisfaction. Anticipate problems, prepare for them, and when they occur, act immediately to resolve them.

{NOTE: Only 1 page out of 7 that make up Section III is included as an example}

{NOTE: Pages in Section III can be customized to include credit and non-credit course and training program information.}

STEPS FOR CONDUCTING A DEVELOPMENTAL PLANNING SESSION

1 Establish rapport

First, we want to put the direct report at ease. Always attempt to establish a constructive interpersonal atmosphere before discussing developmental issues.

2 Explain the purpose of the session

Next, we need to indicate that the purpose of the meeting is to discuss developmental needs and formulate plans of action for addressing these needs. Position the session as a benefit to the direct report (i.e., discuss issues and answer questions).

3 Mutually discuss developmental information

Using the Pre-Planning Form, we have already identified the skill area or areas we want to address. The direct report will also have completed a Pre-Planning Form with his/her perceptions. We now want to relate our perceptions to the direct report and hear his/her thoughts and ideas.

Begin the discussion in a constructive manner. To help achieve this, start by addressing the positive aspects of the direct report's performance. These strengths may have been identified through observations or documentation of on-the-job performance. Be as specific as possible.

Next, begin the discussion on the aspects of performance identified as needing development by soliciting the direct report's views and opinions. We should always ask the direct report to share his/her perceptions before voicing our own. Once we have heard the direct report's comments, we can offer our perceptions and discuss how our perceptions are similar to or different from those of the direct report.

If, however, the direct report appears uncomfortable or reluctant to share his/her ideas first, we can attempt to put the direct report at ease by offering to begin the discussion.

4 Reach agreement on developmental needs

After thoroughly discussing developmental needs, you should reach agreement with the direct report on which skill area(s) to target for further development. Again, ask the direct report to suggest potential developmental actions before offering your suggestions. Discuss action plans to address the targeted developmental needs.

5 Reach agreement on developmental action plans

After discussing potential action plans, you should reach a mutual agreement on specific action plans for each targeted developmental need. You should then document this plan on the Employee Development Planning (EDP) form, record the agreed-upon developmental needs in the “Aspects of Skill to Be Developed” column, the objective for developing the skill in the “Objective” column, the action plans in the “Developmental Activities” column, and time frames for achieving the desired results on the EDP form. Both you and the direct report should receive a copy of the completed EDP form.

6 Schedule follow-up

In order to encourage a partnership in achieving successful results, you should monitor the direct report’s performance in carrying out the agreed-upon developmental action plans. In this step of the process, you want to communicate that follow-up will occur within a specified period of time. Record this information in the “Follow-Up” column.

7 Close the session

Close the session on a positive note. Discuss the developmental value of the experience and stress the fact that the skills measured can be improved through developmental activities. Express confidence in the direct report's ability to successfully address the areas targeted for development.

Individual Development Plan – SAMPLE

Student Name: **Jane Smith** Date: **1/20/11**

Facilitator Name: **Jerome Barry**

Skill: **Customer Relations & Judgment**

Why I want to develop this skill: **To improve my ability to get and keep a good job**

Course: **Effective Communication**

Aspects of Skill To Be Developed (What)	Development Activities & Resources (How)	Time-Frame (When)	Process Checks Follow-Up (Who Helps)
<i>Interacts with Irrate/Angry Customers in a polite and helpful manner</i>	<i>Practice not getting angry at someone who is arguing with me or disagrees with me by listening and paraphrasing what they say instead of arguing back with them. I will keep a daily log of these occurrences and how I handle them.</i>	<i>Starting today - to be reviewed at next meeting on 4/25</i>	<i>Jane & Mr. Barry</i>
<i>''' ''' '''</i>	<i>When someone makes me angry, I will count silently and slowly to 10 before responding. I will document this in my daily log.</i>	<i>Starting today - to be reviewed at mtg. on 4/25</i>	<i>Jane & Student Partner (Marisa)</i>
<i>Interacts with peers to get information</i>	<i>I will ask at least 2 open-ended questions each day either in class or at home and will document them in my log</i>	<i>Starting today - to be reviewed at 4/25 mtg.</i>	<i>Jane & Mr. Barry</i>

Individual Development Plan

Student Name:

Date:

Facilitator Name:

Skill:

Why I want to develop this skill:

Course:

Aspects of Skill To Be Developed (What)	Development Activities & Resources (How)	Time-Frame (When)	Process Checks Follow-Up (Who Helps)

Performance Development Strategies for Personal Qualities

This document is a supplement to the AccuVision WRS Personal Qualities Applicant Feedback Report – Section III. It includes the development strategies related to all the tasks/competencies for the five **Personal Qualities** skills.

PQ 1 INTEGRITY: You know right from wrong and try to do the right thing

PQ 1.1 Recognizes a situation of right & wrong and acts accordingly. (1)

PQ 1.2 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. (2)

PQ 2 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.

PQ 2.1 Takes whatever steps necessary to minimize impact of private life on work. (3)

PQ 2.2 Takes responsibility when an unusual situation demands special attention. (4)

PQ 2.3 Recognizes when more information is needed, willing to ask for help if necessary. (5)

PQ 2.4 Recognizes quality work, ready to go the extra mile to make sure that the job gets done properly. (6)

PQ 2.5 Responds by helping out when needed, even if it means giving up some personal time. (7)

PQ 2.6 Makes sure the job is done before leaving, does not leave extra work for next shift. (8)

PQ 3 SELF-ESTEEM: You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things

PQ 3.1 Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback. (9)

PQ 3.2 Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities. (10)

PQ 4 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 you don't do well.

PQ 4.1 When things get slow, finds something productive to do rather than wait to be told what to do. (11)

PQ 4.2 Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed. (12)

PQ 5 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 well with others; you take an interest in what others say and do.

PQ 5.1 Uses open and honest communications in order to maintain relationships. (13)

PQ 5.2 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. (14)

SKILL (PQ 1): INTEGRITY

TASK (PQ 1.1): Recognizes when an ethical dilemma occurs, makes the right choice. (1)

- ☐ Examine your own sense of values, is what you are doing or being asked to do right or wrong? Will you feel good about yourself if you "get away with it?"
- ☐ Sometimes the best thing to do isn't clear. In those cases, ask your supervisor for help. Your supervisor is not your enemy.
- ☐ Remember, you were hired to work a full shift. You agreed to accept their money and they expect to get a full day's pay out of you. Promote your own sense of good/bad among your coworkers. If they know where you stand they will be less likely to ask you to do something that will get you (or them) into trouble.
- ☐ Promote your own sense of good/bad among your coworkers. If they know where you stand they will be less likely to ask you to do something that will get you (or them) into trouble.
- ☐ It is approaching the end of your shift, your work is done, why not leave early? Think about it from your company's perspective. What would you want your employees to do?
- ☐ Remember, your company pays you for working your shift. Any money they give you that you don't earn is money stolen.
- ☐ Consider your level of authority, do you have the authority to "cover" for a coworker that wants to leave early? In most cases, letting someone go early is the supervisor's decision.
- ☐ Think about your actions, it is critical to your future and to the stability of your job that your boss trusts you. Before slipping out early (or letting a coworker slip out early) consider what this will do to the trust that your boss feels toward you.
- ☐ You might find yourself in a position of responsibility and closing up the business at the end of the day. If the sign on the door says you are open until 11 p.m., it is critical that you do not close those doors at 10:45, even if it means having to stay late for clean up.
- ☐ If you are late to work, be honest about it and put down the correct time on your time card, even if no one would ever know about it and doing so causes you to lose money or get in trouble. In the long run, it is ALWAYS better to be honest.
- ☐ One way to avoid the temptation to leave early is to plan your life around your work hours. Don't even consider planning in such a way that you need to get off early or come in late.

SKILL (PQ 1): INTEGRITY

TASK (PQ 1.2): 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. (2)

- ❑ 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.

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.1): Takes whatever steps necessary to minimize impact of private life on work. (3)

- ❑ If your children are causing you to get to work late every day, first, remember that you are the parent, you control your children's day. Start your day early enough to resolve all possible issues. Keep in mind that your work has high priority in your life. If you keep your work as a high priority, you will find a way to deal with these family issues.
- ❑ Think ahead. If you know that you will need to miss work due to child care issues, talk to your boss about it. Your boss may have helpful suggestions. For sure your boss is going to need to know about it and schedule accordingly.
- ❑ If you lose your job, you lose your income. Without income your children will suffer. Do whatever it takes to keep that job.
- ❑ Your family comes first. In most cases, however, your family can best be served if you stay employed. Try to keep family issues away from your work setting.
- ❑ If your kids are calling you at work a lot, with not-too-serious problems, teach them that it is important not to call you at your work.
- ❑ For many, transportation is a problem. Speak to your coworkers, what are they doing to get to work? Would any be able to help you? Maybe if you chip in on buying gas?
- ❑ Treat your work schedule as sacred, make all other plans around your work schedule.
- ❑ You were hired with the expectation that you would be there every work day, putting in a full shift's work for a full shift's pay. It is up to you to find a way to make that happen. It is your responsibility to come up with a way to work without interruptions from home.
- ❑ Difficulties at home interfering with your work? Try talking openly of your problems with the family member(s) causing you trouble. Be sensitive to their needs, but also make them aware of yours.
- ❑ Share with your family your "vision" of the benefits from working. Show them how your work will help them all to obtain their goals. Encourage them to help you with your work (e.g., by helping you get to work on time, not bothering you at work, etc.)
- ❑ Learn to see your family as a resource, they can help you keep your home problems at home.
- ❑ Develop a social network for helping out with home situations. Family, friends, neighbors, others at work with similar situations can all be a source of help.
- ❑ Develop backups so that if one solution fails you are not caught short.

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.2): Takes responsibility when an unusual situation demands special attention. (4)

- ❑ At work your boss depends on you to handle your job duties. Sometimes something special comes up that is outside of your regular workload. Take responsibility to see that the special problem is resolved.
- ❑ Your supervisor can't anticipate everything that may happen during your shift. Be ready and willing to take responsibility to resolve unusual situations that may develop.
- ❑ If you see a coworker needs help, if at all possible, pitch in and help out.
- ❑ 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.
- ❑ Unusual situations provide you opportunity to demonstrate your ability, take advantage of them.
- ❑ Ask senior coworkers what unusual situations have occurred. Learn from them and be prepared.
- ❑ Do not stand by and allow others to handle situations that come up in your area. Take responsibility to see that the problem or issue is resolved.
- ❑ Unusual situations come up. Be ready for them. To whatever extent possible, include time in your plans for your day to handle unusual situations.
- ❑ Network with others to find out what everyone does. Use that network in order to handle unusual situations. Be ready to call on your coworkers for help. If others help, don't forget that the problem is yours, not theirs. Follow through.

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.3): Recognizes when more information is needed, willing to ask for help if necessary. (5)

- ❑ 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 companies 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?

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.4): Recognizes quality work, ready to go the extra mile to make sure that the job gets done properly. (6)

- ❑ Learn to recognize quality in your workplace. If you understand quality, you will be able to quickly recognize lack of quality and do something about it before it becomes a serious problem.
- ❑ If you realize that something you have done was done incorrectly, think about how it will reflect on your company. Do the right thing.
- ❑ When you recognize low quality work, even if it is done by another, take responsibility to see that the work is corrected. Don't let the low quality work be seen by a customer.
- ❑ Take the time to see how the work is done by others. Can you learn from them? Can you make it better? If you can do the work better, make sure that you tell the others how they can improve their work as well.
- ❑ See yourself as an important part of your organization. Without your skills, the organization will suffer. Do your best to make sure that your organization survives.
- ❑ Identify what people do to get promoted. See if the doing the same thing will work for you.
- ❑ Make it a point to accomplish both major goals (e.g., getting the job done) and minor goals (e.g., accurate in every detail) with every project and before deadlines.
- ❑ Seek to learn all you can about the company you work for. The better your understanding, the better your work will match company needs resulting in higher quality work.
- ❑ Try to obtain feedback on the quality of your work. Learn from the feedback.
- ❑ Serve as a role model for quality work.

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.5): Responds by helping out when needed, even if it means giving up some personal time. (7)

- ❑ 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.

SKILL (PQ 2): RESPONSIBILITY

TASK (PQ 2.6): Makes sure the job is done before leaving, does not leave extra work for next shift. (8)

- ❑ 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 be know 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.

SKILL (PQ 3): SELF-ESTEEM

TASK (PQ 3.1): Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback. (9)

- ☐ Take pride in your work. Volunteer for new tasks.
- ☐ It is best to be open and honest with your supervisor. If he/she is accusing you of something you didn't do, they need to know about it. Do not be confrontive, but do be assertive and let them know the truth.
- ☐ Take pride in your accomplishments. Celebrate when you do something well.
- ☐ Do not assume that criticism on one task applies to your whole world of work. You can be great on one task but not so good on another.
- ☐ Do not overreact, or react negatively, to criticism. Criticism from your supervisor does not mean that you are a bad person. Learn to see criticism as one way of getting better at your job. From that point of view, receiving criticism is good. It is helping you to learn your job.
- ☐ Remember, in a work setting it is important to maintain a professional demeanor, even if others have lost theirs. Stay cool, calm, and non-defensive. Focus on the problem, don't let things get personal.
- ☐ If your supervisor tells you that you are doing something wrong, don't hate him/her for telling you. Your supervisor is supposed to help you learn your job. Some supervisors are better at helping you to learn than others, but it is up to you to learn and you can learn from anyone.
- ☐ If you feel that your supervisor is criticizing you, ask him/her for help.
- ☐ Develop networks with others in your work group who might be able to help you to better understand your job.
- ☐ Take advantage of your opportunities, if your supervisor criticizes you for one task, mention how well you are doing on another task.
- ☐ Any time your supervisor calls you aside, for whatever reason, this is an opportunity to promote yourself in his/her eyes. Your supervisor may not know how good an employee you are. Tell him/her.
- ☐ See yourself as an important part of your organization. Without your skills, the organization will suffer. Do your best to make sure that your organization survives.
- ☐ Speak up to your supervisor about your work. If you are doing something well, make sure he/she knows about it.
- ☐ Exhibit self-confidence, even when you don't actually feel it.

SKILL (PQ 3): SELF-ESTEEM

TASK (PQ 3.2): Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities. (10)

- ❑ 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.

SKILL (PQ 4): SELF-MANAGEMENT

TASK: (PQ 4.1): When things get slow, finds something productive to do rather than wait to be told what to do. (11)

- ❑ Your supervisor can't list all the possible things to do in your shift. If you complete all of your assignments don't sit around waiting until someone tells you to do something, find something useful to do.
- ❑ Just because you aren't told to do something, doesn't mean there isn't work to do. There is always work needing to be done, look around.
- ❑ See what others are doing. Can they use help? Is there similar work needing to be done?
- ❑ Schedule your time away from work so that you have no need to try and get off work early. Don't even consider plans that will require you to try and get done early.
- ❑ Develop a time management system. Think about what you need to accomplish for the day and make plans to use your time effectively. Keep in mind that you may have to change your plans as things come up.
- ❑ As a general rule, employees who stand around waiting to be told what to do are not appreciated as much as those who complete their work assignments then find something new and useful to do on their own.
- ❑ Your supervisor will have expectations for how you are to spend your time. Find out what he/she expects, then plan your time to meet those expectations.
- ❑ Always have in mind something that needs to be done when times get slow. Sometimes it is even good to take a break during busy times by doing something that you have had on the back burner for a while.

SKILL (PQ 4): SELF-MANAGEMENT

TASK: (PQ 4.2): Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed. (12)

- ❑ 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.

SKILL (PQ 5): SOCIABILITY

TASK (PQ 5.1): Uses open and honest communications in order to maintain relationships. (13)

- ❑ If you need help from a coworker, be open and honest about it. Tell them why you need help and what pressures you are under. If they can help, they probably will help.
- ❑ Always try to communicate positively. It is generally considered bad form to make threats or to demand payback. They will know if they owe you anything and will try to keep things in balance.
- ❑ After discussing a problem or issue with a coworker, ask them what they think might have caused the problem and what they think might be done to improve the situation.
- ❑ Remember, in a work setting it is important to maintain a professional demeanor. Do not let irritations with coworkers blow up into confrontations.
- ❑ If a coworker is doing something you find irritating, try talking about it with the person in private. Keep calm and friendly. Listen to what they are saying. If you can't get resolution, talk about it with your supervisor.
- ❑ If you see a coworker doing something incorrectly, provide constructive criticism. Don't get personal. See yourself as a teacher. Tell them what they are doing wrong so that they can start doing it right. In the long run, you could be saving their job for them.
- ❑ It is sometimes best to watch what you say. For example, it is rarely appropriate to complain about your job even if your coworkers feel the same.
- ❑ Most people like to gossip. Rarely is gossip good for either yourself or your coworkers. Be careful what you say, especially if you are talking about your boss.
- ❑ Talk to your boss. Make an effort to maintain easy communications with your boss. At the same time, remember that your boss has an official relationship with you. He/she should be treated with respect, not in the same casual manner that you would treat a friend.
- ❑ Respect others and they will respect you.
- ❑ Respect cultural differences among your coworkers. Recognize that your point of view may not be the only point of view.

SKILL (PQ 5): SOCIABILITY

TASK (PQ 5.2): 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. (14)

- ❑ 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.

Performance Developmental Strategies for Customer Care

This document is a supplement to the **AccuVision WRS Customer Care Applicant Feedback Report – Section III**. It includes the development strategies related to all the tasks/competencies for the three Customer Care skills.

CCI ***Customer Relations: Communicates in a positive manner, especially when handling complaints or conflict; efficiently obtains additional resources as needed to satisfy customer needs***

- CC1.1 Remains polite and professional when interacting with customers who make unreasonable demands. (1)
- CC1.2 Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. (2)
- CC1.3 Increases customer loyalty by immediately addressing concerns and following up. (3)
- CC1.4 Handles competing customer needs in a calm and helpful manner, follows through on commitments. (4)

CC2 ***Decision Making: Makes sound decisions when carrying out company policies and guidelines, develops solutions for customer problems, recognizes the limits of own authority, and knows when a customer problem should be referred to others.***

- CC2.1 Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere. (5)
- CC2.2 Recognizes priorities, then implements solutions based on an understanding of business need. (6)
- CC2.3 Decides when to vary from routine operating policies/guidelines and when to adhere to them. (7)
- CC2.4 Recognizes when more information is needed for making a decision. (8)
- CC2.5 Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied. (9)

CC3 ***Commitment to Quality: Works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings.***

- CC3.1 Evaluates alternative possibilities for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. (10)
- CC3.2 Proactively helps coworkers for the purpose of increasing overall quality of company operations. (11)
- CC3.3 Voice, body language, and attitude communicate to the customer that satisfying the customer's need is of highest importance. (12)
- CC3.4 Balances own work schedule against customer needs; willingly makes adjustments. (13)
- CC3.5 Determines customer need and improves customer relations by "listening" to customer comments and requests. (14)

SKILL (CC1): CUSTOMER RELATIONS

TASK (CC1.1): Remains polite and professional when interacting with customers who make unreasonable demands. (1)

- ❑ Occasionally the actions of the customer may have contributed to the problem. Be careful to avoid placing blame when providing suggestions for how the problem can be avoided in the future.
- ❑ When a customer voices a complaint or problem, apologize and demonstrate concern for any inconvenience caused the customer. Remember that what might seem like a slight or minor problem to you may be a very significant issue to the customer.
- ❑ Recognize the need to show that you care for your customer's problems. Customers will calm down a lot if they believe you understand and appreciate their situation. Allow angry customers to vent their frustrations before attempting to offer assistance or question them further. In most cases, a customer will tell you how you can help them if you allow them the opportunity to work through their frustration.
- ❑ Keep in mind that if the customer's demands are unreasonable, and continue to be so despite your best efforts, then it may be time for you to alert your supervisor to the problem.
- ❑ Even when you are sure that the customer is incorrect in his/her complaint, do not point out the customer's error. Rather, make sure that you display to the customer only the most heartfelt desire to make it right.
- ❑ Once in awhile a customer's "unreasonable" demand is not so unreasonable when you get to thinking about it. When the customer makes an unreasonable request, first assume that the request is not unreasonable but only a matter of misunderstanding – then, if at all possible, resolve the issue to the customer's satisfaction.
- ❑ Remain flexible in your thinking. Customers are likely to say and do anything. Be ready, stay calm, keep smiling.

SKILL (CC1): CUSTOMER RELATIONS

TASK (CC1.2) Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. (2)

- ❑ When confronted by a demanding or difficult customer, try to keep up a friendly mood by introducing yourself and letting the customer know that you are there to help.
- ❑ Never assume that a customer is being difficult because he/she likes to harass others. There could be any number of reasons for the customer's difficult behavior. Simply remain calm and try to help.
- ❑ Occasionally, an angry customer may verbally attack you for a real or imagined problem. Remain calm. Take a few moments to consider before you respond. Then, as soon as possible, begin probing the problem further. Asking questions will help focus the customer on the real issue and help you determine the extent/cause of the situation so that the proper type of assistance can be provided.
- ❑ When nothing else works, ask the customer what he/she thinks will solve the problem. Sometimes we over-think problems, or we assume that the situation is worse than it is, when a simple solution will make everyone happy.
- ❑ Anticipate customer problems. Think through possible scenarios and be ready with alternative suggestions and/or solutions.
- ❑ After your "hostile" customer has left, consider how you did. Could you have done better? Did you remain calm? Was there anything you could have done that would have calmed the customer down a bit? Or was there something in your reaction to the customer that made the problem even worse? What can you do to make your next experience with a hostile customer better?
- ❑ Discuss the situation with others who have more experience. What would they have done in the same circumstances?
- ❑ Always remain professional when a customer gets hostile. Never get personal. Do not call the customer names, do not allow him/her to see anything other than a professional face. Remember, you are not there as an individual, you are representing your company. Most likely the customer isn't angry at you, but rather angry at something else.
- ❑ Do not react with hostility to a customer's hostility. This will only make the problem worse and result in a dissatisfied customer. If you are too close to the problem, ask another to stand in for you.

SKILL (CC1): CUSTOMER RELATIONS

TASK (CC1.3) Increases customer loyalty by immediately addressing concerns and following up. (3)

- ❑ Remember that assisting your customer is your first priority. Customers want to feel that you are sincere in your desire to help them and that they are not interrupting your “real” work.
- ❑ Sometimes it may be necessary for you to help customers locate certain products. When possible, put in the extra effort to accompany them to the correct aisle and lead them to the product. If you can't do that for whatever reason (say, for example, you are assisting another customer), then be very specific in your directions and guidance.
- ❑ If a problem cannot be immediately resolved and follow-up contact with the customer is required, take responsibility for making sure that the problem gets resolved.
- ❑ Sometimes you may need help from others in resolving a customer’s issue. When the problem is resolved, be sure to acknowledge the assistance of others by a personal “thank you”.
- ❑ Act on customer problems immediately. Do not delay hoping that the problem will go away. Take responsibility, it is your problem to resolve.
- ❑ If there is no way that you are going to be able to satisfactorily resolve the customer’s problem, make sure that your supervisor is informed. Maybe there is something that your supervisor can do that you cannot.
- ❑ Keep in mind that YOU are ultimately responsible for customer satisfaction. Anticipate problems, prepare for them, and when they occur, act immediately to resolve them.

SKILL (CC1): CUSTOMER RELATIONS

TASK (CC1.4): Handles competing customer needs in a calm and helpful manner, follows through on commitments. (4)

- ❑ On those occasions where you have two customers needing your attention at the same time, always be polite and respectful to both customers. Before attending to either customer, make sure that the other customer is okay and promise to get right back.
- ❑ If you leave one customer to assist another, be sure to return to the first customer when your business with the other customer is done. Make sure that the customer you left behind feels confident that you have done everything you could to assist.
- ❑ Consider how attending to one customer is going to affect the other customer. If you are not going to be able to get back to the first customer, find someone to take your place.
- ❑ Remember that your customers have different needs and experiences. Some may have had a bad day and are real intense and demanding, whereas others may be calm and cool. If you have multiple customers demanding your attention at the same time, try to evaluate their mood. The “squeaky wheel” generally gets first consideration but make sure that the other customer knows you will make every effort to help them as well.
- ❑ Sometimes it may be necessary for you to help customers locate certain products. When possible, put in the extra effort to accompany them to the correct aisle and lead them to the product. If for any reason you can't do that (e.g., you are assisting another customer), then be very specific in your directions and guidance.
- ❑ Recognize that in order to be of assistance, you must first assess the specific needs and requirements of your customers. If you are working with more than one customer, you must understand the needs of both and make sure that the needs of both customers are met.
- ❑ There are times when you must hand a customer off to a coworker. You can improve your ability to do so effectively by getting to know what your coworkers can and cannot do. Through conversations with your manager and experienced coworkers, learn the general function of other people and other departments. Seek opportunities to work with other departments to get to know them better. Build positive working relationships.
- ❑ Take the time to learn the roles and responsibilities of your coworkers so that you are able to anticipate their needs. In addition, try to see issues and situations from their perspective before you ask for assistance or place additional demands on them for help.

SKILL (CC2): DECISION MAKING

TASK (CC2.1): Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere. (5)

- ❑ If you are approached by a customer with a request, consider all of the possibilities when giving your response. What is the best balance between your needs, business needs and customer needs? For example, you have just stocked a shelf and need to inventory the contents. If you walk away, you might lose your place and have to start over again causing you extra work and resulting in your getting less work done. You have to consider, does the customer want you to drop what you are doing and respond with personal attention? Or would the customer rather you just gave them a quick answer? Many customers want quick answers rather than personal attention.
- ❑ Remember that you must balance the needs of the customer with the needs of your company. There may be many ways to help the customer. Dropping what you are doing to help the customer may not be your best response. Think about all the elements of the decision. For example, “How long will it take to help the customer?” “Will simple directions be sufficient to help the customer or does the customer need to be escorted?” “If the task you are working on is disrupted, what will be affected?” “Is there anyone else around who can help the customer?” Somewhere is the balance that determines how you should respond to the customer.
- ❑ If you don’t possess the knowledge or background required to personally assist a customer, be proactive by referring them to someone who can help them. There is nothing more unpleasant than for a customer to hear the phrase, “I don’t know.” Or “I can’t help you.”
- ❑ In situations where it is necessary to refer the customer to another employee for assistance, and when time demands permit, escort the customer to the other employee and make appropriate introductions.
- ❑ Try to see issues and situations from the perspective of your coworkers before you ask them for assistance or place demands on them for help.
- ❑ When a situation with a customer comes up that you aren’t sure you can handle, it is best to go ahead and get higher authority involved, but then ask the higher authority whether or not this was something you should have handled.

SKILL (CC2): DECISION MAKING

TASK (CC2.2): Recognizes priorities, then implements solutions based on an understanding of business need. (6)

- ❑ If you don't know the answer to a customer's question, don't guess. There is nothing more frustrating to a customer than to be told one thing and then find out that the truth is something else. Either find someone who can answer the question, direct the customer to someone who can answer their question, or promise to find the answer and get back to them.
- ❑ Occasionally a customer may ask you for something that you cannot do (e.g., asks you to look for something in the back of the store when you can't leave the register). Under such circumstances, explain to the customer why you can't immediately respond and either suggest an alternative or promise to take care of it at a later time.
- ❑ Learn to recognize the type of customer requests that should be given priority status, and those that can be considered routine. Seek advice from your supervisor to define "priority status." You can also learn how to define "priority status" from watching your supervisor and other experienced personnel.
- ❑ Be proactive and attempt to make the customer's job easy. If you must research a customer's problem and contact the customer later, take the initiative to call the customer back. Avoid asking the customer to call you back. Making the customer's job easy should be a practice that you make part of your "routine" immediately.
- ❑ If a problem cannot be immediately resolved and follow-up contact with the customer is required, take responsibility for initiating the follow-up actions. For example, offer to call the customer instead of asking the customer call or come back later.
- ❑ Some people think that telling a phone customer that something is "in" or "ready" when they don't know for sure is an acceptable way to get the customer to come to their place of business. This is NOT a good idea. You could be driving away a perfectly good customer. Remember, no customers mean no profit, which eventually means no job.
- ❑ If a customer calls in making a request, and you know that you cannot provide exactly what the customer is looking for, be honest about it. Tell the customer that the product or service is not available. If circumstances allow for it, suggest a replacement that maybe the customer hadn't been aware of. Alternatively, promise to call back when the product or service is available, then remember to follow up. Failure to follow up will result in a loss of that customer. Following up will gain customer loyalty.

SKILL (CC2): DECISION MAKING

TASK (CC2.3): Decides when to vary from routine operating policies/guidelines and when to adhere to them. (7)

- ❑ Learn to recognize when a situation is outside of your level of authority. For example, if you are given certain guidelines for how to behave with a customer, but then something comes up that is outside of those guidelines, find a more experienced coworker to help out.
- ❑ If a situation comes up and you are in doubt, ask your supervisor for help. It is better to handle a customer problem correctly than to guess and get it wrong.
- ❑ Ask your supervisor what customer issues you can resolve versus those that need more authority.
- ❑ Customers with problems will often ask to speak directly to the manager. If you feel that you can resolve the problem to the customer's satisfaction, attempt to handle the problem personally. However, even if you feel it necessary to pass the customer along to a manager, get all the information you can about the problem first.
- ❑ Plan ahead. Think about possible customer problems and be ready with suggestions and/or solutions.
- ❑ If you feel it necessary to change from your normal way of doing things, consider how your change will affect other customers and coworkers. If necessary, seek supervisory help with the decision.
- ❑ Review and evaluate your decisions. Did you make the right decision? Discuss your decision with your supervisor. Should you have made the decision without guidance, or should you have sought out help?

SKILL (CC2): DECISION MAKING

TASK (CC2.4): Recognizes when more information is needed for making a decision. (8)

- ❑ If a situation occurs with a customer that is outside of your experience, before getting help from a more experienced coworker, first find out all you can about the problem.
- ❑ When determining a customer's needs, try not to ask questions that result in a simple "yes" or "no" answer. You will get further by asking questions such as "What do you need the product for?" "Tell me what happened." or "How often do you ...?"
- ❑ Get the customer talking. When you have all the information, you will be in a better position to decide how best to help the customer.
- ❑ Keep in mind that it is sometimes useful to repeat what the customer says in your own words. This is called "restatement." Restatement helps to prevent misunderstanding and ensures that any assistance you provide is on target.
- ❑ Customers who experience problems will often ask to speak directly to the manager. Before passing the problem on to your manager, attempt to obtain all the information about the problem that you can. In this way the manager can have a solution ready.
- ❑ Avoid jumping to quick decisions. It is better to take a little time, making sure that you thoroughly understand the situation, before making a decision.
- ❑ There are many choices you can make regarding how to help the customer. Don't assume that you know the answer. Sometimes customers want a discount, other times they just want to feel like you are doing something to help. Find out what the customer wants/needs before deciding what to do about it.

SKILL (CC2): DECISION MAKING

TASK (CC2.5): Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied. (9)

- ❑ Learn to recognize what you can do and can't do for any situation. If, for example, you are given some leeway for giving away product (e.g., food in a restaurant, out of date sales prices) to a customer who has a bad experience, it may not always be necessary to do so. Learn to evaluate the balance between customer need and business need and base your actions according to that understanding.
- ❑ Sometimes it may be necessary for you remain patient with customers who seem to be making unreasonable demands. It may only be that they lack some understanding. Keep your voice calm as you try to resolve their problem.
- ❑ Occasionally, in the interests of maintaining good customer relations, it is necessary to let the customer "get away with it." Learn to recognize when it is best to let the customer have their way, and when it is best to say "no." Remember, even when saying "no," it is important to remain professional.
- ❑ Occasionally you will be faced with awkward customer situations. Discuss with more experienced coworkers what they have done in similar situations, then learn from their experience.
- ❑ Accept ownership for problems or complaints. Keep in mind that even though you, personally, may have had nothing to do with a problem, you represent the company to the customer. Avoid blaming others or procedures for problems that occur.
- ❑ After you have taken the necessary actions to deal with a customer's problem, identify yourself to the customer as someone they should contact if they have any additional needs.
- ❑ Keep up with all the new products and services offered by your company. You can do this through reading company newsletters, memos, and catalogs. Knowledge of what is available for your customers will help in balancing business need and customer satisfaction.
- ❑ When discussing the benefits of a product or service with a customer, tailor your comments to the specific customer. First, attempt to understand the needs of the particular customer by asking open-ended questions. What is his or her understanding of the product or service offered? Check for your own understanding by repeating their needs back to them in your own words. Then use your understanding of their needs to tailor your comments.
- ❑ Have supporting information available to back up your views and opinions when interacting with your customer. You aren't in an argument. However, the more information you can share with the customer the more likely you are to be able to resolve their concern.

SKILL (CC3): COMMITMENT TO QUALITY

TASK (CC3.1): Evaluates alternative possibilities for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. (10)

- ❑ Attempt to thoroughly learn all your company's products and services. In this way you will be in a better position to evaluate different ways for meeting the customer's needs.
- ❑ When you can't possibly meet the customer's request, stay positive, keep a smile on your face, try to find some way to make the customer feel that you are doing all that you can to meet their needs.
- ❑ Maintain ownership of the customer's needs. Even though you may have to involve others in gathering information or in obtaining approval for certain actions, let the customer know that you personally will see to it that the customer's needs will be met.
- ❑ Discuss your difficult customer experiences with more senior personnel. Find out what they have done in similar circumstances. Maybe you can learn from them, maybe they can learn from you.
- ❑ In some situations, policies or procedures may not allow you to meet the customer's request. However, there may be other things that you can do that will allow you to fully or partially meet the actual needs of the customer.
- ❑ Make use of coworkers when trying to come up with solutions to customer problems. Sometimes more heads are better than one.
- ❑ Anticipate customer problems. Think through possible problems and be ready with suggestions and/or solutions.
- ❑ Actively review how things went with your customer. Was your time with the customer high quality for both of you? Did your conversation with the customer meet company standards, requirements and expectations? Did the customer walk away satisfied? If not, what could you have done differently?

SKILL (CC3): COMMITMENT TO QUALITY

TASK (CC3.2): Proactively helps coworkers for the purpose of increasing overall quality of company operations. (11)

- ❑ If you see that a team member is having difficulty, help out. Offer advice, assistance, and/or encouragement. Be ready to modify your own time commitments in order to help out your coworkers.
- ❑ It is good to help a team member out, but always keep in mind the needs of the business. For example, a team member may want to leave early and ask you to cover, but if by helping out the team member business suffers (e.g., there aren't enough people to help out all the customers), then the team member should stay.
- ❑ Recognize that when giving guidance to peers, it should be provided in a timely way, be specific and done in a constructive manner.
- ❑ Take the initiative to offer help to your coworkers as needed, don't wait to be asked.
- ❑ Take the time to understand the roles and responsibilities of your coworkers. Doing so will enable you to better evaluate when to offer assistance.
- ❑ Make sure that others view you as easy to approach and helpful.
- ❑ Encourage others to ask you for assistance and advice.
- ❑ Seek opportunities to work with people from other departments. Doing so will make you more effective in obtaining help for your customers and/or for directing your customers to needed help.
- ❑ Try to see issues and situations from the perspective of your coworkers before you ask them for assistance or place demands on them for help.

SKILL (CC3): COMMITMENT TO QUALITY

TASK (CC3.3): Voice, body language, and attitude communicate to the customer that satisfying the customer's need is of highest importance. (12)

- ❑ If you are approached by a customer with a complaint, make your own voice and body language show the customer that you care. Treat the customer as you would like to be treated if the situations were reversed.
- ❑ Encourage the complaining customer to thoroughly describe the problem, and at all times when the customer is talking display an attitude of interest and listening. You want that customer to feel that you care and will do something to resolve the problem.
- ❑ Make every effort to keep a face to the customer that indicates an earnest desire to help.
- ❑ Even when you are sure that the customer is incorrect in his/her complaint, do not point out the customer's error. Rather, make sure that you display to the customer only the most heartfelt desire to make it right.
- ❑ Show the customer how much you care by encouraging the customer to try new products and services. This not only benefits your company, but also helps the customer by providing them with new experiences.
- ❑ Remember that your customers have different needs. Some may be very concerned about price, others about quality. Through questioning, try to determine the customers concerns and then match their needs to company offerings.
- ❑ What may be an effective way to deal with one customer may not be effective in dealing with another customer. For example, some customers need lots of personal attention, while others want little or no personal attention wanting only to have their concerns addressed. Be sensitive to the customer's needs.
- ❑ Recognize the need to show your concern for your customer's problems. Customers will react positively if they feel that you are honestly interested in helping them. In most cases, a customer will tell you how you can help them if you allow them the opportunity to express their concerns.
- ❑ Avoid making one-sided speeches to your customers. If your customer comes to you with a complaint or concern, they can best be helped by listening to them rather than talking at them. Once you have all the fact, answer them by solving their problem.

SKILL (CC3): COMMITMENT TO QUALITY

TASK (CC3.4): Balances own work schedule against customer needs; willingly makes adjustments. (13)

- ❑ Remember, YOU are ultimately responsible for keeping the customer satisfied. If this means interrupting your own plans (e.g., putting aside the inventory that you MUST finish before end of shift) then do so and smile while you are doing it. The customer must not feel that he/she is interrupting you at your work.
- ❑ Learn to approach your customer's without having to force them to ask you for assistance. A customer in need of your help will often indicate that they want your assistance through subtle cues and body language. For example, you may see a customer looking upset, lost, or confused. Approach the customer and offer your assistance.
- ❑ Occasionally it may be necessary to go beyond what you normally consider your job duties. For example, you may be busy with an important task that needs to be completed before the day is over when you spot a customer needing assistance. It should be another's job to take care of the customer, but all others are busy. At this point you should set aside your own task and see to the customer's needs.
- ❑ In situations where it is necessary to refer the customer to another employee for assistance, and when time demands permit, escort the customer to the other employee and make appropriate introductions.
- ❑ Bear in mind that many customers feel uncomfortable asking for help and that you may need to actively encourage them to ask questions. Assure them that you are there to provide information as well as assistance.
- ❑ Take ownership of the customer's problem and exceed their expectations when resolving the problem. Doing so will provide you with a sense of satisfaction at a job well done, and increase customer loyalty.
- ❑ There is always a balance between what you need to get done during your shift and the demands that customers make upon your time. Consider the impact of helping the customer on your own schedule of what you need to accomplish. Sometimes it is possible to satisfy the customer without changing your own schedule.
- ❑ Remember that there are cultural differences among your customers. For some cultures, it is the most natural thing in the world to come up to an employee, interrupt the employee at work, then demand to be helped. For other cultures, interrupting someone at work would be considered rude. Instead, they will provide you with non-verbal cues that they need help, and expect you to come to them and offer assistance. They could get upset if you do not respond to their cues. Be alert for these non-verbal cues. Don't assume that since they aren't asking you for anything that they don't need your help.

SKILL (CC3): COMMITMENT TO QUALITY

TASK (CC3.5): Determines customer need and improves customer relations by “listening” to customer comments and requests. (14)

- ❑ Sometimes it is necessary to “listen” between the lines of customer comments and requests. Note the customer’s body language. Often the customer just wants help and may be expressing the request poorly. Find out what the customer really needs and do what you can to respond to that need.
- ❑ Recognize that in order to be of assistance, you must first understand the needs and concerns of your customers.
- ❑ Ask the customer questions to determine potential needs and interests, and then talk to the customer about the products/services that you think best match the customer’s needs.
- ❑ When determining a customer’s needs, try to ask questions that require the customer to explain. You will gain useful information from questions such as, “What do you need the product for?” or “How often do you need the product?” or “How do you intend to use the product?”
- ❑ Keep in mind that it is sometimes useful to restate in your own words what you see as the customer’s description of his/her needs. This helps prevent misunderstandings and ensures that your recommendations are on target.
- ❑ Never send the customer away frustrated. You are responsible for the customer’s satisfaction, regardless what past history that customer has with your company. Be friendly and courteous and help the customer to find the information that he/she seeks.
- ❑ Avoid the temptation to try to explain the cause of the problem (e.g., “I wasn’t here last week so I don’t know what happened.”) or recommend a solution without knowing all the facts.
- ❑ Always evaluate your performance. Did you resolve the customer’s issue in a quick and effective manner? Could you have done better?

Curriculum Development

The *CASAS Competencies* identify essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce. The following subset of the CASAS Competencies focuses on workforce preparedness. A workforce readiness curriculum which encompasses the following competencies will help prepare learners for success in the workplace as well as for the Workforce Skills Certificate.

CASAS Competency Areas		Academic	Skills	Soft	Skills
		WSCS*	ECS/*	PQ*	CC*
0.1	Communicate in interpersonal interactions	√		√	√
0.2	Communicate regarding personal information			√	
1.1	Use measurement and money		√		
1.2	Use information to identify and purchase goods and services		√		√
1.3	Understand methods & procedures used to purchase goods and services		√		√
1.5	Understand how to manage household finances		√		√
1.6	Understand consumer protection measures		√		√
1.7	Understand procedures for the care, maintenance, and use of personal possessions		√		√
1.8	Demonstrate financial literacy skills	√	√		
1.9	Understand how to purchase and maintain an automobile and interpret driving regulations	√	√		
2.1	Use the telephone and similar communication systems	√	√		
2.2	Understand how to locate and use different types of transportation and interpret travel-related information		√		
2.3	Understand concepts of time and weather		√		
2.5	Use community agencies and services	√	√		
3.1	Understand how to access and use the health care system	√	√		
3.2	Understand forms related to health care	√	√		
3.3	Understand how to select and use medications	√	√		
3.4	Understand basic safety measures and health risks	√	√		
3.5	Understand basic principles of health maintenance	√	√		
4.1	Understand basic principles of getting a job	√	√		
4.2	Understand wages, benefits, employee rights, and concepts of employee organizations	√	√		
4.3	Understand work-related safety standards and procedures	√	√		
4.4	Understand concepts & materials related to job performance & training	√	√	√	√
4.5	Effectively use common workplace tools and technology	√	√		
4.6	Communicate effectively in the workplace	√	√	√	√
4.7	Effectively manage workplace resources	√	√	√	
4.8	Demonstrate effectiveness in working with other people	√	√	√	√
4.9	Understand how organizational systems function, and operate effectively within them	√		√	√
5.4	Understand information about taxes and fees	√	√		
6	Math	√	√		
7.1	Identify or demonstrate effective skills & practices in accomplishing goals	√		√	√
7.2	Demonstrate ability to use critical thinking skills	√	√	√	√
7.3	Demonstrate ability to use problem-solving skills		√	√	√
7.4	Demonstrate study skills		√		
7.5	Understand aspects of & approaches to effective personal management			√	√

*WSCS – Form 551 and CT/PS forms; ECS – Employability Competency System;

WLS – Workforce Learning System; PQ – Personal Quality skills; CC – Customer Care skills

CASAS Competencies

The *CASAS Competencies* along with the *CASAS Content Standards* form the basis of the CASAS integrated assessment and curriculum management system. The *CASAS Content Standards* identify the underlying basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. The *CASAS Content Standards* for reading, math, and listening are available at www.casas.org.

The *CASAS Competencies* are relevant across the full range of instructional levels, from beginning literacy through high school completion including transition to postsecondary education and training. These critical competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation, and a referencing system for instructional materials. Based on field research – which began in 1980 – and recommendations from education providers, learners, business and industry representatives, and community-based agencies, the competencies have been regularly updated and validated at state and national levels. Studies conducted in several states show strong, direct links between CASAS competencies and learner needs. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level standards. See www.casas.org for additional information.

Using CASAS competencies links together curriculum, assessment, and instruction.



assessments measure the basic skills as encountered in work-related situations.



Workforce Readiness Skill assessments - Personal Quality (PQ) skills; Customer Care (CC) measure employer identified work behaviors (soft skills).

Both CASAS and LRI assessment results provide feedback to learners and instructors to target further instruction. Incorporating *CASAS Competencies and Content Standards* into curriculum and using both the CASAS and LRI assessment systems can help training programs better meet learner, community, and business and industry needs. The CASAS academic skill results also fulfill federal, state, and local reporting requirements.

The CASAS resource *QuickSearch* lists more than 2,300 print, audio, visual and computer-based instructional material titles, and correlates them to the *CASAS Competencies*. Through the competencies, educators and trainers can identify curriculum materials that target specific learning needs at appropriate instructional levels. See the CASAS catalog or www.casas.org for more information.

Relationship between LRI Workforce Readiness Skills and CASAS Competencies

Module 1: Personal Qualities (PQ)

Personal Qualities	LRI Workforce Readiness Skill and Competency/Task	CASAS Competencies
PQ1	Integrity <i>You know right from wrong and try to do the right thing.</i>	
PQ1.1	Has the opportunity to break a rule and probably get away with it, but decides to follow the rule. (1)	4.4; 4.8; 7.1; 7.2; 7.3; 7.5
PQ1.2	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. (2)	01; 4.4; 4.6; 4.8; 4.9; 7.1; 7.2; 7.3; 7.5
PQ2	Responsibility <i>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.</i>	
PQ2.1	Tries to keep private life from affecting work. (3)	4.8; 7.1; 7.5
PQ2.2	Doesn't say "That's not my job." when something unusual or unexpected comes up that needs to be done. (4)	4.4; 4.8; 7.1; 7.2; 7.3
PQ2.3	Willing to ask for help, more information or clearer instructions. (5)	0.1; 4.4; 4.6; 4.8; 7.1; 7.2; 7.3
PQ2.4	Recognizes quality work, ready to go the extra mile to make sure that the job gets done right. (6)	4.4; 4.6; 4.8; 4.9; 7.1
PQ2.5	Responds by helping out when needed, even if it means giving up some personal time. (7)	4.7; 4.8; 7.1; 7.5
PQ2.6	Makes sure the job is done before leaving, does not leave extra work for next shift. (8)	4.7; 7.1; 7.5
PQ 3	Self-Esteem <i>You handle feedback and suggestions without becoming defensive, angry or upset; you are not afraid to learn new things.</i>	
PQ3.1	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. (9)	0.1; 4.6; 4.8; 7.2; 7.5
PQ3.2	Willing to try new things, learn new skills and ask for help when needed. (10)	4.6; 4.8; 7.2; 7.5
PQ4	Self-Management <i>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.</i>	
PQ4.1	When things get slow, finds something to do rather than wait to be told what to do. (11)	4.4; 4.6; 4.7; 4.8; 7.1
PQ4.2	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. (12)	4.4; 4.6; 4.7; 4.8; 7.1; 7.2; 7.3; 7.5

Personal Qualities	LRI Workforce Readiness Skill and Competency/Task	CASAS Competencies
PQ5	Sociability <i>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.</i>	
PQ5.1	Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along. (13)	0.1; 4.6; 4.8; 7.5
PQ5.2	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. (14)	0.1; 0.2; 4.8; 4.9; 7.1; 7.2; 7.5

Module 2: Customer Care Skills (CC)

Customer Care	LRI Workforce Readiness Skill and Competency/Task	CASAS Competencies
CC1	Customer Relations <i>Communicates in a positive manner, especially when handling complaints or conflict; efficiently obtains additional resources as needed to satisfy customer needs.</i>	
CC1.1	Remains polite and professional when interacting with customers who make unreasonable demands. (1)	4.8; 7.5
CC1.2	Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. (2)	0.1; 1.6; 4.8; 7.5
CC1.3	Increases customer loyalty by immediately addressing concerns and following up. (3)	1.2; 1.6; 4.8; 7.1; 7.2; 7.3
CC1.4	Handles competing customer needs in a calm and helpful manner, follows through on commitments. (4)	1.6; 4.8; 7.1; 7.2; 7.5
CC2	Decision Making <i>Makes sound decisions when carrying out company policies and guidelines, develops solutions for customer problems, recognizes the limits of own authority and knows when a customer problem should be referred to others.</i>	
CC2.1	Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere (5)	4.4; 4.6; 4.8; 4.9; 7.1; 7.2; 7.3
CC2.2	Recognizes priorities, then implements solutions based on an understanding of business need. (6)	4.4; 4.6; 4.8; 4.9; 7.1; 7.2; 7.3
CC2.3	Decides when to vary from routine operating policies/guidelines and when to adhere to them. (7)	1.2; 1.6; 4.4; 4.8; 4.9; 7.2; 7.3
CC2.4	Recognizes when more information is needed for making a decision. (8)	4.4; 4.8; 7.1; 7.2; 7.3
CC2.5	Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied. (9)	4.4; 4.6; 4.8; 4.9; 7.1; 7.2; 7.3
CC3	Commitment to Quality <i>Works and communicates with clients and customers to satisfy their expectations; actively listens to customers to avoid misunderstandings.</i>	
CC3.1	Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. (10)	1.6; 4.4; 4.6; 4.8; 4.9; 7.1; 7.2; 7.3
CC3.2	Proactively assists peers for the purpose of increasing overall quality of company operations. (11)	4.4; 4.6; 4.8; 7.2
CC3.3	Voice and body language communicate to the customer that satisfying the customer's need is of highest importance. (12)	0.1; 4.6; 4.8; 7.5
CC3.4	Balances own work schedule against customer needs; willingly makes adjustments. (13)	4.8; 4.9; 7.1; 7.2; 7.5
CC3.5	Determines customer need and improves customer relations by "listening" to customer comments and requests. (14)	0.1; 1.6; 4.6; 4.8; 7.2; 7.3

Instructional Resource Suggestions for WSCS

For English Language Learners

Name of Resource/Materials	Publisher/Source	Format	Sections?	ESL Level
<i>Day By Day: English for Employment Communication</i> (Bliss and Molinsky)	Pearson Education ESL	Text	All	High Beginning/Low Intermediate
<i>Everyday English; Intensive Career Extensions</i>	Burlington English	Online interactive text	All	All Levels
<i>On-the-Job English</i>	New Readers Press	Text, Workbook and Audiotape	All	High Beginning/Intermediate
<i>Put English to Work</i> (Gearhart)	McGraw Hill ELT	Text	All	Literacy/ High Advanced
<i>Putting English to Work</i> (LAUSD)	Delta Publishing Company	Video	All	High Beginning/Low Intermediate
<i>Skills for Success: Working and Studying in English</i> (Price)	Cambridge University Press	Text	All	Pre-Intermediate
<i>Ventures Transitions</i> (Bitterlin, Johnson, Price, RamiOrez and Savage)	Cambridge University Press	Textbook and Workbook	All	Low Advanced
<i>Problem Solving: Critical Thinking and Communication Skills</i> (Little and Greenberg)	Available on Amazon	Textbook	All	
<i>Teacher Training Through Video</i> (Savage)	Pearson	Video	<i>Problem Solving</i>	(for teacher training)

For developing Soft Skills - as specifically measured in WSCS

Name of Resource/Materials	Publisher/Source	Format	Notes
<i>Comprehensive Soft Skills Discussion Guide</i>	Learning Resources, Inc.	Text	The activities can be incorporated into academic and other training programs
<i>Workforce Readiness Development Training (WRDT)</i>	Landmark Opportunities	Text	<ul style="list-style-type: none"> ○ http://learning-resources.com/library/CCDSTrainer'sManual.pdf ○ http://learning-resources.com/library/PQDSTrainer'sManual.pdf
Distance Learning <ul style="list-style-type: none"> ○ <i>Customer Care Skills Module</i> ○ <i>Personal Qualities Module</i> 	Highline Community College - WA State	Online	http://learning-resources.com/library/Distance%20Learning%20Programs.pdf

For developing Critical Thinking and Problem Solving skills

Name of Resource/Materials	Publisher/Source	Format	Sections?
<i>Aztec Learning Essential Series</i>	Aztec Software Design	Software	Sections: Reading, Fundamentals of Reading and Critical Thinking
<i>Aztec Ready for Work Series, Occupational Foundations, Performing at Work</i>	Aztec Software Design	Software	All
<i>Beyond the GED</i>	National Center for the Study of Adult Learning and Literacy	Online	(Download from the website: www.ncsall.net)
<i>Breaking Barriers: A Cognitive Reality</i>	Gordon Graham and Company	Multimedia	All
<i>Complete GED Preparation</i>	Harcourt Achieve/ Steck-Vaughn	Text	Unit 5
<i>Complete Pre-GED</i>	Harcourt Achieve/ Steck-Vaughn	Text	Units 1-4
<i>GED Smart</i>	Essential Education Corporation	Text	Chapters 1 & 7
<i>GED Skill Books</i> <ul style="list-style-type: none"> • <i>Higher Order Thinking</i> • <i>Evaluative Test</i> 	Harcourt Achieve/ Steck-Vaughn	Text	All
<i>The Problem Solving Experience</i>	Plato Learning	Software	Chapters 1-9
<i>Ready for Work Series, Occupational Foundations, Performing at Work</i>	Aztec	Software	All
<i>Transition and Life Skills: Thinking Tools</i>	Piney Mountain Press	Software	All
<i>WIN Courseware</i> <ul style="list-style-type: none"> • <i>Work Skills</i> • <i>Career Readiness</i> 	Harcourt Achieve/ Steck-Vaughn	Online courseware	
<i>Workskills: Skills for the Workplace Series (NEW)</i> <ul style="list-style-type: none"> • <i>Situational Judgment and Active Listening</i> • <i>Reading</i> • <i>Math</i> 	Harcourt Achieve/ Steck-Vaughn	Text (three-book series)	
<i>Work Samples</i>	The Conover Company	Software	



Learning Resources Inc
Assessing, Developing & Documenting Soft Skills

Comprehensive Soft Skills Discussion Guide

The attached material supports the focused development of people's soft skills effectiveness when used in tandem with AccuVision to legally, validly and predictively measure individuals' effective workplace behaviors.

{NOTE: The *Complete Soft Skills Discussion Guide* will be made available to all programs that implement WSCS}

Learning Resources, Inc. 1117 East Putnam Avenue, # 260 Riverside, CT 06878

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Situation to discuss in academic or career courses – or workshops - to build the Skills (and competencies/tasks) measured by LRI’s **Workforce Readiness Skill (WRS)** program.

SKILL: Integrity – You know right from wrong and try to do the right thing.

QUESTION: Assume you are at work and one of your co-workers decides that he wants to leave work 15 minutes early, but does not want the manager to whom you both report to know that he is leaving early. As your co-worker is leaving he explains to you that he is leaving early and asks you to “cover for him” in case your manager comes by and asks where he is. What would you do in this situation?

(Possible probes/additional comments: Assume the Manager comes by and asks you directly where your co-worker is. What would you say? What would you say to the coworker before he leaves?)

NOTES: _____

SAMPLE EFFECTIVE BEHAVIORS:

1. Indicating disagreement with the co-worker’s deceitful actions.
2. Informing the co-worker he/she will not lie to the manager.
3. Indicating that he/she will tell the manager the true story.

SAMPLE INEFFECTIVE BEHAVIORS:

1. Seeing nothing wrong with the co-workers behavior (e.g., it’s not my business).
2. Agreeing to “cover” for the co-worker or play dumb if questioned by the manager.
3. Indicating disagreement with the co-worker’s actions, but a reluctance to state views to the co-worker.

Relating this discussion simulation to WRS Skills and Competencies

Skill:
PQ 1

Tasks/Competencies relevant to the above skills include:
PQ 1.1 and 1.2

SKILL: 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 try to be on-time for work and work with a positive attitude.

QUESTION: Assume that you work in a large Department Store and that your manager just told you to take your morning break. Your break is only fifteen minutes long and you need to be back at your work station in exactly fifteen minutes. You are on your way to the break room when a customer approaches you and asks you where she can find picture frames. You know that picture frames are on the completely opposite side of the store, in the Home Furnishing section, and are pretty difficult to find. How would you deal with this customer?

NOTES: _____

SAMPLE EFFECTIVE BEHAVIORS:

1. Cutting the break short and walking the customer over to the location of the picture frames.
2. Attempting to locate a co-worker who can take the customer to the picture frames.

SAMPLE INEFFECTIVE BEHAVIORS:

1. Telling the customer you are "on break" and cannot help them right now.
2. Simply telling the customer that picture frames are located in the Home Furnishing section of the store and providing no more direction or suggestions.

Relating this discussion simulation to WRS Skills and Competencies

Skill:

PQ 3

CC 1, 2, 3

Tasks/Competencies relevant to the above skills include:

PQ 3.1

CC 1.4, 2.1, 2.3, 2.5, 3.4

SKILL: Self-Esteem – You handle feedback and suggests without becoming defensive, angry or upset. You are not afraid to learn new things.

QUESTION: Assume that you work in a store where you are required to clock into work using a time card. You arrive at work and are on your way to clock in when a customer approaches you and asks for help. After helping the customer for about five minutes, you then go to the time clock to clock into work. Your manager notices that you are a few minutes late clocking into work and politely reminds you that it is important that you get to work on time. How would you deal with your manager?

IF the participant would explain that he/she was late clocking in only due to the fact that a customer was being helped, follow up your question with the following: Okay, then suppose that your manager says that helping the customer was good, but that in the future you need to clock in before you perform any work activities. What would you then say or do?

NOTES: _____

SAMPLE EFFECTIVE BEHAVIORS:

1. Initially explaining why he/she was late clocking in vs. indicating he/she would disagree that he/she was “late”, just agreeing with the manager, etc.
2. Seeking additional clarity regarding why clocking in before performing any work activities is important.

SAMPLE INEFFECTIVE BEHAVIORS:

1. Indicating an overly aggressive need to “correct” the manager’s perception that he/she was “late”.
2. Simply agreeing with the manager’s initial comments and not explaining the situation (e.g., “whatever”, etc.).
3. Asking no questions regarding why clocking in first is important.

Relating this discussion simulation to WRS Skills and Competencies

Skill:

PQ 3

CC 1, 2, 3

Tasks/Competencies relevant to the above skills include:

PQ 3.1

CC 1.4, 2.1, 2.3. 2.5, 3.4

SKILL: Self-Management – You are aware of what you can and cannot do and you are not afraid to ask for help when you need it; you try to get better at things that you do not do well.

QUESTION: Assume that you work in a company that does commercial printing. Your supervisor asks you to show a new employee how to operate the large hole-punch machine in the shop. You know a little about the hole-punch machine from having seen other employees operate it a few times, but you have never actually operated it yourself. How would you handle the situation with your supervisor?

NOTES: _____

SAMPLE EFFECTIVE BEHAVIORS:

1. Candidly informing the supervisor of own knowledge and experience with the equipment.
2. Asking the supervisor to be trained on the equipment at the same time as the new employee.

SAMPLE INEFFECTIVE BEHAVIORS:

1. Accepting the assignment and attempting to simply do “the best you can”.
2. Simply suggesting the supervisor have someone else do the training activity, since he/she is not very familiar with the equipment.

Relating this discussion simulation to WRS Skills and Competencies

Skill:

PQ 2, 3 and 4

CC 2

Tasks/Competencies relevant to the above skills include:

PQ 2.3, 3.2, 4.2

CC 2.4

Key Acronyms and Names

AccuVision	Test series that includes the Workforce Readiness Skills –WRS (LRI)
Alignmark	Test developer for AccuVision assessments
CASAS	Comprehensive Adult Student Assessment Systems
CC(S)	Customer Care Skills (LRI – part of WRS)
ECS	Employability Competency System (CASAS)
EEOC	Equal Employment Opportunity Commission
EFL	Educational Functioning Levels (learning outcomes are reported out in WIA I and II funded programs by EFLs)
LRI	Learning Resources Inc
NEDP	National External Diploma Program (CASAS)
NRS	National Reporting System (US Dept of Ed and US Dept of Labor)
PQ (S)	Personal Quality Skills (LRI – part of WRS)
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
WDS	Workforce Development System; name for WRS when delivered on-line
WLS	Workforce Learning Systems (CASAS)
WRS	Workforce Readiness Skills – includes PQ and CC (LRI)
WSCS	Workforce Skills Certification System (CASAS and LRI)
WIA	Workforce Investment Act

