

 AchieveWORKS[®]
Learning & Productivity
Criteria Checklist

AchieveWORKS Learning & Productivity

If you haven't already read it, please begin with the [introduction](#).

The following guidelines will assist you in helping individuals understand the results of their AchieveWORKS Learning & Productivity report. By the end of this process the individual will have a criteria checklist that summarizes the information that will help them define their personal requirements for an ideal academic or career experience.

This assessment is a well-established educational resource, which has been solidly researched and utilized for over 50 years. While it can be administered to pupils as young as those in 6th grade, it is equally beneficial for older students and adults. Once professionals understand the potential of this assessment and how to unlock its power, they are usually quick to add it to their repertoire!

The best part of this assessment is the insight it provides and confirms for the individual with whom you are working. While most of us are not consciously aware of our preferences and how they contribute to an ideal learning or working environment, when they are successfully integrated, they are pivotal in helping to create a highly productive “zone”.

When one gets into a zone, there is often a tendency to lose track of time because productivity is flowing so well. Knowing how to duplicate the factors that create a zone of productivity is what this assessment is all about, along with building awareness and mindfulness of the desired characteristics.

For those individuals who are taking the assessment for the first time, the initial report often serves as a baseline to start an awareness plan. When the report displays a result toward the midline, the individual may not have a clear sense of preference. By creating an awareness action plan, the person can learn about the impact of each specific characteristic and how it works in concert with the others.

The first report result should serve as a benchmark, to show where the person's tendencies are charted. Following that, the professional should have a discussion with the individual to ensure they have a clear understanding of what each characteristic means and to suggest that a formal or informal awareness action plan would be helpful.

Ask if the individual will agree to make a concerted effort and be “consciously aware” for an agreed-upon period of time, perhaps a day or week. Having them retake the assessment after that time period should help them see the effect of a given characteristic and how it impacts the overall result when integrated with the other characteristics. As the person's awareness increases, you may want to discuss how changes in behavior, environment or mindset can help maintain their preferences moving forward.

For example, the traditional physical setting of straight-backed chair, desk and bright lighting for working and learning doesn't necessarily work well for everyone. For some, a more informal layout with soft furnishings, dimmed lighting and a variety of media playing in the background is a more productive environment. It may be beneficial to have the individual spend a period of time in both environments to test the effects of each on their level of achievement and productivity.

Years of research have proven that this assessment can be of great value to individuals who gain awareness of their preferences and are willing – to whatever extent possible in a given setting – to implement the recommendations it offers.

How to use the AchieveWORKS Learning & Productivity Criteria Checklist

The [AchieveWORKS Learning & Productivity Criteria Checklist](#) is designed to capture and summarize the major themes of the assessment report, the focus of the AchieveWORKS Learning & Productivity Criteria Checklist is on activities and timelines. Interestingly, the average person has minimal awareness of their preferences, so it serves them well to create activities in which they will intentionally monitor their preferences over a given amount of time to consciously recognize what they prefer.

Therefore, you will see spaces for activities and timelines on the checklist. After a specific characteristic has been evaluated, the professional can then discuss its impact on academic or workplace success.

On the checklist, have the individual use their own words to transfer the preferences they've identified to the section titled Learning & Productivity Traits and to record their proposed action plans and timelines in the appropriate fields on the checklist.

When the agreed period of time has elapsed, meet with the individual to discuss their results and how this impacts any changes needed or the effect of changes already made. If the outcome is not as they had hoped, use the Revisions field to chart a new course of action.

Once an individual has a conscious awareness of their preferences, they can work to implement changes to make their learning or working environment more compatible with their needs. The critical component is to ensure they have a solid awareness of what they need, why they need it, and how to advocate for their self easily as they move forward in life.

Sample Questions and Points for Discussion

- It looks like you may be lacking awareness in some of these areas. Let's design an awareness action plan over the next (month, semester, term, etc.) and then touch base to see if you have new insights. We can also repeat the assessment at the end of the agreed time period so you can see if there are any tangible results.
- Have you noticed how "x" characteristic influences your ability to learn more easily?
- Have you noticed how "x" characteristic supports your ability to work more productively?
- How does your (school, program, workplace, organization, etc.) address individuals with needs in...?
- What types of services are offered to assist an individual with...?
- Is there a cap on the number of individuals to which these services are available?
- Who delivers or coordinates these services?
- Is it possible to get the contact information for three individuals currently using "x" support?
- Describe the attitude of (faculty, employers, organizers, etc.) toward individuals who use these services.
- Suppose an individual has needs in time management and organizing priorities. How would these areas be addressed? Can you provide a specific example?

Please consider registering for one of our free webinar sessions for this assessment where we discuss the criteria checklist in detail. For details, visit www.humanesources.com/professional-development

Criteria Checklist

Learning & Productivity Traits	Action Plans (modifications)	Timeline (ex. 1 month)	Outcome (+/-)	Revisions