Center for Medicaid and State Operations/Survey and Certification Group

Ref: S&C-04-32

DATE: **May 13, 2004**

FROM: Director
Survey and Certification Group

TO: State Survey Agency Directors

SUBJECT: **Rollout of New Surveyor Aptitude Test and In-Service Training Guide**

Letter Summary

- This memorandum introduces the availability of a new surveyor aptitude test that could be used to assist State Survey Agencies (SAs) and Centers for Medicare & Medicaid Services (CMS) regional offices (ROs) that are hiring surveyors and/or determining in-service training needs for surveyors.
- These materials are designed for use in conducting in-service training of your survey staff in skill categories where you believe training would be beneficial.
- Use of these materials is not mandatory.

Surveyors need to possess not only clinical and regulatory knowledge, but also the ability to analyze issues, work efficiently as part of a team, and effectively communicate in many types of situations, among other skills.

The Centers for Medicare & Medicaid Services (CMS) recognizes the need for SAs and ROs to select surveyors with personal qualities and work styles that would make them successful, and to provide their surveyors with appropriate in-services on successful work behaviors. To that end, CMS contracted with the developers of the Surveyor Minimum Qualifications Test to provide a surveyor aptitude test and locate appropriate training materials based on the skill categories identified by the aptitude test. Information for purchasing the test and training materials is included in the attachment to this memorandum.

The project commenced with CMS Central Office identification of a small group of experienced surveyors (present and past employees of CMS or SAs) who were known to possess excellent investigative, decision-making, team work, communication, and writing skills. The contractor researched several work aptitude tests and selected four as most promising. The surveyor group took all four tests, and the contractor and CMS then narrowed the list to two. These two tests were administered to surveyor volunteers from several SAs and ROs and a final selection was made of a test that is:

    ➢ Appropriate to skills needed in the surveyor job;
    ➢ Off the shelf;
    ➢ Low cost;
    ➢ Easy to administer; and
    ➢ Substantive in the description of results for each test taker.

Attached are the executive summary of the research report and the test administration guide. In addition to the description of the aptitude testing process and results, the guide lists an extensive set of training resources that are arranged by skill/trait. You are invited to order and use these materials to design and conduct in-service training of your survey staff in skill categories where you believe training would be beneficial. Use of these materials is not mandatory.

If you have any questions or comments about this resource, please contact Karen Schoeneman at 410-786-6855, or via email at kschoeneman@cms.hhs.govT.

Effective Date: Immediately.

Training: This memorandum should be shared with SA and RO supervisory and training staff.

/s/
Thomas A. Hamilton

Attachments

Identifying and Selecting a Screening Test for Long-term Care Surveyors
An Executive Summary

Effective employee selection and development are among the greatest challenges facing employers today. Gaps between the skills of candidates and the requirements of jobs are commonplace and well documented in the popular literature.   The employment context is further complicated by the fact that successful job performance is not solely a function of training and expertise, but of attitude and personality as well. Yet top quality employees are critical for organizational success.

To help state agencies meet the challenges inherent in employee selection and development, the Centers for Medicare and Medicaid Services (CMS) retained Performance-Based Selection, Ltd. (PBS) to review and evaluate the applicability and usefulness of off-the-shelf assessment tools for selecting Long-term Care Surveyors and for supporting ongoing development and performance enhancement initiatives.

Tests are efficient, cost effective, objective, standardized (providing a common metric to compare candidates/incumbents), reliable, and predictive of subsequent job performance. For tests to be value-added, however, they must be job-related – they must target and measure the competencies, skills, abilities, attributes, or characteristics important for successful job performance. Identifying and selecting a test is more than a simple matter of looking for relevant dimensions. The test's psychometric properties are equally important in determining its utility and legal defensibility.

The first step of the project was to identify what the test should measure – that is, to identify the skills and attributes that contribute to or determine success as a surveyor.   To define the skills and attributes required, we relied on those who know the job best. Specifically, CMS identified 10 Long-term Care Surveyors who are recognized and respected for their expertise and excellence. This elite panel identified the skills and attributes required, which are as follows:

- Skill in Gathering and Integrating Information
- Teamwork
- Professional Practice
- Flexibility
- Communication
- Investigative Skills
- Emotional Understanding, and
- Information Processing, Prioritizing, and Compiling.

Each skill/attribute was defined through an iterative process and was approved by CMS representatives before being finalized.

The next step was to review published test products for applicability, relevance, ease of use, and impact. The PBS review included 22 different test publishers and 19 different test products that linked to the aptitudes and/or project goals in one way or another. Standardized criteria were used to evaluate the tests and included:

- *Intended uses* – Is the assessment tool intended for use in selection, in development, or both?
- *Validity evidence* – Is there evidence to support that the assessment measures the constructs defined and/or is predictive of important performance outcomes?
- *Qualifications required for test use* – Is specialized training (e.g., advanced degree in psychology) required for test use?
- *Practicality of administration* – Are a variety of administration modalities available (online, CD, and/or paper and pencil)?
- *Ease of score interpretation* – Are score reports easy to read and to understand?
- *Cost per use* – Is the per candidate price both competitive and reasonable?
- *Applicant/candidate acceptance* – Will job candidates/incumbents perceive the test items as relevant to a work context and reasonable to ask?
- *Availability of development references/suggestions* – Does the score report include suggestions for activities to help develop skills, abilities, and/or aptitudes?
- *Job relevance* – Are the dimensions measured by the assessment representative of the skills and aptitudes identified as important for Long-term Care Surveyors?

Using the criteria listed above, 4 tests were selected for further review and consideration. These tests were administered to the panel of 10 elite surveyors (8 of whom participated) and the search was narrowed to the most promising two. These two tests were then administered to volunteer surveyors to further evaluate their utility and potential use. Of particular interest were the abilities of the tests to differentiate between the elite panel and the volunteers and to develop a profile of effective surveyor skills and attributes that made sense given the nature of the job.

Following the general administration, scores and score profiles were compared. The Work Personality Index (WPI), published by Psychometrics Canada, Ltd., was found to best meet the goals and objectives of CMS. The WPI is appropriate for both selection and development, is cost competitive, and is acceptable to both job applicants and incumbents. More importantly, it is clearly related to the job and work context, measuring many of the skills and attributes identified as important for success. Finally, the WPI, in research completed by the test publisher, has proven to be reliable and predictive of performance effectiveness.

To maximize the utility of the WPI, a customized Administration Guide was prepared to supplement and compliment the User's Manual prepared by the test publisher. The custom Administration Guide provides an overview of the project and the test. It includes sample score reports, suggested score interpretation guidelines, and norm tables. Finally, the Administration Guide also includes a whole host of resource materials, organized by score dimension and intended for use by a state administrator or training and development coordinator, that can be used to structure training programs and help incumbent surveyors address developmental needs or capitalize on personal strengths.

Centers for Medicare and Medicaid Services

Administration Guide:

The Use of an Aptitude Test for Long-term Care Surveyor Selection and/or Development

September 2003

Contents

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Introduction

This Guide details the procedures and protocol for implementation and use of a published assessment tool in employee selection and development programs for Long-term Care Surveyors.

The assessment tool, the Work Personality Index (WPI), measures personality traits that have been proven to influence work performance. The WPI was selected following a review of published tests for its job relevance, candidate acceptance, utility, and validity. Its use is optional and is intended to supplement existing selection systems and performance appraisal, evaluation, or management programs.

This Administrative Guide is structured as follows:

1. Background and Overview – includes the rationale and research supporting the use of the WPI.

2. Administration -- describes general administrative instructions and details where and how to obtain test materials.

3. Score Interpretation Guidelines – describes how to use the scores to enhance employee selection and to support ongoing surveyor development and performance management.

4. Resources – includes resources, for each dimension, to help you in structuring training programs and in guiding individual development based on WPI score reports.

Chapter 1: Background and Overview

In spring of 2003, the Centers for Medicare and Medicaid Services (CMS) retained Performance-Based Selection, Ltd. (PBS) to review and evaluate the applicability and usefulness of off-the-shelf assessment tools for selecting Long-term Care Surveyors and for supporting ongoing development and performance enhancement initiatives of incumbents.

Prerequisite Skills and Aptitudes

The first step of the project was to identify the skills and aptitudes important for and predictive of successful job performance. Ten (10) experienced Long-term Care Surveyors – representing various disciplines, agencies, and geographic regions and widely recognized for their expertise and consistency and quality of performance – were invited to serve on a panel to review job requirements and define performance expectations. Through an iterative process, the panel identified the following skills and aptitudes as critical for success:

- Skill in a Gathering and Integrating Information
- Teamwork
- Professional Practice
- Flexibility
- Communication Skills
- Investigative Skills
- Emotional Understanding
- Information Processing

Definitions are given in Appendix A.

The Test Review

The skills and attributes were used to structure and guide the review of published test products. A total of 19 different published assessment tools were identified as relevant and were considered. The criteria used for evaluation included:

- Intended uses – Is the assessment tool intended for use in selection, in development, or both?
- Validity evidence – Is there evidence to support that the assessment measures the constructs defined and/or is predictive of important performance outcomes?
- Qualifications required for test use – Is specialized training (e.g., advanced degree in psychology) required for test use?
- Practicality of administration – Are a variety of administration modalities available (online, CD, and/or paper and pencil)?
- Ease of score interpretation – Are score reports easy to read and to understand?
- Cost per use – Is the per candidate price both competitive and reasonable?
- Applicant/candidate acceptance – Will job candidates/incumbents perceive the test items as relevant to a work context and reasonable to ask?
- Availability of development references/suggestions – Does the score report include suggestions for activities to help develop skills, abilities, and/or aptitudes?
- Job relevance – Are the dimensions measured by the assessment representative of the skills and aptitudes identified as important in selection of Long-term Care Surveyors?

Through a review and consideration of the criteria listed above and in conjunction with CMS representatives, four assessment tools were selected for trial use. Each of the four tests was administered to the panel of 10 experienced and expert Long-term Care Surveyors. In addition to completing the assessment, the surveyors were asked to rate each instrument. By comparing the score distributions, the ratings obtained, and the score reports, two tests were selected for a second and broader-based trial administration.

The two remaining assessments were administered to volunteers from the Basic Surveyor Training Program and to surveyors from the District of Columbia and the states of Alabama and Washington. A total of 58 surveyors participated. Score distributions were compared to determine which assessment would provide the most useful information.

The Test Itself

The Work Personality Index (WPI) was the assessment tool that best met all criteria, and is the subject and focus of this administration guide. The WPI is useful for selection, individual development, and team building. Specifically, it can be used to streamline the selection process, guide preemployment interviews, identify personal strengths and developmental needs, and define differences in team members' preferences and work styles.

The WPI is a self-report personality inventory that measures 17 different dimensions that influence work performance and task effectiveness including how people work with others, solve problems, manage change, and deal with stress. The 17 dimensions are organized into five global constructs and are listed in Table 1. The link between the WPI dimensions and the skills and aptitudes important for Long-term Care Surveyors is illustrated in Table 2.

Table 1
WPI Dimensions

Achievement Orientation
Ambition (Motivation to Improve)
Initiative
Flexibility
Energy
Leadership
Conscientiousness
Persistence
Attention to Detail
Rule Following
Dependability
Social Orientation
Teamwork
Concern for Others
Outgoing
Democratic
Practical Intelligence
Innovative
Analytical Thinking
Adjustment
Self Control
Stress Tolerance

Table 2
Link between Long-term Care Surveyor Skills and Aptitudes and the Work Personality Index

WPI Dimensions	Skills and Aptitudes							
	Skill in Gathering & Integrating Information	Teamwork	Professional Practice	Flexibility	Communication	Investigative Skills	Emotional Understanding	Information Processing
Ambition (Motivation to Improve)			X					
Initiative	XX		XX			X		
Flexibility		X		XX			X	X
Energy	X					X		
Leadership		X	X					X
Persistence			X			XX		
Attention to Detail						XX		XX
Rule Following	X		XX			XX		X
Dependability		X	XX					
Teamwork		XX						
Concern for Others		XX			X		XX	
Outgoing		X			X			
Democratic		XX						
Innovation	X			X				
Analytical Thinking	XX		XX			XX		XX
Self Control		X	X				X	
Stress Tolerance			X	X			X	

X = Link
XX = Strong Link

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Chapter 2 – Administration of the Work Personality Index

The WPI can be administered online or in paper and pencil format, and will support employee selection and/or development. To use the WPI:

1. *Determine the reason and rationale for test use.* The method of administration, the score reports, and the costs will vary based on your reasons for using the test. Abbreviated reports and/or paper-and-pencil administration may better suit employee selection needs while online administration and expanded reports may be more feasible for developmental purposes.

2. *Determine if online administration is feasible.* Candidates must have access to a computer and Internet connection to complete the test online.

3. *Review the intended uses of the different score reports available* and select the one that best meets your needs.

    WPI Select Report ($17.00 per use)* – is designed for employee selection. It includes a graphical score report summary (for each of the 17 dimensions) and a narrative interpretation of the scores.

    WPI Personal Effectiveness Report ($19.00 per use)* – is designed for personal development and performance enhancement. It also includes the same graphical score report. The narrative, however, focuses on personal strengths and suggestions for improving personal effectiveness.

    Note that the **WPI Job Match Report** ($25.00 set-up fee and $17.00/use)* may also be of interest. In this report, the similarity of the scores obtained by each candidate is compared to those identified as desirable/required. You may define the desired profile by rating the importance of each dimension for successful job performance, or you may base the target profile on the scores obtained by the experienced and expert Long-term Care Surveyors (see Table 4 in Chapter 3).

    Samples of the two recommended reports (the WPI Select Report and the WPI Personal Effectiveness Report) are given in Appendices B and C respectively.

4. *Sign up for/order the WPI.* Contact information is given below:

    Psychometrics Canada, Ltd.
    7125 77 Avenue
    Edmonton AB T6B 0B5
    Canada

    Tel: 1-800-661-5158

    Email: info@psychometrics.com
    Web: www.psychometrics.com

*Note that the prices listed were obtained from the test publisher and were effective in October 2003.

5. *Prepare for test administration and use.*

The WPI is largely self-administered, and can be completed individually or in groups. There is no time limit, and most people complete the 153 items in approximately 30 minutes.

When administering the WPI, be sure to:

- have all required materials on hand.
- provide a quiet room, relatively free from distractions, and enough space for each person to have some privacy while answering items.
- introduce the assessment and how it will be used. Include the following:

  1. The WPI is a personality inventory, not a test. There are no right or wrong answers.
  2. There is no time limit for completing the WPI, but most people complete it in 30 minutes.
  3. When answering the items, it is best not to think too long about any specific item. Generally, your first response is your best response.
  4. Encourage candidates to answer all items. If they are uncertain about a response, suggest they select N for Neutral.
  5. Tell people who take the test what will happen with their results – for example as a factor in the selection process or as a tool for development.
  6. Provide an opportunity for candidates to ask questions.
  7. Emphasize the importance of honesty in responding and of carefully reading each item.
  8. Remind candidates, if paper and pencil administration is used, to be sure to match the number of the item in the test booklet to the number on the answer sheet.

Detailed administration instructions are available from the test publisher in the **WPI Users Manual**. It is strongly recommended that a Users Manual be obtained and reviewed prior to test administration or use. A copy of the **Manual** may be purchased for $50.00* from the test publisher or may be downloaded for free from the publisher's website. The Manual includes definitions of each dimension, detailed administration instructions, and score interpretation guidelines.

*Note that the prices listed were obtained from the test publisher and were effective in October 2003.

Chapter 3 – WPI Score Interpretation Guidelines

The report includes a graphic summary of results, organized by the five global personality characteristics and including scores on each of the 17 dimensions. A sample score report is given in Table 3. Interpretation guidelines follow:

1. *Review the validity of WPI results.* If more than 10 items have been left unanswered, interpret the results cautiously.

2. *Review the profile of scores*, which will tell you strengths, preferences, tendencies, and challenges. The scores are given as stens and are represented on a bipolar scale. A sten is a standard scale of measurement that divides scores into ten equal categories. Stens have an average score of 5.5 and a standard deviation of 2. Fifty-percent of the general population will fall above 5.5 and fifty-percent below.

    An example of how the score will be represented and how it may be interpreted is given below.

Flexibility											
	1	2	3	4	5	6	7	8	9	10	
Values order and predictability; prefers adaptation to innovation.	.	.	.	.	.	.	■	.	.	.	Prefers variety and novelty; adapts quickly to change; dislikes routine.

    This candidate scored above average on Flexibility (i.e., above 5.5). High scores are not necessarily better; high scores and low scores both have meaning and indicate a stronger preference for that end of the scale. In the example given above, the score of 7 indicates that the candidate is flexible and tends to prefer novelty to routine.

    It is important to remember that scores are neither good or bad – they are more or less appropriate given the nature of the job. You may interpret the scale points as follows:

    1 or 10 = Extremely
    2 or 9 = Highly; Definitely
    3 or 8 = Very
    4 or 7 = Tendency to
    5 or 6 = Typical

    Detailed score interpretation guidelines are given in the **WPI Users Manual** – pages 13 through 17 (available online, see Chapter 2 for additional details). The guidelines include definitions of each dimension and descriptions of high and low scores.

3. *Compare scores to benchmarks.* The scores obtained by the two surveyor groups are given in Table 4. Note that, on average, all surveyors scored 5 or above on all 17 scales, indicating that they are at the mid point or high end of the scale. In addition, the table indicates those dimensions that best reflect important job requirements for Long-term Care Surveyors.

- For selection, review the profile of scores and then note any scores that significantly depart from those typically obtained by surveyors (see Table 4). Use a difference of 1.0 or more as a guide for interpretation. If the dimension is one that is critical for job performance (e.g., Analytical Thinking), you may want to ask interview questions that target that dimension for follow-up and clarification.

  Note that the WPI is not intended to stand-alone. The scores obtained should be used to supplement the existing selection process and to guide the structured interview.

- For development, you can use the suggestions provided in the WPI Personal Effectiveness Report to structure an individualized action plan. In guiding development, be sure to focus developmental efforts on only two to three areas at a time.

  We have also compiled training materials that may help in guiding development and performance enhancement. Please see Chapter 4 for additional information.

4. *Compile all available information about the applicant/candidate.* Compare WPI scores with information that you have obtained through other sources, such as applications, interviews, and/or performance evaluations.

5. *Make a decision considering all available information*. If the WPI is to be used to select employees, scores need not be shared with the applicant. If development is the primary focus, individual feedback sessions should be held where WPI scores are presented and discussed, and an action plan prepared.

Table 3 - Sample Score Report

Select Report: Sally Sample

achievement orientation   1 2 3 4 5 6 7 8 9 10

Score	Low Description	Trait	Marker	High Description
7	easy going, non-competitive, focus on achievable, less ambitious targets	Ambition	7	sets difficult goals, has high aspirations, competitive and driven to succeed
8	prefers stable work, undertakes new projects only after discussion with others	Initiative	8	proactive, quickly takes initiative, enjoys identifying and solving new challenges
8	values order and predictability, prefers adaptation to innovation	Flexibility	8	prefers variety and novelty, adapts quickly to change, dislikes routine
6	likes to work at a steady pace, dislikes pressure filled work	Energy	6	very energetic, works well under pressure, tends to be involved in many activities
7	avoids leadership positions, consultative, happy to let others lead	Leadership	7	assumes leadership positions, dominant and forceful, enjoys influencing others

Conscientiousness   1 2 3 4 5 6 7 8 9 10

Score	Low Description	Trait	Marker	High Description
6	prefers work that can be completed quickly, dislikes overcoming obstacles	Persistence	6	enjoys overcoming obstacles, very persistent, works until task is finished
4	focuses on global issues, not preoccupied with detail, will cut corners to meet deadlines	Attention to Detail	4	well organized, methodical, enjoys detailed work
4	not restricted by rules, prefers general guidelines to specific regulations	Rule-Following	4	follows rules and regulations even when inconvenient, likes specific guidelines
7	place less importance on meeting deadlines, casual about work requirements	Dependability	7	dependable, meets obligations and deadlines

Social Orientation   1 2 3 4 5 6 7 8 9 10

Score	Low Description	Trait	Marker	High Description
7	formal and reserved, does best work when alone	Teamwork	7	prefers work that involves social interaction, likes getting others involved
5	unaware of others feelings, reluctant to get involved in peoples problems	Concern for Others	5	caring and understanding, shows concern for others, sympathetic
3	quiet and shy, prefers small groups, rarely seeks people out	Outgoing	3	talkative and outgoing, enjoys meeting new people
4	makes decisions independently, seldom looks for advice	Democratic	4	makes decisions through consultation, works well with supervision

Practical Intelligence   1 2 3 4 5 6 7 8 9 10

Score	Low Description	Trait	Marker	High Description
8	prefers using and building upon established methods, avoids unconventional ideas	Innovation	8	creative and original, likes solving problems, intellectually curious
7	spontaneous, makes quick decisions, relies on personal instinct to guide choices	Analytical Thinking	7	analytical, cautious and deliberate, takes logical approach to problem solving

Adjustment   1 2 3 4 5 6 7 8 9 10

Score	Low Description	Trait	Marker	High Description
7	very open with thoughts and feelings, can be impatient and easily annoyed	Self-Control	7	maintains composure, hides feelings from others, slow to anger
8	dislikes high-pressure work, finds it hard to relax, quickly becomes tense	Stress Tolerance	8	tolerates stress well, able to cope with many demands, does not take criticism personally

Table 4
Work Personality Index
<u>**Representative Surveyor Scores**</u>

Dimension	Mean Score	
	Expert	**General**
Ambition	**7.67**	**6.28**
Initiative	**7.50**	**5.90**
Flexibility	**5.83**	**5.21**
Energy	**6.83**	**6.24**
Leadership	**6.50**	**4.95**
Persistence	**7.67**	**7.28**
Attention to Detail	**6.67**	**7.00**
Rule Following	**7.67**	**7.86**
Dependability	**7.33**	**7.24**
Teamwork	**7.33**	**6.83**
Concern for Others	**7.67**	**6.84**
Outgoing	**6.33**	**6.29**
Democratic	**5.67**	**5.84**
Innovative	**7.00**	**5.91**
Analytical Thinking	**6.67**	**5.84**
Self Control	**7.33**	**7.52**
Stress Tolerance	**7.50**	**6.78**

Note: **Bold** dimensions represent important and core dimensions.

Chapter 4 – Training and Resource Materials

On-the-job activities are often the most effective form of development, and are included in the WPI Personal Effectiveness Report. This Chapter supplements the on-the-job activities by providing, wherever possible, training materials that may prove useful in organizing workshops or structured programs to support development. Where relevant training programs were not available, books and articles were referenced, when located. (Note that all prices referenced were effective in September 2003 and are subject to change.)

Ambition (Motivation to Improve)

In-Service Training Programs

>   None Found.

Books

- **Thinking for a Change: 11 Ways Highly Successful People Approach Life and Work, by John C. Maxwell**
  List Price: $22.95. Publisher: Warner Books (March 2003). ISBN: 0446529575

  Description

  - *New York Times best selling author and expert on leadership John C. Maxwell explores the concept that success is really just a frame of mind. Good thinking. From focused and creative thinking to thinking of the big picture or the bottom line, he provides examples of effective thinking for every situation. This book doesn't tell readers what to think, it teaches them how to think.*

- **Goal Setting 101 : How to Set and Achieve a Goal!, by Gary Ryan Blair**
  List Price: $7.95. Publisher: The GoalsGuy (June 2000). ISBN: 1889770647

  Description

  - *This book offers solid advice on setting and achieving your goals. Goal Setting 101 helps you to become brilliant on the basics by explaining the Who?, What?, Where?, When?, How?, and Why? of goal setting. You will learn what to do before, during, and after as you pursue any goal.*

    A great tool for beginners, students and a valuable reference for seasoned goal setters and teachers!

Initiative

In-Service Training Programs

None Found.

Books

- **The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow, by John C. Maxwell**
  List Price: $17.99. Publisher: Thomas Nelson (June 1999). ISBN: 0785274405.

  Description

  ➢ *Author John C. Maxwell provides a concise, accessible leadership book that helps readers become more effective leaders from the inside out. Daily readings highlight twenty-one essential leadership qualities.*

- **Make Success Measurable! A Mindbook Workbook for Setting Goals and Taking Action, by Douglas K. Smith**
  List Price: $35.00. Publisher: John Wiley & Sons (February 1999). ISBN: 0471295590.

  Description

  ➢ *Presents a guide designed to emphasize outcomes as opposed to actions in setting goals. Enables individuals or corporations to avoid activity based goals that can go on indefinitely, and articulate aggressive outcome-based goals that are specific, measurable, achievable, relevant, and time-bound.*

- **If it Ain't Broke...Break It! and Other Unconventional Wisdom for a Changing ... by Robert J. Kriegel, Louis Patler**
  List Price: $14.99. Publisher: Warner Books (March 1992). ISBN: 0446393592.

  Description

  ➢ *Preordained goals, conventional behavior and consensus decisions are sensibly challenged in this call for innovative rule breaking in '90s business. Still relevant today.*

Flexibility

In-Service Training Programs

- **50 Activities for Achieving Change**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  - *Training Objectives: – Outline the process of accepting change; Demonstrate the need for change; Reduce conflict; Improve communication skills.*
  - *Description: – Change in the workplace; Developing goals for change; Change and self-development; Accepting change; Understanding change.*
  - *Includes: 25 activities for group discussions; 13 questionnaires and instruments to highlight current perceptions and identify resistance to change; 6 role-play scenarios to aid the transfer of learning from the workshop to the workplace; 6 written exercises to provide an opportunity to express personal thoughts, and reactions to change.*

- **ChangeAbilitator: Leader's Guide plus 10 Questionnaires to Assess and Develop Action Plans**
  List Price: $74.95. Publisher: www.communicationideas.com

  Description

  - *The ChangeAbilitator identifies six types of concerns people often experience when a change is introduced into their team or organization. The results will give employees a clear picture of the obstacles they need to overcome to successfully implement change.*

- **Surviving Workplace Change Workshop**
  List Price: $199.95. Publisher: www.communicationideas.com

  Description

  - *This workshop is appropriate for all levels of employees and explores topics like natural resistance to change, differing individual reactions to change, and developing tools to cope with change. By learning about four thinking preferences, participants learn how specific changes affect individuals differently.*

Flexibility Contd.

In-Service Training Programs Contd.

- **Dealing with Change, by HRDQ Research & Development Team**
  List Price: $64.00 – Starter Kit / #2103E1SK (Includes 5 Participant Guides and Facilitator Guide). Available from www.hrdq.com.

  Description

  ➢ *Dealing with Change offers a proactive, five-step plan for coping with the emotional and intellectual challenges of organizational change.*

- **Mastering the Change Curve, by Dennis T. Jaffe, PhD. and Cynthia D. Scott, PhD.**
  List Price: $89.20 – Starter Kit / #1604E1SK (Includes 5 Participant Guides and Facilitator Guide.) Available from www.hrdq.com.

  Description

  ➢ *Mastering the Change Curve is an instrument developed to surface concerns during change and help individuals, teams, and organizations understand, accept, and successfully transition through the experience of change. To successfully deal with change, individuals must pass through all four phases: Denial, Resistance, Exploration, and Commitment.*

Energy

In-Service Training Programs

- **The Time Management Workshop: A Trainer's Guide, by Patricia Haddock**
  List Price: $35. Publisher: AMACOM (January 2000). ISBN: 0814470823

  Description

  ➢ *Filled with concise information on the fundamentals of time management. Includes all materials needed for a 2-day workshop on time management.*

Books

- **The 80/20 Principle: The Secret to Success by Achieving More with Less, by Richard Koch**
  List Price: $15.95. Publisher: Doubleday Books (March 1998). ISBN: 0385491700.

  ➢ *The 80/20 Principle--that 80 percent of results flow from just 20 percent of our efforts--is one of the great secrets of highly effective people and organizations.*

  The 80/20 Principle shows how you can achieve much more with much less effort, time, and resources, simply by concentrating on the all-important 20 percent.

Leadership

In-Service Training Programs

None Found.

Books

- **On Leadership, by John W. Gardner**
  List Price: $17.95. Publisher: Free Press (April 1993). ISBN: 0029113121

  Description

  ➢ *An engaging and thought provoking guide on leadership principles. Gardner emphasizes shared values and community building as the basis for great leadership.*

- **Leadership 101: What Every Leader Needs to Know, by John C. Maxwell**
  List Price: $9.99. Publisher: Thomas Nelson (September 2002). ISBN: 0785264191.

  Description

  ➢ *Maxwell focuses on essential qualities necessary for true leadership – influence, integrity, attitude, vision, problem-solving, and self-discipline – and guides readers through practical steps to develop true leadership in their lives and the lives of others.*

Persistence

In-Service Training Programs

None Found.

Books

- **Stick to It! : The Power of Positive Persistence, by C. Leslie Charles**
  List Price: $11.95. Publisher: Yes! Press (New Ed.). ISBN: 0964462109

  Description

  ➢ *STICK TO IT! presents a variety of life-changing thoughts in one clear and approachable volume. 'How-To' ideas with endless applications for life and work.*

Attention to Detail

In-Service Training Programs

None Found.

Books

None Found.

Rule Following

In-Service Training Programs

None Found.

Books

None Found.

Dependability

In-Service Training Programs

- **Trust – The Ultimate Test by HRDQ Research & Development Team**
  List Price: Starter Kit/#0162E1SK - $103.70. (Includes 5 Participant Guides and Facilitator Guide.) Available at: www.hrdq.com

  Description

  ➢ *Trust. It's fundamental – but how do you train people on trust? Trust – The Ultimate Test is a powerful tool for helping facilitators explore this sensitive issue without arousing defensiveness.*

Books

- **First Things First: To Live, to Love, to Learn, to Leave a Legacy, by Stephen R. Covey**
  List Price: $ 11.20. Publisher: Free Press; Reprint edition (January 1996)

  Description

  ➢ *First Things First can help you understand why so often our first things aren't first. Rather than offering you another clock, First Things First provides you with a compass, because where you're headed is more important than how fast you're going.*

- **Self-Defeating Behaviors: Free Yourself from the Habits, Compulsions, Feelings and Attitudes that Hold You Back, by Milton R. Cudney**
  List Price: $14.00. Publisher: Harper SanFrancisco; Reprint edition (January 1993).

  Description

  ➢ *A guide to freeing ourselves from the inappropriate and crippling behaviors that sabotage our success.*

- **Patterns of High Performance: Discovering the Ways People Work Best, by Jerry L. Fletcher**
  List Price: $27.95. Publisher: Berrett-Koehler Publishing (September 1993).

  Description

  ➢ *Discovering your individual High Performance Pattern – the distinctive sequence of steps you naturally follow when you are at your best – is the key to energized performance, heightened creativity, and consistent excellence.*

Teamwork

In-Service Training Programs

- **Pfeiffer Book of Successful Team Building Tools: Best of the Annuals. Elaine Biech (Ed.)**
List Price: $35. Publisher: Jossey-Bass/Pfeiffer (May 2001). ISBN: 0787956937

  Description

  ➢ *A collection of tools for team building. Complete team building kit and activity toolbox. Includes 10-block model for building a high performance team.*

- **The Team Building Workshop, by Vivette Payne**
List Price: $35. Publisher: AMACOM (February 2001). ISBN: 0814470793

  Description

  ➢ *A guide for trainers in creating the ultimate team. Includes clear instructions, reproducible training materials, and programs that can be modified and tailored. Includes all the materials needed for a 2-day team building workshop.*

- **The Conflict Management Skills Workshop: A Trainers Guide (The Trainer's Workshop ™ Series), by Bill Withers**
List Price: $24.50. Publisher: AMACOM; 1st edition (February 2002). ISBN: 0814470920

  Description

  ➢ *The Conflict Management Skills Workshop is an accessible, non-academic workshop that offers trainers everything they need to design and deliver a program that works. The workshop provides tools for facilitators to help the group come to terms with the source of their conflict using discussion, story telling, reflections, and inter-active exercises. The workshop includes:*

    * Practice activities, handouts, Q & A lists, and overheads
    * Stories that will help clarify points and stimulate discussion
    * More than 20 reproducible reflection journals, case studies, and action planners.

Teamwork Contd.

In-Service Training Programs Contd.

- **Teamwork and Team Play: Games & Activities for Building and Training Teams, by Silvasailam Thiagarajan and Eileen Parker**
  List Price: $55. Publisher: Jossey-Bass/Pfeiffer (May 1999). ISBN: 078794911.

  Description

  ➢ *Presents games and activities to instill team building, including aspects of teamwork and being a team player.*

- **Team Building Blocks: Practicing Group Collaboration**
  List Price: $199.95. Publisher: www.communicationideas.com

  Description

  ➢ *Team Building Blocks gives your teams an easy-to-implement, effective, and enjoyable opportunity to practice and refine their problem solving and communication skills.*

    Your teams will be stimulated by solving problems, reaching consensus, and resolving differences while involved with these experiential puzzles. The game comes complete with 14 wooden blocks and a 148-page activity manual, which includes 18 detailed activities, facilitator notes, post-activity commentary, and solutions.

- **The Complete Guide to Team Facilitation in Print and CD-ROM**
  List Price: $125.00. Publisher: www.communicationideas.com

  Description

  ➢ *Why has facilitation become so important? Because the cost of ineffective groups and teamwork is becoming too high! The Complete Guide to Facilitation is a comprehensive resource that will help your team leaders and group facilitators prepare more effectively for meetings, improve their group's processes, and follow up to ensure more productive outcomes.*

Teamwork Contd.

In-Service Training Programs Contd.

- **50 Activities for Team Building: Fully Reproducible. 2 Volumes with 100 Activities**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *Create high performance teams with these collections of fully reproducible activities. All the activities employ the principle of "learning by doing" to ensure that the skills the participants learn can be applied to real work situations.*

- **Facilitators Tool Kit: Reproducible Tools for Generating Ideas and Making Decisions in Groups**
  List Price: $125.00. Publisher: www.communicationideas.com

  Description

  ➢ *Everything you need to effectively lead a team, plan group meetings, and foster team decision-making. This collection of fully reproducible activities and techniques will benefit anyone whose job success depends on the results produced by groups.*

- **50 Activities for Interpersonal Skills Training – Fully Reproducible**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *These active learning sessions cover vital people skills such as assertiveness, communication, listening, decision making, motivation, presentation skills, leadership, and teamwork. Each activity is fully reproducible, and all participant handouts and transparency masters are included. Activities take 1-3 hours to complete.*

Teamwork Contd.

In-Service Training Programs Contd.

- **Team Development Activities for Trainers, by Roderick R. Stuart**
  List Price: $134.50 – Activity Binder / #0270E1AB. Available from:
  www.hrdq.com

  Description

  ➢ *Team Development Activities for Trainers is a collection of 59 exercises that address the skills most critical to team development.*

  Team Development Activities for Trainers addresses a full range of skill areas including: Assertiveness, Delegation, Planning, Communication, Feedback, Problem Solving, Creativity, Influencing, Team Leadership, Decision Making, Listening, and Time Management.

Books

- **Teams at Work: 7 Keys to Success, by Suzanne Zoglio**
  List Price: $19.95. Publisher: Tower Hill Press, 2nd Edition (October 1993).
  ISBN: 0941668045

  Description

  ➢ *An action guide for team members to strengthen performance. Practical tools to help team members master concepts and put knowledge into action.*

- **Team Troubleshooter, by Robert W. Barner**
  List Price: $32.95. Publisher: Davies-Black Publishing (March 2001). ISBN: 0891061517

  Description

  ➢ *Offers a practical approach to help today's teams meet performance challenges. Includes assessment tools, exercises, charts, graphs, and hands-on guide. Focuses on team building and team repair tasks.*

Books Contd.

- **Team Building Tool Kit: Tips, Tactics, and Rules for Effective Workplace Teams, by Deborah Harrington-MacKin**
  List Price: $17.95. Publisher: AMACOM (January 1994). ISBN: 0814478263

  Description

  ➢ *Guidelines, tips, and tactics for team building.*

Concern for Others

In-Service Training Programs

- **The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ at Work, by Adele B. Lynn**
  List Price: $24.47. Publisher: AMACOM; (December 2001). ISBN: 0814471234.

  Description

  ➢ *This book presents trainers and coaches with 50 innovative exercises to be used for either individuals or groups.*

  The activities found in the book are grouped according to the various core competencies associated with Emotional Intelligence:

  * Self-Awareness and Control: an awareness of one's values, emotions, skills, and drives, and the ability to control one's emotional responses
  * Empathy: an understanding of how others perceive situations
  * Social Expertness: the ability to build relationships based on an assumption of human equality
  * Mastery of Vision: the development and communication of a personal philosophy
  The book also includes suggested training combinations and coaching tips.

- **Effective Listening Workshop**
  List Price: $199.95. Publisher: www.communicationideas.com

  Description

  ➢ *This workshop presents techniques for accurately interpreting both verbal and non-verbal aspects of a message in order to improve overall job performance. Participants will analyze a series of barriers to effective listening and methods to successfully overcome them.*

- **20 Training Workshops for Listening Skills**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *Train your staff to listen with skill and sensitivity. This volume contains 20 ready-to-use workshops including detailed notes for the trainer, handouts, and reproducible participant materials. Each workshop takes 1-3 hours to complete.*

Concern for Others Contd.

In-Service Training Programs Contd.

- **50 Activities for Interpersonal Skills Training – Fully Reproducible**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  - ➢ *These active learning sessions cover vital people skills such as assertiveness, communication, listening, decision making, motivation, presentation skills, leadership, and teamwork. Each activity is fully reproducible, and all participant handouts and transparency masters are included. Activities take 1-3 hours to complete.*

Outgoing

In-Service Training Programs

- **Communication Effectiveness Guide and 6 Assessment Profiles**
  List Price: $95.00. Publisher: www.communicationideas.com

  Description

  - ➢ *Getting your message across in a way that is clear and coherent is a critical skill in both organizational and personal life. The Communication Effectiveness Profile looks at the large and often complex subject of communicating with others.*

- **50 Activities for Interpersonal Skills Training – Fully Reproducible**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  - ➢ *These active learning sessions cover vital people skills such as assertiveness, communication, listening, decision making, motivation, presentation skills, leadership, and teamwork. Each activity is fully reproducible, and all participant handouts and transparency masters are included. Activities take 1-3 hours to complete.*

Democratic

In-Service Training Programs

- **Team Building Blocks: Practicing Group Collaboration**
  List Price: $199.95. Publisher: www.communicationideas.com

  Description

  ➢ *Team Building Blocks gives your teams an easy-to-implement, effective, and enjoyable opportunity to practice and refine their problem solving and communication skills. Your teams will be stimulated by solving problems, reaching consensus, and resolving differences while involved with these experiential puzzles. The game comes complete with 14 wooden blocks and a 148-page activity manual, which includes 18 detailed activities, facilitator notes, post-activity commentary, and solutions.*

- **The Complete Guide to Team Facilitation in Print and CD-ROM**
  List Price: $125.00. Publisher: www.communicationideas.com

  Description

  ➢ *Why has facilitation become so important? Because the cost of ineffective groups and teamwork is becoming too high! The Complete Guide to Facilitation is a comprehensive resource that will help your team leaders and group facilitators prepare more effectively for meetings, improve their group's processes, and follow up to ensure more productive outcomes.*

- **50 Activities for Interpersonal Skills Training – Fully Reproducible**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *These active learning sessions cover vital people skills such as assertiveness, communication, listening, decision making, motivation, presentation skills, leadership, and teamwork. Each activity is fully reproducible, and all participant handouts and transparency masters are included. Activities take 1-3 hours to complete.*

Innovation

In-Service Training Programs

- **Why Didn't I Think of That? II Video**
  List price: $150 (rent) $595 (buy). Publisher: www.communicationideas.com.

  Description

  > *Stretch your employees' thinking skills with the 10 challenges presented in this video. Designed to encourage innovation and creativity. A trainer's guide is included.*

- **50 Activities for Creativity and Problem Solving**
  List Price: $139.95. Publisher: www.communicationideas.com.

  Description

  > *Includes activities that boost creativity and problem solving. Can be used to enhance the skills of the entire team.*

- **A Tool to Discover and Boost Team and Organizational Creativity**
  List Price: $129.00. Publisher: www.communicationideas.com

  Description

  > *Do you want your team members to 'Think out of the Box' for breakthrough team results? Do you want to measure the Innovation Gap between your team's capacity for innovation and the organization's tolerance for it? Looking for a tool to reveal to people their preferred mode of creativity and how they can enhance their innate ability to innovate? The Innovation BOX self-scoring profile is your tool. The Innovation BOX is a paper & pencil self-administered, self-learning tool that helps a team member to uncover his or her preferred innovation style. In both numbers and visual graphs, the user will get a revealing picture of how they think creatively, apply creativity, and act on their creative ideas.*

Analytical Thinking

In-Service Training Programs

- **Problem Solving and Decision Making Toolbox**
  List Price: $99.95. Publisher: www.communicationideas.com.

  Description

  ➢ *32 fully reproducible, ready to use tools to help build know-how in solving problems and in making better decisions.*

- **50 Activities for Creativity and Problem Solving**
  List Price: $139.95. Publisher: www.communicationideas.com.

  Description

  ➢ *Includes activities that boost creativity and problem solving. Can be used to enhance the skills of the entire team.*

- **Facilitator's Tool Kit: Reproducible Tools for Generating Ideas and Making Decisions in Groups**
  List Price: $125.00. Publisher: www.communicationideas.com

  Description

  ➢ *Everything you need to effectively lead a team, plan group meetings, and foster team decision-making. This collection of fully reproducible activities and techniques will benefit anyone whose job success depends on the results produced by groups.*

- **Problem Solved! by HRDQ Research & Development Team**
  List Price: $89.20 – Starter kit / #1015E1SK. (Includes 5 Participant Guides and Facilitator Guide.) Available from www.hrdq.com.

  Description

  ➢ *How do you solve everyday problems and still leave time for more complex issues? Problems Solved! is the solution! This 25-item assessment provides participants with an easy-to-use, 5-step problem-solving process that also allows them to identify and monitor their skill level at each step.*

- **CONFIDENT DECISION MAKING, by Roger Dawson**
  List Price: $47.99 – (6 audiocassettes and Workbook).
  Supplier: www.successsuccess.com

  Description

  Designed to improve decision-making skills.

Analytical Thinking Contd.

Books

- **The Thinker's Toolkit: Fourteen Powerful Techniques for Problem Solving, by Morgan D. Jones**
  List Price: $15.00. Publisher: Times Books; Revised edition (July 1998).
  ISBN: 081292083.

  Description

  ➢ *A reference book … a cookbook for decision making. This book captures the majority of problem solving techniques. The analytical techniques range from problem restatement to constructing an advanced utility matrix. It's useful in both daily life, business, and science.*

  Thinker's Toolkit also contains very useful examples and exercises. They immediately demonstrate to the reader where common decision making falls short.

Self Control

In-Service Training Programs

- **50 Activities for Interpersonal Skills Training – Fully Reproducible**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *These active learning sessions cover vital people skills such as assertiveness, communication, listening, decision making, motivation, presentation skills, leadership, and teamwork. Each activity is fully reproducible, and all participant handouts and transparency masters are included. Activities take 1-3 hours to complete.*

Stress Tolerance

In-Service Training Programs

- **The Time Management Workshop: A Trainer's Guide, by Patricia Haddock**
  List Price: $35. Publisher: AMACOM (January 2000). ISBN: 0814470823

  Description

  ➢ *Filled with concise information on the fundamentals of time management. Includes all materials needed for a 2-day workshop on time management.*

- **Training Games for Assertiveness and Conflict Resolution: 50 Ready-to-Use Activities, by Sue Bishop**
  List Price: $99.95. Publisher: McGraw-Hill Trade; Ring bound edition (September 1996). ISBN: 0079130526.

  Description

  ➢ *Fifty ready-to-use activities. A training aid for teaching people skills. Loose leaf in binder.*
  ➢ *Fifty-one proven ways to build assertiveness and conflict resolution skills. Help supervisors and team leaders hone their face-to-face communication and conflict resolution skills with the dozens of field-tested games and activities. Each exercise includes reproducible handouts, step-by-step instructions, follow-up questions and debriefing guidelines.*

- **First Aid for Stress – 34 Activities for Reducing Stress in the Workplace, by Roy Bailey**
  List Price: $156.50 – Activity Binder / #1715E2AB. Available from:
  www.hrdq.com.

  Description

  ➢ *First Aid for Stress provides a starting point to help you better understand stress and identify solutions for individuals, teams, and your organization.*

    Part I includes:
    - *An introduction to well-known models for understanding stress.*
    - *An approach to managing stress in the workplace that is based on an understanding of stress, the workplace, and the people within it.*

Stress Tolerance Contd.

In-Service Training Programs Contd.

Part II consists of 34 activities aimed at:
- *Measuring the ongoing stress of individuals and groups.*
- *Preventing and avoiding the situations that generate stress.*
- *Providing a wide range of support structures for those under stress.*

The First-Aid for Stress activities are suitable for both individuals and groups. All reproducible participant materials needed to run the activities are included in the binder and are also available in electronic form on the First Aid for Stress CD-ROM.

- **50 Activities for Achieving Change**
  List Price: $139.95. Publisher: www.communicationideas.com

  Description

  ➢ *Training Objectives: - Outline the process of accepting change; Demonstrate the need for change; Reduce conflict; Improve communication skills*
  ➢ *Activities Cover:- Change in the workplace; Developing goals for change; Change and self-development; Accepting change; Understanding change;*
  ➢ *Training Methods: 25 activities involve group discussions; 13 questionnaires and instruments highlight current; perceptions and identify resistance to change; 6 role-play scenarios aid the transfer of learning from the workshop to the workplace; 6 written exercises provide an opportunity to express personal thoughts, and reactions to change.*

- **Surviving Workplace Change Workshop**
  List Price: $199.95. Publisher: www.communicationideas.com

  Description

  ➢ *This workshop is appropriate for all levels of employees and explores topics like natural resistance to change, differing individual reactions to change, and developing tools to cope with change. By learning about four thinking preferences, participants learn how specific changes affect individuals differently.*

Stress Tolerance Contd.

Books

- **Getting Things Done: The Art of Stress-Free Productivity, by David Allen**
  List Price: $24.95. Publisher: Viking Press (January 2001). ISBN: 0670899240.

  Description

  ➢ *In today's world, yesterday's methods just don't work. Veteran coach and management consultant David Allen recognizes that time management is useless the minute your schedule is interrupted; setting priorities isn't relevant when your e-mail is down; procrastination solutions won't help if your goals aren't clear. The key to Getting Things Done? Relaxation.*

- **Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict, by Richard Carlson**
  List Price: $11.95. Publisher: Hyperion (November 1998). ISBN: 0786883367.

  Description

  ➢ *Carlson shows readers how to interact more peaceably and joyfully with colleagues, clients, and bosses and reveals tips to minimize stress and bring out the best in themselves and others.*

Appendix A

Long-term Care Surveyor
Skills and Aptitudes for Selection and Development

Long-term Care Surveyor
Skills and Aptitudes for Selection and Development

Skill in Gathering and Integrating Information refers to skill in gathering detailed and specific information from a variety of sources, assessing its characteristics, and identifying commonalties and trends to form a holistic impression. It includes knowing what information to gather, where to find it, and how to confirm/verify it. It also refers to a proficiency in identifying and tracking relevant information using an objective, systematic approach and adeptness in assessing if the facets of data collected are relevant to requirements. Examples of specific topics include:

- Identifying trends by combining information from interviews, record reviews, and observation.
- Identifying relevant information.
- Identifying areas needing additional investigation.

Teamwork refers to the ability to work together with survey team members in developing a survey plan; integrating survey observations and findings; assigning roles and responsibilities; and ensuring that the survey process is effective, efficient, accurate, and complete. Included is a willingness to share information and observations, discuss and consider alternatives and options, present personal recommendations and perspectives, and execute/follow-through with proposed team approach. Also included is the ability to serve in each/both of two roles – team member and team leader – and to know when to take each role. Examples of specific abilities include:

- Sharing information.
- Coordinating daily activities.
- Integrating team members' observations and findings.
- Doing a fair share of the work.
- Team building, by encouraging the team to work together both on a social and data driven level to ensure the best possible outcome.
- Modifying own schedule/priorities to focus on team's concerns.
- Being prepared to discuss findings at the daily meeting, concisely and objectively.
- Using pre-survey off-site preparation in support of an efficient and effective survey.

Professional Practice is the ability to interpret findings and regulations objectively and accurately, to report observations fairly, to independently and objectively apply regulatory requirements, and to execute the survey process in a professional and nonjudgmental way. Examples of specific abilities include:

- Presenting factual information about the survey process to providers, consumers, or families in a manner that is non-threatening, understandable, objective, and professional.
- Recognizing the personal and professional responsibilities inherent in the surveyor's role to protect the confidentiality of information and the integrity of the survey process.
- Being willing to present and defend concerns, in the face of opposition, both to providers and other team members, in an objective and receptive manner that is devoid of anger or passivity.
- Conducting the survey process in a manner that is respectful to resident's rights, preferences or privacy, such as modifying survey schedule or interviews in recognition of residents' activities.
- Working independently in conducting the survey process.
- Following prescribed methods to evaluate compliance with Federal regulations, not personal preferences, agendas, feelings, or professional preferences.
- Maintaining accurate and complete documentation.

Long-term Care Surveyor
Skills and Aptitudes for Selection and Development

Flexibility refers to the ability to learn new survey requirements and procedures as and when defined by CMS. It includes the ability and willingness to modify work approach to reflect the new survey tasks, priorities, and/or processes as defined. <u>Examples</u> of specific abilities include:

- Relearning survey procedures and steps.
- Learning to use various technologies and applications in support of the survey process.
- Modifying work schedule/hours based on survey needs.
- Performing multiple tasks simultaneously, switching back and forth between tasks.

Communication Skills includes the ability to elicit necessary information, to encourage responsiveness (e.g., using a conversational style to put residents at ease), to clearly articulate ideas, and to evaluate receiver response while maintaining an environment conducive to open and honest sharing of ideas/information. It includes the ability to effectively interact with a variety of people such as residents, residents' family members, facility staff, other surveyors, and facility administrators – each of whom have differing interests, perspectives, and understandings. <u>Examples</u> of specific abilities include:

- Active listening.
- Interviewing.
- Presenting/explaining findings.
- Writing clearly and effectively.

Investigative Skills refers to the ability to identify potential issues/problems and to pursue them to resolution, as well as the ability to determine when "enough is enough." <u>Examples</u> of specific abilities include:

- Conducting thorough investigations.
- Following provider-specific procedural steps consistent with the SOM and CMS directives to guide compliance decisions.
- Making diligent observations.

Emotional Understanding is the ability to determine the type and quality of relationships by observing the interaction of those involved, to understand others' feelings and concerns, to see events/conditions from others' perspectives, and to appreciate differences in how people feel about things. Included is being genuinely concerned about the safety and welfare of others. <u>Examples</u> of specific abilities include:

- Empathy.

Information Processing, Prioritizing, and Compiling refers to the ability to synthesize large amounts of disparate information into concise facts to address provider compliance. It includes the ability to quickly and accurately process multiple types of information. It also includes an ability to be attuned to and aware of surroundings, to attend to what is happening in the environment even while concentrating on another task. <u>Examples</u> of specific abilities include:

- Attending to resident-staff interactions while observing care.
- Monitoring infection control practices while observing dining activities, treatments, etc.
- Observing sample residents while reviewing records.
- Observing residents' functional status and body language during activities, meals, and provision of care.
- Prioritizing issues to focus on those with the greatest impact on resident care.
- Differentiating significant issues from minor issues/concerns.
- Making decisions based on facts, not assumptions or suppositions.

Appendix B

Sample WPI Select Report

WPI
Work Personality Index

Select Report

Sally Sample

8/5/03

Psychometrics

About This Report

This report is a confidential summary of Ms. Sample's responses to the Work Personality Index (WPI). The WPI describes key features of Ms. Sample's personal style that influence her approach to tasks, ways of interacting with people, and performance at work. The Select Report contains a graphic summary of her results, along with interpretive notes describing the likely meaning of her scores. The narrative descriptions are based on research findings and inferences that personality assessment experts might make given her preferences. The descriptions of her personality and behavioral style are based on Sten scores.

The WPI Select Report focuses on those personal characteristics and tendencies that influence how an individual performs in work settings. The WPI measures five global personality characteristics and seventeen primary traits that provide a comprehensive overview of an individual's work personality. Ms. Sample's results provide extensive information about her preferences, strengths, and weaknesses in work environments.

When interpreting Ms. Sample's results, it is important to remember that her scores are not good or bad, only more or less appropriate to certain types of work. For example, high scores on Ambition may be important for success in some occupations, but detrimental in other types of work. Therefore, Ms. Sample's results should be used to highlight her preferences and motivations and examine how they relate to more or less effective work performance.

The statements and results contained in this report should be treated confidentially. Since the results are based on Ms. Sample's own view of her behavior, the accuracy of the results depends upon both her honesty and self-awareness. Therefore, the results should be viewed as hypotheses to be validated with other sources of data such as interviews and other assessment results.

The shelf-life of the information in this report is approximately 12-18 months. However, if Ms. Sample has undergone significant changes in her work roles, re-testing should be considered.

achievement orientation — scale 1 2 3 4 5 6 7 8 9 10

Score	Low	Trait (marker position)	High
7	easy going, non-competitive, focus on achievable, less ambitious targets	**Ambition** (marker at 7)	sets difficult goals, has high aspirations, competitive and driven to succeed
8	prefers stable work, untertakes new projects only after discussion with others	**Initiative** (marker at 8)	proactive, quickly takes initiative, enjoys identifying and solving new challenges
8	values order and predictability, prefers adaptation to innovation	**Flexibility** (marker at 8)	prefers variety and novelty, adapts quickly to change, dislikes routine
6	likes to work at a steady pace, dislikes pressure filled work	**Energy** (marker at 6)	very energetic, works well under pressure, tends to be involved in many activities
7	avoids leadership positions, consultative, happy to let others lead	**Leadership** (marker at 7)	assumes leadership positions, dominant and forceful, enjoys influencing others

Conscientiousness — scale 1 2 3 4 5 6 7 8 9 10

Score	Low	Trait (marker position)	High
6	prefers work that can be completed quickly, dislikes overcoming obstacles	**Persistence** (marker at 6)	enjoys overcoming obstacles, very persistent, works until task is finished
4	focuses on global issues, not preoccupied with detail, will cut corners to meet deadlines	**Attention to Detail** (marker at 3-4)	well organized, methodical, enjoys detailed work
4	not restricted by rules, prefers general guidelines to specific regulations	**Rule-Following** (marker at 4)	follows rules and regulations even when inconvenient, likes specific guidelines
7	place less importance on meeting deadlines, casual about work requirements	**Dependability** (marker at 7)	dependable, meets obligations and deadlines

Social Orientation — scale 1 2 3 4 5 6 7 8 9 10

Score	Low	Trait (marker position)	High
7	formal and reserved, does best work when alone	**Teamwork** (marker at 7)	prefers work that involves social interaction, likes getting others involved
5	unaware of others feelings, reluctant to get involved in peoples problems	**Concern for Others** (marker at 5)	caring and understanding, shows concern for others, sympathetic
3	quiet and shy, prefers small groups, rarely seeks people out	**Outgoing** (marker at 3)	talkative and outgoing, enjoys meeting new people
4	makes decisions independently, seldom looks for advice	**Democratic** (marker at 4)	makes decisions through consultation, works well with supervision

Practical Intelligence — scale 1 2 3 4 5 6 7 8 9 10

Score	Low	Trait (marker position)	High
8	prefers using and building upon established methods, avoids unconventional ideas	**Innovation** (marker at 8)	creative and original, likes solving problems, intellectually curious
7	spontaneous, makes quick decisions, relies on personal instinct to guide choices	**Analytical Thinking** (marker at 7)	analytical, cautious and deliberate, takes logical approach to problem solving

Adjustment — scale 1 2 3 4 5 6 7 8 9 10

Score	Low	Trait (marker position)	High
7	very open with thoughts and feelings, can be impatient and easily annoyed	**Self-Control** (marker at 7)	maintains composure, hides feelings from others, slow to anger
8	dislikes high-pressure work, finds it hard to relax, quickly becomes tense	**Stress Tolerance** (marker at 8)	tolerates stress well, able to cope with many demands, does not take criticism personally

Achievement Orientation

		1 2 3 4 5 6 7 8 9 10	
7	low description text	**Ambition** . . . . . . ▪ . . .	high description text
8	prefers stable work, untertakes new projects only after discussion with others	**Initiative** . . . . ▪ . .	proactive, quickly takes initiative, enjoys identifying and solving new challenges
8	values order and predictability, prefers adaptation to innovation	**Flexibility** . . . . ▪ . .	prefers variety and novelty, adapts quickly to change, dislikes routine
6	likes to work at a steady pace, dislikes pressure filled work	**Energy** . . . . . ▪	very energetic, works well under pressure, tends to be involved in many activities
7	avoids leadership positions, consultative, happy to let others lead	**Leadership** . . . . . . ▪ . . .	assumes leadership positions, dominant and forceful, enjoys influencing others

Ms. Sample reports having an average level of ambition and motivation. In this area she is similar to most people. While she recognizes that setting goals and putting forth a committed effort are required to get ahead, career success is not her only priority. Rather, Ms. Sample prefers a balanced approach that reflects both the importance of her work and personal life. She would like to advance in her career and achieve success, but does not mind doing it at a slower pace. As a result, she is likely to set more achievable, less ambitious targets than individuals with higher scores on the Ambition scale.

While she only describes herself as moderately competitive, Ms. Sample likes to take initiative.She enjoys identifying new opportunities and quickly capitalizes on them. She has a keen interest in looking for new ways to improve her work. Combined with this proactive style, Ms. Sample is willing to take on extra responsibilities to make the most of opportunities. She enjoys overcoming challenges and is usually prepared to do extra work by herself. When she believes that something should be done, she is likely to quickly take initiative and proceed without consultation or guidance from others. This high level of initiative can lead to boredom if Ms. Sample is required to work in positions with stable responsibilities and little need for problem solving.
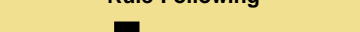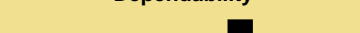
Her desire for new challenges is combined with a strong preference for variety.She appears to be very flexible and open to change. This allows Ms. Sample to adapt well to changes in her work and personal life. It is unlikely that she will find many changes stressful, and will quickly adjust to new work roles and different work environments. As a result of these characteristics, she will continually seek out novelty and variety, finding excitement in trying new things. Since Ms. Sample dislikes routine, she may change things for the sake of change, not because it is needed. While she can become unmotivated if her work is structured and predictable, her adaptability makes her effective in work settings where frequent change is the norm. Her desire for new challenges is combined with a moderate preference for variety.

This flexibility is linked with an average level of energy and stamina. While she enjoys work that involves either mental or physical challenges, she does become tired if her work requires too much energy. Instead, she prefers a balanced mix of demanding work, and tasks that can be completed at a steady

pace. Ms. Sample finds rest and relaxation as important as challenging work or active hobbies. This balance helps to prevent her from becoming over-committed and burnt-out.

Ms. Sample enjoys being in positions of authority as much as most people. When required, she will willingly assume leadership and take charge of projects. However, she does not feel driven to always be in charge, and is happy to let others lead. If Ms. Sample does find herself in a leadership role, her approach will be a balanced mix between consultation and direction. When in charge, she prefers to discuss options with others before arriving at decisions, rather than making decisions on her own. Ms. Sample is likely to be effective in positions where a combination of consensus driven and directive leadership is required.

Conscientiousness

		1 2 3 4 5 6 7 8 9 10	
6	prefers work that can be completed quickly, dislikes overcoming obstacles	**Persistence** . . . . . ■	enjoys overcoming obstacles, very persistent, works until task is finished
4	focuses on global issues, not preoccupied with detail, will cut corners to meet deadlines	**Attention to Detail** . . . ■	well organized, methodical, enjoys detailed work
4	not restricted by rules, prefers general guidelines to specific regulations	**Rule-Following** . . . ■	follows rules and regulations even when inconvenient, likes specific guidelines
7	place less importance on meeting deadlines, casual about work requirements	**Dependability** . . . . . . ■ . . .	dependable, meets obligations and deadlines

Ms. Sample reports having a level of persistence that is similar to most people. In practice, she is motivated to finish her work, but may give up if things become too difficult. As a result, she may not finish difficult projects that are nearly completed. On the other hand, she will not commit too much time and resources to projects that have no realistic chance of success. This combination will help her carefully examine the pros and cons of situations and determine if putting forth a persistent effort is necessary. Similar to most people, Ms. Sample will become tired if her work has a lot of obstacles to overcome. She may also have difficulty sustaining her attention and concentration when there are many distractions in her work setting.

In addition to her moderate level of persistence, Ms. Sample reports having an eye for detail that is similar to most people. When her work occasionally requires her to pay close attention to details, few things will slip past her. However, her preference for this type of work is only moderate, meaning that she is not naturally inclined to concern herself with minor details. As a result, when her work primarily requires her to pay close attention to specifics, she may miss some details. When things need to be done quickly, she is somewhat willing to cut corners to meet deadlines. Ms. Sample is likely to work hard at striking an appropriate balance between the efficiency and exactness of her work. Unlike individuals with a strong preference for details, she will also focus on global issues and may be less likely to become bogged down meeting artificially high standards.

Combined with her average level of detail consciousness, Ms. Sample reports a moderate inclination to follow rules and regulations. She does not mind working in a job that is governed by some rules and will

do most things by the book. However, she prefers general guidelines to precise regulations and is willing to ignore them if they hinder her work. This somewhat casual approach to work procedures is also manifested in a slight dislike for bureaucracy and red-tape. While this can be negative in settings where all rules must be strictly followed, she does recognize when regulations are no longer effective, or relevant, and should be by-passed.

In addition to her preference for a workplace without lots of bureaucracy, Ms. Sample is moderately relaxed when it comes to meeting deadlines. While she works hard to complete her work according to schedule, Ms. Sample adopts a slightly casual approach, viewing deadlines as somewhat flexible. Because she is willing to shift priorities and move deadlines, she may not complete work at the originally scheduled time. On occasion, this may leave others seeing her as unreliable and irresponsible. However, her ability to reorganize priorities enables her to meet more important deadlines and let less important work wait, rather than completing the insignificant tasks that were scheduled first. Therefore, Ms. Sample may perform well in positions where priorities sometimes change.

Social Orientation

		1 2 3 4 5 6 7 8 9 10	
7	formal and reserved, does best work when alone	**Teamwork** . . . . . . ■ . . .	prefers work that involves social interaction, likes getting others involved
5	unaware of others feelings, reluctant to get involved in peoples problems	**Concern for Others** . . . . ■	caring and understanding, shows concern for others, sympathetic
3	quiet and shy, prefers small groups, rarely seeks people out	**Outgoing** . . ■	talkative and outgoing, enjoys meeting new people
4	makes decisions independently, seldom looks for advice	**Democratic** . . . ■	makes decisions through consultation, works well with supervision

Ms. Sample prefers occupations that allow her a mix of both independent and group work. She is usually cooperative and likes working in a collaborative setting where teams work together to achieve success. However, she also enjoys having some time where she can work alone, since for some tasks she feels more effective working independently. In spite of her desire to maintain a cooperative environment, she may be willing to make unpopular decisions or take a stand for unpopular positions when it is very important to her.

Her moderate preference for teamwork is combined with a similar level of caring and sensitivity toward others. At times, she is quite in tune to other peoples' feelings, taking a sympathetic, understanding approach. However, she can be selective with her sympathy, and may withhold it from people she does not feel are in serious trouble. This ability allows Ms. Sample insight into interpersonal dynamics, but also some detachment when making unpopular decisions that affect people close to her. If her work responsibilities require her to make a number of decisions that impact people negatively, she may experience stress and moments of indecision.

Ms. Sample prefers to work in small groups and does not like meeting lots of new people. She enjoys having frequent periods of time alone, and may be described as shy, detached or aloof. This does not mean that she is antisocial, rather, she simply prefers to be with fewer people and rarely seeks people out. When in groups, Ms. Sample is unlikely to call attention to herself, finding more enjoyment watching activities from the sideline. She will enjoy work that does not require her to interact with large numbers of people. However, she may be effective in some customer service and consulting positions because her tendency to listen, rather than talk, allows her to quickly identify peoples' problems.

This is combined with her preference to use a flexible decision making style. She sees the benefit in having other people participate in making decisions and working on projects. However, she is willing to go her own way and ignore the advice of others if it strongly clashes with her own thinking. Because she does not mind differing, or standing apart from others, Ms. Sample finds it easier to challenge prevailing views. In positions with too much supervision, or where many people are involved with tasks, Ms. Sample may begin to feel restricted and become disagreeable and difficult to manage. However, when working on new tasks with little to no supervision, she may be uncomfortable with the lack of guidance.

Practical Intelligence

		1 2 3 4 5 6 7 8 9 10	
8	prefers using and building upon established methods, avoids unconventional ideas	**Innovation** . . . . ■ . .	creative and original, likes solving problems, intellectually curious
7	spontaneous, makes quick decisions, relies on personal instinct to guide choices	**Analytical Thinking** . . . . . ■ . . .	analytical, cautious and deliberate, takes logical approach to problem solving

Ms. Sample describes herself as open-minded, curious, and creative. She tends to enjoy solving problems, and likes work that requires creativity and originality. In addition, she is willing to consider new ideas and solutions, no matter how unconventional they are. The downfall is that she may be too idealistic and utopian, overlooking the practical aspects of a situation. When looking for solutions, Ms. Sample utilizes her active imagination and tends to be visionary in her conceptualizations.

Along with her creativity and innovation, Ms. Sample reports an average level of analytical thinking. She tends to be slightly cautious, gathering information and carefully analyzing it in order to avoid mistakes. However, when the tasks to be completed or decisions to be made are not serious, she can be more decisive and rely upon her intuition. Likewise, when she needs to analyze problems from too many angles, Ms. Sample may feel overwhelmed and rely on her personal feelings to guide choices. This can be detrimental when mistakes lead to serious consequences. On the positive side, she is able to make decisions at a fairly rapid pace, while incorporating most of the information that is available.

Adjustment

	adjustment	1 2 3 4 5 6 7 8 9 10	
7	very open with thoughts and feelings, can be impatient and easily annoyed	**Self-Control** . . . . . . ■ . . .	maintains composure, hides feelings from others, slow to anger
8	dislikes high-pressure work, finds it hard to relax, quickly becomes tense	**Stress Tolerance** . . . . ■ . .	tolerates stress well, able to cope with many demands, does not take criticism personally

Ms. Sample sees herself as relatively calm and easy-going, but does get upset when things go wrong. As such, she is similar to most people. Generally, she tries to conceal her emotional reactions that are likely to be interpreted negatively by others, such as anger or resentment. While she prefers to maintain a high level of self-control, most people are able to recognize her feelings. When Ms. Sample is under pressure she may express negative feelings and emotions. While interacting with others, it is unlikely that people will see her as uninvolved or over-emotional.

Along with her moderate level of self-control, Ms. Sample tolerates stress very well. She is able to work effectively in high-pressure situations that require her to cope with many demands. Ms. Sample is seldom overwhelmed by concerns and appears to be able to maintain effective work behavior in the face of setbacks. She finds it easy to relax and can act as a calming influence on others in tense situations. At times, her calmness may have a negative impact upon her motivation and energy. As a result she may not push herself enough to develop needed skills. On the whole, Ms. Sample will take most situations in stride, and manage them in a balanced, adaptive way. She is able to leave work stress free, and does not worry about things outside her control. When placed in work without any pressure, she may become bored and lethargic.

Appendix C

Sample WPI Personal Effectiveness Report

WPI
Work Personality Index

Personal Effectiveness Report

Sally Sample

8/5/03

Psychometrics

About this report

This report provides a summary of your responses to the Work Personality Index (WPI). The WPI describes key features of your personal style that influence your approach to tasks, ways of interacting with people, and performance at work. The WPI Personal Effectiveness Report is designed as a tool for professional growth. It contains interpretive notes that can be useful for increasing your success at work.

The focus of the WPI Personal Effectiveness Report is on your personal characteristics and behaviors that influence how you perform in work settings. The WPI measures seventeen traits that provide a comprehensive overview of your work personality. This report contains information about your preferences, strengths, and techniques for increasing your effectiveness in the following areas:

Working with Others, Dynamism, Task Orientation, Problem Solving, Dealing with Pressure and Stress, Identifying and Managing Change.
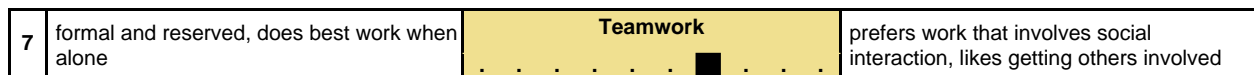
When reading your results, it is important to avoid reading good or bad into any of the statements. Human characteristics can be either a strength or weakness depending on the situation. What may be an asset in one setting can be a liability in another. Everyone has strengths and areas that may require improvement. As a result, some parts of this report will appear to be positive and other parts may concern you. If aspects of the report appear to be inaccurate, trust what you believe to be true about yourself. No questionnaire will ever know you as well as you know yourself. However, it is possible that in some circumstances, you may not have thought about certain aspects of your behavior. If, after reflection, the information still seems to be at odds with your experience, you might want to discuss it with someone who knows you well.

Due to the changing nature of your characteristics, the shelf-life of the information in this report is approximately 12-18 months. However, if you have undergone significant changes in your work roles, re-testing should be considered before you use the WPI as an aid for decision making.

Working with Others

Every occupation involves some interaction with people. Your personal characteristics strongly impact both the amount and quality of interaction you prefer to have with others. This includes how you work with people and the types of relationships you like to establish. Some individuals tend to be outgoing and warm, while others adopt a more formal and independent style. Knowing your preferred approach for working with others is important because it influences both the types of work and personal interactions that you will find satisfying. The WPI measures four areas that relate directly to how you work with others. Your preferences are discussed below.

Teamwork

7	formal and reserved, does best work when alone	**Teamwork** . . . . . . ■ . . .	prefers work that involves social interaction, likes getting others involved

You enjoy working closely with others, but do not mind some independent work. You tend to adopt a cooperative attitude and like working collaboratively with people. This is offset with some appreciation for independent tasks that allow you to work on your own. People such as yourself are usually effective in settings that involve a lot of teamwork, but require you to work independently some of the time.

Ways to Increase Your Personal Effectiveness

- Identify the tasks you complete well when working independently, and those you complete well when working with others.

- Work independently on tasks that you can complete effectively on your own. Involving others in these activities is often inefficient.

- Do not avoid making difficult decisions because of your desire to work collaboratively. In some situations providing critical feedback and making unpopular decisions will increase your effectiveness and the effectiveness of your colleagues.

Concern for Others

5	unaware of others feelings, reluctant to get involved in peoples problems	**Concern for Others** . . . . ■	caring and understanding, shows concern for others, sympathetic

You have an average level of concern for others. At times you are well aware of how people feel. However, you can be somewhat selective with your sympathy, withholding it from those you do not feel are in serious trouble. Since you prefer some emotional detachment from others, you may become tired and frustrated in settings that require you to constantly deal with the feelings and emotions of others. On the other hand, you may also experience stress when required to make decisions that impact people negatively.

Ways to Increase Your Personal Effectiveness

- Learn to identify the situations when it is appropriate to consider the concerns of others and when it is not.

- Pay careful attention to how the thoughts and feelings of people influence how you make decisions.

- Find tasks that will allow you to balance your preferences for working with others in a supportive manner, and working on tasks with little interpersonal requirements.

Outgoing

3	quiet and shy, prefers small groups, rarely seeks people out	**Outgoing** . . ■	talkative and outgoing, enjoys meeting new people

You preference for working with people you know is slightly stronger than your preference for meeting new people. While you feel at ease in many social situations, you enjoy having time alone where you can collect your thoughts. When in groups you probably do not call attention to yourself, finding more enjoyment in watching and reflecting on what occurs around you. At work, you will be most comfortable in settings that do not require you to frequently interact with strangers. However, your tendency to listen can be beneficial when helping identify and solve problems.

Ways to Increase Your Personal Effectiveness

- Slightly introverted individuals such as yourself often need time to think things through before responding. Make sure you give yourself enough time to formulate your thoughts when considering serious issues.

- In some situations you may be more effective by speaking up for your ideas immediately and allowing your opinions to be formed by the discussion that follows.

- Learn to recognize when you are being worn down from spending too much time with others. When this happens find some time where you can be alone and collect your thoughts, or work on a solitary task.

Democratic

4	makes decisions independently, seldom looks for advice	Democratic	makes decisions through consultation, works well with supervision

You show a slight preference for working independently and making decisions without consulting others. As a result, you come across as self-reliant and willing to stand alone. This level of independence is useful for making quick decisions and challenging commonly held beliefs. However, you may miss some situations where others could make an important contribution. In positions with lots of supervision, or where many people are involved in all decisions, you may feel restricted. In spite of your independence, you like to consult with your colleagues on serious matters. Your preferences fit well in settings where there is some supervision but you must complete most of your work on your own.

Ways to Increase Your Personal Effectiveness

- Consult with others when you need to make important decisions, or when mistakes could result in serious consequences.

- Keep a check on your tendency to ignore the advice of others.

- Be more supportive of group decisions, and willingly put your colleagues desires ahead of your own.

Dynamism

This section of the report examines your ambition, energy level, persistence, and style of leadership. These areas directly relate to how you move forward in your career and what you strive to achieve. Your leadership style will influence the situations where you will be an effective leader. Your level of energy and persistence affect how you deal with challenges and obstacles. Finally, your ambition level highlights how you work towards your goals. Your preferences are discussed below.

Ambition

7	easy going, non-competitive, focus on achievable, less ambitious targets	**Ambition** . . . . . . ■ . . .	sets difficult goals, has high aspirations, competitive and driven to succeed

Overall, you are more competitive than the average person. You recognize that setting goals and putting forth a committed effort are required to get ahead. You also describe yourself as ambitious and somewhat competitive. This is seen in your desire for success and your hard work to get it. Like most ambitious people you challenge yourself in many ways: setting difficult goals; comparing your performance to others; and exhibiting a desire to win. You also value some balance between your work and personal life. Therefore, while others see you as driven, few would classify you as a workaholic.

Ways to Increase Your Personal Effectiveness

- In some situations your competitive approach may not help you reach your goals. Recognize when your competitive style conflicts with others and adopt a more easy going approach.

- Consider activities that will allow you to balance both your personal and career responsibilities.

- Avoid seeing less ambitious individuals as lazy or unmotivated.

Energy

6	likes to work at a steady pace, dislikes pressure filled work	**Energy** . . . . . ■	very energetic, works well under pressure, tends to be involved in many activities

You are as energetic as most people. You probably enjoy work that involves some mental or physical challenges. Yet you may become tired if your work requires too much energy. Overall, your style is marked by a balanced approach between working on demanding tasks and periods of relaxation. As a result, when your work requires either too much energy or is not very involving you will begin to experience dissatisfaction.

Ways to Increase Your Personal Effectiveness

- Learn to recognize when you are getting busy so that you do not over-commit yourself.

- Since you have a preference for both challenging and routine work, you need to be aware of when your work is not providing the appropriate balance.

- Develop a list of tasks that are challenging and a list of straight-forward work. When you feel the need for a change, select a task that meets your current needs. Rather than trying to adjust your energy level, select work activities that match it.

Persistence

6	prefers work that can be completed quickly, dislikes overcoming obstacles	**Persistence** . . . . . ■	enjoys overcoming obstacles, very persistent, works until task is finished

Overall you are probably as persistent as the average person. In practice, you are motivated to complete your work, but may lack persistence with uninteresting or difficult tasks. Like most people, you tend to become tired if your work involves overcoming a lot of obstacles. The major benefit of your style is that you will rarely commit too much time and resources to projects that have no realistic chance of success.

Ways to Increase Your Personal Effectiveness

- Watch that you do not give up on projects that are difficult but worth completing.

- Find ways to limit distractions that take you off task.

- Make time for yourself to work on projects that are less demanding.

Leadership

7	avoids leadership positions, consultative, happy to let others lead	**Leadership** . . . . . . ■ . . .	assumes leadership positions, dominant and forceful, enjoys influencing others

You enjoy being in positions of authority more than most people. You are generally comfortable influencing others and gravitate toward leadership roles. Your approach to leadership tends to be more directive than consultative. This allows you to be most effective in positions that require authoritative leadership, where you need to take charge and make decisions.

Ways to Increase Your Personal Effectiveness

- Let other people take the leadership role when their skills or knowledge are more appropriate.

- Avoid telling people what to do too often, especially if they do not work for you.

- Learn to recognize the situations where a more consultative leadership approach would be more appropriate.

Task Orientation

Each individual approaches his/her work in a unique way. Differences in your work style can be attributed to differences in a person's attention to detail, dependability, and desire for structure and guidance. Some individuals naturally pay close attention to details. They prefer working in a structured environment, and are conscientious. Other people naturally focus on global issues and adopt a flexible approach. Your preferences in these areas will influence both the types of tasks and work environments that you will find enjoyable. Your preferences are discussed below.

Attention to Detail

4	focuses on global issues, not preoccupied with detail, will cut corners to meet deadlines	**Attention to Detail** . . . ■	well organized, methodical, enjoys detailed work

You report having a preference for focusing on global issues. As a result you may enjoy tasks that look at the big picture, and let you leave the checking of details to others. People should see you as expedient when it comes to meeting deadlines. Completing tasks according to schedule is probably more important to you than having everything finished perfectly. When things need to be done quickly, you are willing to cut corners to get it done.

Ways to Increase Your Personal Effectiveness

- Take more time to examine the concrete data and information that is available to you.

- Spend enough time organizing and completing your work so that others do not see you as disorganized or messy.

- Check the quality and details of your work before showing it to others.

Rule Following

4	not restricted by rules, prefers general guidelines to specific regulations	**Rule-Following** . . . ■	follows rules and regulations even when inconvenient, likes specific guidelines

You adopt a slightly casual approach toward work procedures and codes. As a result, you are willing to bend or break rules in order to make progress. People with a similar style prefer general guidelines to precise regulations and are willing to ignore them as soon as they hinder their work. You may have a slight dislike for bureaucracy and tend to resist close supervision. Your ability to recognize when regulations are no longer relevant allows you to adjust quickly in a changing environment.

Ways to Increase Your Personal Effectiveness

- Recognize that some procedures are implemented and maintained for legitimate reasons.

- When by-passing procedures at work, carefully question your motivation for doing so. Is it because the changes make you more effective, or because you are tiring of the structure?

- Be more willing to accept some supervision and guidance on how you complete your work.

Dependability

7	place less importance on meeting deadlines, casual about work requirements	**Dependability** . . . . . . ■ . . .	dependable, meets obligations and deadlines

You place a lot of importance on meeting deadlines and work hard to complete your tasks according to schedule. Others should see you as dependable, responsible and conscientious. When working with colleagues, you may frequently stress the importance of completing work on time. You are somewhat willing to shift priorities and move deadlines if something extremely important comes up. However, your preference is to meet all your obligations as they were originally set out.
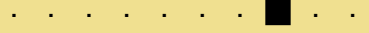
Ways to Increase Your Personal Effectiveness

- Be open to adjusting your priorities at work. This will allow you to complete more pressing demands first.

- Guard against promising more than you can realistically deliver. When faced with too many tasks, you may experience stress and dissatisfaction meeting the deadlines you have set for yourself.

Problem Solving

People differ in how they solve problems because of differences in their thinking style. Solving problems involves two key tasks, analyzing information and developing solutions. Your personal characteristics influence how you conduct each of these tasks. Some people take a highly analytical approach when looking at information, and focus on developing solutions that are well-grounded. Other people rely more on their intuition when interpreting information, and focus on developing solutions that are both creative and original. Your preferences are discussed below.

Innovation

8	prefers using and building upon established methods, avoids unconventional ideas	**Innovation** . . . . ■ . .	creative and original, likes solving problems, intellectually curious

You report having an above average level of creativity and innovation. You tend to enjoy solving problems, and like work that requires ingenuity and originality. You are quite open-minded, but do appreciate proposals and solutions that are well grounded. When looking for solutions you utilize your resourcefulness to come up with far reaching ideas. People such as yourself are also open to building upon the ideas of others.

Ways to Increase Your Personal Effectiveness

- Ensure that you do not overlook the practical aspects of a situation because of your preference for innovation and originality.

- Review your ideas and solutions carefully to ensure that they are not idealistic and impractical.

- Spend time focusing on the practical, day-to-day aspects of your job.

Analytical Thinking

7	spontaneous, makes quick decisions, relies on personal instinct to guide choices	**Analytical Thinking** . . . . . . ■ . . .	analytical, cautious and deliberate, takes logical approach to problem solving

You are more analytical and deliberate than most people. You take your time to think things through, and gather as much information as possible before moving forward. In settings where mistakes can lead to serious consequences, your analytical approach is very desirable. People with a similar style prefer to rely upon in-depth analysis rather than their intuition. While this results in few mistakes, it can be difficult to make rapid decisions.

Ways to Increase Your Personal Effectiveness

- Do not analyze unimportant issues for a long period of time.

- Begin trusting your intuition when developing solutions.

- Avoid being critical of others with a less analytical style.

Dealing with Pressure and Stress

Your approach to work is influenced by how you deal with pressure and stress, and how emotionally controlled and resilient you are. People who tolerate stress well and are able to cope with many demands tend to be successful in high pressure jobs. Those who are prone to experience stress, tend to find success and satisfaction in less demanding occupations. Your preferences are discussed below.

Self-Control

7	very open with thoughts and feelings, can be impatient and easily annoyed	**Self-Control** . . . . . ■ . . .	maintains composure, hides feelings from others, slow to anger

Compared to others you are relatively calm and easy-going. You tend to keep your emotions in check and rarely get upset when things go wrong. You prefer to maintain a high level of self-control, often so well that people who know you are not aware of your feelings. People with a similar style may experience anger but are unlikely to express it. In tense situations you rarely say things you regret, and you are comfortable working in settings where emotions run high.

Ways to Increase Your Personal Effectiveness

• Show enthusiasm and excitement to your colleagues.

• Let other people know your thoughts and feelings. This will help you develop closer relationships with colleagues and customers.

• Guard against coming across as cold or uninvolved.

Stress Tolerance

8	dislikes high-pressure work, finds it hard to relax, quickly becomes tense	**Stress Tolerance** . . . . . . ■ . .	tolerates stress well, able to cope with many demands, does not take criticism personally

Your ability to tolerate stress is above average. You do not mind working in demanding situations and cope well in high-pressure work environments. While too many demands may leave you tired, you are seldom overwhelmed. People such as yourself usually find it easy to relax and can act as a calming influence on others in tense situations. You may find it easy to manage stress in an adaptive way, and usually see yourself as relatively stress free.

Ways to Increase Your Personal Effectiveness

- Since you tolerate stress well, you may not put enough planning and preparation into tasks. Watch that your lack of anxiety does not negatively effect your level of preparation.

- Limit your exposure to routine, low pressure work. These types of activities will probably leave you feeling bored and lethargic.

- Help your colleagues maintain a calm, relaxed attitude in tense situations.

Identifying and Managing Change

How you approach and manage change has tremendous influence on the tasks you will enjoy. For the types of work that involve lots of change, people who describe themselves as flexible and future oriented seem better suited and report more satisfaction. In work environments with greater stability, people who describe themselves as reliable and focused on the present are generally more content. Your preferences for identifying and managing change, and the possible impact they have on your life is discussed below.

Initiative

8	prefers stable work, untertakes new projects only after discussion with others	**Initiative** . . . . . . ■ . .	proactive, quickly takes initiative, enjoys identifying and solving new challenges

People like you have a keen interest in looking for new opportunities and quickly capitalizing on them. They also enjoy looking for ways to improve their work. As a result of your proactive style, you may be quite willing to take on extra responsibilities to make the most of any opportunity you identify. You enjoy overcoming challenges and are prepared to do extra work. However, if too many responsibilities are added to your work load, you may begin to experience stress.

Ways to Increase Your Personal Effectiveness

- Make sure that your desire to identify and make the most of new opportunities does not come at the expense of fulfilling your current responsibilities.

- Discuss the opportunities you have identified with others before acting on them.

- Complete your stable, mundane tasks at work, even if they are boring.

- Make sure that you do not take on so many new responsibilities that you cannot complete them all satisfactorily.

Flexibility

8	values order and predictability, prefers adaptation to innovation	**Flexibility** . . . . . . ■ . .	prefers variety and novelty, adapts quickly to change, dislikes routine

You tend to be somewhat flexible and open to change. This allows you to quickly adjust to new work roles and different work environments. You show a preference for novelty and variety, finding excitement in trying new things. Along with this comes a slight dislike for routine. This may lead to you change things in

order to bring some variety into your work, not because it is needed.. Your adaptability allows you to be effective in work settings where changes occur frequently. However, in highly structured work settings where the work is very predictable, you may become bored.

Ways to Increase Your Personal Effectiveness

- Watch that you make changes only when warranted, not because you desire variety.

- Recognize the need for some structure and routine at work.

- Work positively with others who are not as flexible.

Using this Report

The WPI Personal Effectiveness Report is designed to help you understand your unique strengths and identify areas to enhance your personal and professional effectiveness. The personal characteristics measured by the WPI have both positive aspects and liabilities. Your goal in using this report should be to learn about yourself, so that you will be able to capitalize on the assets of your characteristics and minimize the effect of their downside potential. The more you understand how you approach situations, the better you will be able to work to your full potential, and make decisions that result in greater satisfaction. The planning steps below should help you increase your self-knowledge and identify areas of strength and development.

- First, read through your report a number of times. Pay close attention to what it says about you and highlight the statements you believe describe you best.

- Second, underline the statements that surprise you or indicate areas where you could improve your effectiveness. Consider these qualities and ask people who know you well about them to see if they are true. Develop a plan to avoid or guard against the behaviors that may lower your effectiveness and performance.

- Create a list of areas to address that will help you improve your work and personal life. Carefully examine your current environment and set some realistic goals for increasing your effectiveness. Then consider your future goals and outline adjustments you could make that would enable you to reach them.

While the WPI outlines a number of areas that can impact your satisfaction and success in life, it is important to recognize that many other variables can also play an important role. The WPI addresses your typical behaviors and personality characteristics, but it does not provide information on your skills, abilities, work experience and specialized training. These also need to be reviewed when determining what you need to acquire to achieve what you desire.

Changing your approach to tasks, people and the environment requires a committed effort and time. Our preferences are not easy to change, but with practice, people can become adept at adjusting in order to meet the needs of their immediate situation. As you continue to develop your strengths, review your progress with those who know you well, and can help you remain focused on your goals and provide feedback regarding your progress.