

# Comparability Form

## AccuVision Workplace Success Skills System

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The Workplace Skills System (WSS) is a process for measuring a participant's workplace abilities. When information from the system is used to make selection decisions, the types of workplace activities participants deal with in the video test should be similar to workplace activities they would be expected to perform if actually selected. Given a sufficient amount of similarity between the demands of the video test and the workplace activities of the actual work environment, the test will provide a valid measure of the participants' workplace abilities. Information from the test can then be incorporated into selection decisions.

To assess the similarity of activities, it is suggested that a Comparability Form (part one and two) be completed. Part one will determine which of the five WSS modules are appropriate for an individual job title or an entire job family (i.e., a cluster of jobs that contains several different job titles, but where the activities performed are highly similar.) Part two of the Comparability Form will determine whether specific behaviors associated with each module selected in part one are suitable for an individual job/job family. The Comparability Form should be completed using the following process.

- Assemble 2-3 individuals who are extremely familiar with the job (or jobs within a job family) for which the test is to be used.
- Have the group complete part one of the Comparability Form by reviewing and discussing the activities listed under each module title. The discussion should center on whether or not the work activities are associated with the job/job family for which the test is to be used. If the answer is "yes," a check should be placed in the blank to the left of the statement. If the group is comprised of only two people, both must agree on the task's relevance for it to be checked. If the group is made up of more than two people, the majority of the group must agree on the task's relevance.
- After all statements have been discussed and evaluated, tally the number of checked statements.
- If **3 or more** statements were checked under Interacting with Others, then that module is appropriate for the job/job family. If any of the statements were checked under Listening, Structuring Work Activities, "Trainability" or Graphs & Charts, then those modules are also suitable for the job/job family.

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- The modules that the group selected as a result of completing part one are not necessarily required; it simply means those modules are **appropriate** for the job/job family.
- Have the group complete part two of the Comparability Form by reviewing and discussing only the activities listed under modules that were determined to be appropriate in part one. The discussion should center on whether or not the work activities are actually performed in the job/job family for which the test is to be used. If the answer is “yes”, a check should be placed in the blank to the left of the statement. Just as in part one, if the group is comprised of only two people, both must agree on the task’s relevance for it to be checked. If the group is made up of more than two people, the majority of the group must agree on the task’s relevance.
- After all statements have been discussed and evaluated, tally the number of checked statements.
- A module should be selected based on the following criteria:

Interacting with others                      **8** or more statements checked

Listening                                              **1** statement checked

Structuring Work Activities                      **2** statements checked

“Trainability”                                              **1** statement checked

Graphs & Charts                                              **1** statement checked

- If a module is selected, then significant overlap exists between the types of workplace activities required in the actual job/job family and the types of activities measured by that particular module. This means that the modules selected by the group will provide a valid measure of participants’ workplace abilities.

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Names of group members	Titles
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Job/job family for which evaluation is being made

Date

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### Part One

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#### **Interacting with Others:**

- \_\_\_ 1. Does the position require supportive behavior among co-workers toward accomplishing work objectives (e.g., motivating or encouraging others in the work group to participate and perform)?
- \_\_\_ 2. Does the position involve influencing the actions or thinking of others toward the effective attainment of work objectives (e.g., offer suggestions, help solve problems, etc.)?
- \_\_\_ 3. Is taking action to ensure the quality of work performed by self and other (i.e., commitment to quality) necessary for the position?
- \_\_\_ 4. Does the position involve working or communicating with internal and/or external customers (i.e., need to be responsive to the information or service needs of co-workers or customers)?
- \_\_\_ 5. Does the position require an individual to exercise sound judgment and reason in determining courses of action to pursue?

#### **Listening:**

- \_\_\_ 1. Does the position require a need to receive, attend to, interpret, or respond to verbal interactions?

#### **Structuring Work Activities:**

- \_\_\_ 1. Does the position involve organizing work activities for self and others in order to facilitate task accomplishment?

#### **“Trainability”:**

- \_\_\_ 1. Does the position require recognizing, using, learning, applying, and/or adapting new knowledge and skills in both familiar and changing situations?

#### **Graphs & Charts:**

- \_\_\_ 1. Does the position involve extracting and interpreting information presented in a graph or chart format?

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### Part Two

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#### **Interacting with Others:**

- \_\_\_ 1. Helps resolve differences of opinion or interpersonal conflicts that arise among coworkers (e.g., takes action to stop bickering among co-workers, encourages cooperation among co-workers, etc.)
- \_\_\_ 2. Interacts with other co-workers in a polite and diplomatic manner (e.g., encourages cooperation, responds to others in a non-defensive manner, avoids personally criticizing other, etc.)
- \_\_\_ 3. Assists other less experienced co-workers (e.g., helps them learn to do new tasks, demonstrates more effective work methods to them, etc.)
- \_\_\_ 4. Encourages co-workers to maintain good work habits (e.g., comply with safe work practices, come to work on time, work productively, etc.)
- \_\_\_ 5. Deals with angry or demanding people (e.g., avoids becoming angry, acts as a peace keeper, keeps disagreements on a constructive level, etc.)
- \_\_\_ 6. Demonstrates a concern about problems and issues voiced by other (e.g., demonstrates a concern about problems, avoids taking a “it’s not my job” position, encourages others to provide feedback on own performance and/or ways he/she could improve, etc.)
- \_\_\_ 7. Initiates action on problems rather than wait for someone else to do something.
- \_\_\_ 8. Provides co-workers with constructive guidance on work activities (e.g., offers others suggestions about how to improve quality or productivity, etc.)
- \_\_\_ 9. Acknowledges the positive work efforts and accomplishments of co-workers (e.g., thanks others for help or assistance given, notices and mentions jobs well done by others, etc.)
- \_\_\_ 10. Encourages co-workers to do high quality work (e.g., sets high personal standards for own work, discusses the importance of quality with others, encourages co-workers to take the time to do the job right the first time, etc.)
- \_\_\_ 11. Asks co-workers for their views and opinions (e.g. attempts to involve others in problem solving activities, bounces own ideas off co-workers and asks for feedback, etc.)
- \_\_\_ 12. Identifies problems and potential means of dealing with them (e.g., offers good suggestions for ways to improve quality, productivity, etc., offers good suggestions on how to handle unexpected problems, etc.)

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### Listening:

- \_\_\_ 13. Clearly understands and recalls oral instructions given (e.g., understands instructions/ requests, remembers prior conversations accurately, etc.)

### Structuring Work Activities:

- \_\_\_ 14. Determines work priorities (e.g., recognizes conflicting priorities, determines best way to schedule work activities, etc.)
- \_\_\_ 15. Recognizes issues which they should handle versus those that should be dealt with by supervision.
- \_\_\_ 16. Structures own work activities (e.g., can determine best way to structure and plan a task for completion, etc.)

### “Trainability”:

- \_\_\_ 17. Learns new skills and knowledge (e.g., learns new work procedures quickly, takes on additional responsibilities with minimal training, etc.)

### Graph & Charts:

- \_\_\_ 18. Interprets and applies numerical and statistical information presented in a chart or table format.

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