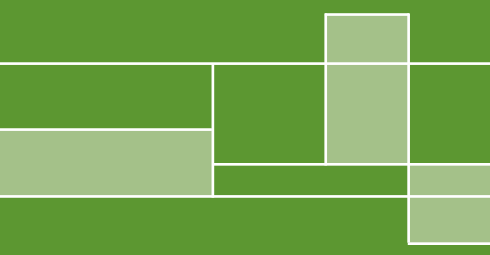


RRA™



**RETAIL READINESS ASSESSMENT**  
Administrator's Guide

**SAMPLE**



**PEARSON**

Performance Solutions

Product Number  
4020-3070

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## Introduction

The National Retail Federation, in a voluntary partnership with its constituents, has spearheaded a movement toward developing National Skills Standards (NSS) for the retail industry. These standards are intended to identify the skills and abilities needed to excel in the retail industry. Ultimately, the standards can be used by retail and education professionals to increase the overall preparedness and effectiveness of individuals who wish to enter a retail organization.

The *Retail Readiness Assessment (RRA)*, the result of a joint venture between the National Retail Federation and the Pearson Performance Solutions, division of NCS Pearson, was designed to comply with the National Skills Standards. Specifically, the RRA was developed to assess attitudes and skills related to customer service orientation and sales ability, two key NSS areas.

To order the RRA, contact the National Retail Federation at (202) 783-7971. For additional information on interpreting RRA results, contact your RRA site coordinator or the client services department of Pearson Performance Solutions at 800-922-7343.

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## Purpose for Using the Retail Readiness Assessment

The RRA is an important part of the National Retail Federation's effort to provide a viable means to assess knowledge, skills, and abilities included in the National Skills Standards. After an individual completes the RRA, a profile analysis is generated that can be used to identify his or her strengths and weaknesses in the areas of customer service orientation and sales abilities. An individual who scores high on the assessment is likely to display a mastery of the behaviors needed for a productive retail employee. An individual who scores low on the assessment is likely to need additional training.

A variety of professionals (e.g., educators, human resource specialists, and retail managers) may be interested in assessing the skills and abilities included in the NSS, and their purposes for using the RRA may differ. The following information highlights two different uses of the RRA.

### Educational and Training Environments

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The RRA is particularly useful in educational and training environments because it provides educators with a standardized, objective measure of important customer service and sales-related knowledge, skills, and abilities. The RRA is also useful to educators because it can be administered individually or in groups.

### Employment Environments

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The RRA can be used in employment environments to determine the knowledge, skill, and ability levels of individuals seeking employment or individuals currently employed by a retail company. Many methods are used in employment settings to assess individual skill levels: interviews, reference checks, and psychological inventories like the RRA. Traditionally, when compared with other assessment methods, psychologically based tests are considered to be more fair, more objective, and more valid in predicting work-related behaviors. In addition, the RRA has been found to be in accordance with legal requirements and professional guidelines.

# Overview of the RRA Scales

The RRA requires individuals to respond to 97 statements that encompass eight attitudes and aptitudes, each of which is measured by a unique set of questions called a *scale*. The scales included in the RRA are described below.

## Customer Service Scales

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### Customer Service Aptitude

This scale measures an individual's ability to understand and respond to situations commonly encountered by customer service employees.

- Low score      Greater probability that the individual does **not** understand situations commonly encountered by customer service employees and that he or she would **not** respond appropriately to those situations
- High score     Greater probability that the individual understands situations commonly encountered by customer service employees and that he or she would respond appropriately to those situations

### Customer Service Attitude

This scale measures how friendly, outgoing, and helpful an individual is likely to be when dealing with customers.

- Low score      Greater probability that the individual will **not** be friendly, outgoing, and helpful when dealing with customers
- High score     Greater probability that the individual will be friendly, outgoing, and helpful when dealing with customers

## Sales Scales

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### Confidence/Influence

This scale measures attitudes that are indicative of confidence and self-assurance. It also assesses how much confidence individuals have in their selling skills and leadership abilities.

- Low score      Greater probability that the individual lacks confidence in his or her selling skills and leadership abilities
- High score     Greater probability that the individual has confidence in his or her selling skills and leadership abilities

### Sales Aptitude

This scale assesses drive and the ability to suggest complementary items when assisting customers.

- Low score      Greater probability that the individual does **not** possess the drive and ability to suggest complementary items when assisting customers
- High score     Greater probability that the individual has the drive and ability to suggest complementary items when assisting customers

### Sales Responsibility

This scale measures internal versus external locus of control in relation to sales practices. That is, it assesses the extent to which individuals feel responsible for and in control of their work performance and chances for advancement.

- Low score      Greater probability that the individual will **not** feel responsible for his or her work performance and chances for advancement
- High score     Greater probability that the individual will feel responsible for his or her work performance and chances for advancement

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## Service Knowledge

This scale measures an individual's understanding of effective practices and basic common sense in dealing with customers in a variety of retail situations. It also indicates an individual's knowledge of effective responses to customer problems.

- Low score      Greater probability the individual does **not** know which behaviors will result in top-quality service in retail situations
- High score     Greater probability the individual has the knowledge necessary to provide excellent service in retail situations

## Validity Scales

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### Accuracy

The Accuracy scale determines if the individual understood the assessment and carefully completed it.

- Low score      Greater probability that the individual either did **not** understand the assessment or completed it carelessly
- High score     Greater probability that the individual understood and carefully completed the assessment

### Candidness

The Candidness scale indicates the extent to which the individual tried to answer the questions in a manner he or she perceived to be socially desirable. Low scores suggest a tendency to exaggerate positive traits and minimize negative qualities.

- Low score      Greater probability that the individual is trying to present socially desirable answers rather than his or her real attitudes and opinions
- High score     Greater probability that the individual's responses are indicative of his or her actual attitudes and opinions

## Composite Index

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The Composite Index is based on the customer service and sales scales described previously. The index provides a quantitative reference to the individual's overall readiness to provide excellent customer service and demonstrate effective sales behaviors in a retail organization.

- Low score      Greater probability that the individual does **not** possess the skills and attitudes needed to demonstrate effective sales behaviors and deliver quality customer service in a retail organization
- High score     Greater probability that the individual has the skills and attitudes needed to demonstrate effective sales behaviors and deliver quality customer service in a retail organization

# Administering the Retail Readiness Assessment

Although the administration of the RRA is quite easy, there are a few guidelines that the RRA administrator must follow in order to facilitate meaningful assessment results. These guidelines should be followed for all administration methods in both individual and group testing sessions. Guidelines have been provided for both educational/training and employment settings.

## Educational and Training Environments

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- A. The RRA should be completed on school or organizational premises only. The assessment area should be relatively free of noise and other distractions. For paper-and-pencil administration, the individual should be given an appropriate writing instrument, such as a ball-point pen.
- B. Before administering the RRA, give all individuals proper pre-assessment instructions. Don't overemphasize the RRA's importance. The following approach would be an acceptable way to present the RRA:

*As a part of our education (or training) curriculum, we would like you to complete an assessment. The assessment consists of statements related to customer service and sales-oriented situations commonly found in retail organizations. It is important that you answer the items truthfully. Please do not discuss the items or answers with anyone while completing this survey. There is no time limit. Ask your RRA administrator if you do not understand any of the items, but he or she cannot help you decide which answer to select. Be sure to answer every item.*

- C. If an individual has questions during the inventory, the RRA administrator can clarify instructions but should not advise the individual how to answer the items.
- D. If administering the paper-and-pencil form, the RRA administrator should review each booklet for the following:
  - 1. Did the individual sign and date the agreement on page 2 of the booklet?
  - 2. Did the individual respond to all of the items? If not, the unanswered items should be circled and the booklet should be returned to the individual for completion.
  - 3. For the individual answer to Item 9, is "Correct" selected? If he or she is completing the assessment for educational or training purposes, response 1 should be selected. This item is important because it will identify the proper norm comparison group for the individual.

## Employment Environments

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- A. The RRA should be completed on company premises only. The assessment area should be relatively free of noise and other distractions. For paper-and-pencil administration the individual should be given an appropriate writing instrument, such as a ball-point pen.
- B. Before administering the RRA, give all individuals proper pre-assessment instructions. Don't overemphasize the RRA's importance. The following approach would be an acceptable way to present the RRA:

*As a part of our employment process, we would like you to complete an assessment. The assessment consists of statements related to customer service and sales-oriented situations commonly found in retail organizations. It is important that you answer the items truthfully. Please do not discuss the items or answers with anyone while completing this survey. There is no time limit. Ask your RRA administrator if you do not understand any of the items, but he or she cannot help you decide which answer to select. Be sure to answer every item.*

- C. If an individual has questions during the inventory, the RRA administrator can clarify instructions but should not advise the individual how to answer the items.

- D. If administering the paper-and-pencil form, the RRA administrator should review each booklet for the following:
1. Did the individual sign and date the agreement on page 2 of the booklet?
  2. Did the individual respond to all of the items? If not, the unanswered items should be circled and the booklet should be returned to the individual for completion.
  3. Did the individual answer Item 97 correctly? If he or she is completing the assessment for employment purposes, response 2 or 3 should be selected. This item is important because it will identify the proper norm comparison group for the individual.

## Scoring the Assessment

All scoring for the RRA is done via Quanta for Windows, a scoring system that enables you to score inventories on-site with an IBM-compatible personal computer. The Quanta-based system can score paper-and-pencil and computer-administered versions of the RRA. For specific scoring instructions, refer to the *Quanta for Windows User's Guide*.

### Preparing Paper-and-Pencil Booklets for Scoring

Before scoring paper-and-pencil booklets using Quanta, it is strongly recommended that you follow the instructions below. This will help reduce the time it takes to score each booklet and minimize the chance for data-entry errors.

1. Each RRA item has several response choices. Each response is identified by a number in parentheses. In the example below, Strongly Agree is identified by the number (1), Moderately Agree by (2), Slightly Agree by (3), Slightly Disagree by (4), and so on.

(1) Strongly Agree	(2) Moderately Agree	(3) Slightly Agree	(4) Slightly Disagree	(5) Moderately Disagree	(6) Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Look at the sample booklet page on page 7. Find the answer boxes (labeled A, B, and C). Each answer box has space for six answers. For example, answer box B has space for answers to Items 7, 8, 9, 10, 11 and 12.

	007	008	009	010	011	012
<b>B</b>						

3. Record the individual's answers in the appropriate answer boxes, following the example on page 7. In answer box A, space 001, record the numerical value of the individual's answer to the first question. Each answer box should be completed in this manner. Any unanswered questions or incorrectly marked questions should receive a numerical value of 0. (See page 7.)

Administrators who have administered the paper-and-pencil version of the RRA and do not have access to Quanta-based scoring should contact the National Retail Federation at (202) 783-7971.

# Survey Items

Directions: Read each of the following statements. Indicate how much you *agree* or *disagree* with each statement by checking the appropriate box next to each statement. For each statement, choose *only one* of the response options.

	(1) Strongly Agree	(2) Moderately Agree	(3) Slightly Agree	(4) Slightly Disagree	(5) Moderately Disagree	(6) Strongly Disagree
1. An employee's attitude toward work can influence customer satisfaction very much. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employees represent the company image to customers. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am a very self-assured person. ....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to ask a lot of questions. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
* 5. I am able to get more things done at work than most people. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. I am always courteous, even to people who are disagreeable. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>A</b>	001 3	002 3	003 2	004 5	005 0	006 5
	(1)	(2)	(3)	(4)	(5)	(6)
7. I find it easy to talk with people I do not know. ....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to take it easy at work. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to keep working for long periods of time. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
** 10. Most employees spend too much time at work being nice to customers. ....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel capable of handling almost any work-related situation. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. I can effectively present products to prospective customers. .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	007 2	008 4	009 4	010 2	011 6	012 4
	(1)	(2)	(3)	(4)	(5)	(6)
13. Customers rarely buy things because of something a salesperson has said or done. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am sometimes irritated by people who ask favors of me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
*** 15. I am very confident of my ability to make sales. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am very confident of my job abilities. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. I am committed to doing what it takes to someday become a top-level salesperson. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Talking to strangers has always been difficult for me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	013 3	014 6	015 0	016 5	017 4	018 5
	(1)	(2)	(3)	(4)	(5)	(6)

\* Because Item 5 has two answers, it cannot be scored. The numerical value recorded in the answer box is 0.

\*\* Item 10 has two answers but one is crossed out. The numerical value for the item is 2.

\*\*\* Item 15 is not answered. Its numerical value is 0.

**NOTE:** If there are more than six unscorable items (that is, items with a value of 0), please call the Client Services department at 800-922-7343 for analysis.

# Reviewing the Results

## General Information

For each individual, scores are reported for the six customer service and sales-oriented scales, the overall composite index, and the two validity scales. The reports include a percentile score and a standard score for each of these scales. Also included are specific behavioral indicators (sample reports can be found in the appendix).

*Percentile Scores* (denoted % on the assessment report) reflect the ranking of the individual relative to other individuals who have completed the RRA. For example, an individual who scores at the 64th percentile obtained a score that is better than the scores obtained by 64% of the people who have completed the RRA.

*Standard Scores* (denoted SS on the assessment report) indicate an individual's score on a scale ranging from 1 to 99. Higher scores indicate a higher level of readiness.

*Behavioral Indicators* (shown at the end of the assessment report) provide specific feedback about an individual's responses to critical RRA questions. *Positive indicators* reflect highly desired responses, while *negative indicators* reflect highly undesired responses. These indicators can be used to address specific individual strengths and weaknesses.

The NRF with assistance from Pearson Performance Solutions has set ranges of standard scores that are considered appropriate for the knowledge and skills required of effective customer service and sales-oriented retail employees. However, these ranges are dependent on the purpose for completing the assessment. For interpretation of RRA scale scores, use the appropriate category listed below.

## Educational and Training Environments

Before interpreting RRA scale results, the RRA administrator must determine the validity of the individual's responses. Two scales help determine validity: Accuracy and Candidness. A standard score below 10 on the Accuracy scale indicates that the individual may not have fully understood all of the items. A standard score below 10 on the Candidness scale indicates that the individual may have presented him/herself in a socially desirable manner. *If either case occurs, all other RRA scale results should be interpreted with caution.* See your site's RRA coordinator or call a Client Service Consultant for additional interpretation information.

If the validity standards mentioned above are met and the RRA has been administered for educational or training purposes in a nonemployment setting, the following guidelines should be used to evaluate RRA scales and the Composite Index:

Standard Score Range	Interpretation
1 — 37	Extensive training needed
38 — 50	Moderate training needed
51 — 62	Some training needed
63 — 99	Very little training needed

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## Employment Environments

Before interpreting RRA scale results, the RRA administrator must determine the validity of the individual's RRA responses. Two scales help determine validity: Accuracy and Candidness. A standard score below 10 on the Accuracy scale indicates that the individual may not have fully understood all of the assessment items. A standard score below 20 on the Candidness scale indicates that the individual may have presented him/herself in a socially desirable manner. *If either case occurs, all other RRA scale results should be interpreted with caution.* When using the RRA in an employment environment, the Composite Index is the only scale recommended for making employment decisions. See your site's RRA coordinator or call a Client Service Consultant for additional interpretation information.

If the validity standards mentioned above are met and the RRA was administered in an employment setting, the following guidelines should be used:

<b>Standard Score Range</b>	<b>Interpretation</b>
1 — 24	Extensive training needed
25 — 40	Moderate training needed
41 — 99	Some training may be needed



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# Administration Checklist

## RRA Administrator

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Please read the entire administrator's guide and familiarize yourself with the RRA. You may find the following checklist helpful after you become familiar with the RRA administration and scoring procedures.

### Before Administration

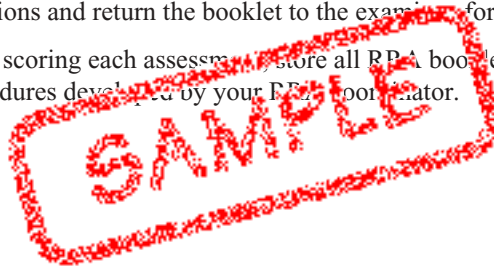
1. Familiarize yourself with the RRA content and instructions.
2. Arrange for satisfactory testing conditions. The area should be relatively free from noise and other distractions.
3. The RRA should be administered on school, organizational, or company premises only.
4. Be sure that each individual has adequate writing instruments, preferably pens.
5. Do not overemphasize the importance of the RRA. Encourage individuals completing the RRA to be as candid and accurate as possible.

### During Administration

1. Do not allow individuals to discuss questions or answers with other people.
2. Answer questions concerning instructions and procedures. Do not discuss the RRA questions or any person's answers to these questions.

### After Administration

1. When using the paper-and-pencil form of the RRA, ensure that the individual signed the agreement on page 2 of the booklet.
2. Review each paper-and-pencil booklet for unanswered questions. Circle any unanswered questions and return the booklet to the examinee for completion.
3. After scoring each assessment, store all RRA booklets in a secure place according to procedures developed by your FEI Coordinator.



# Appendix: Sample Reports

## Individual With High Scores

This individual scored well on the Composite Index and on many of the other scales. The validity scale scores indicate that the individual understood the assessment and provided candid responses.

### Assessment Report

Retail Readiness Assessment (RRA)

203

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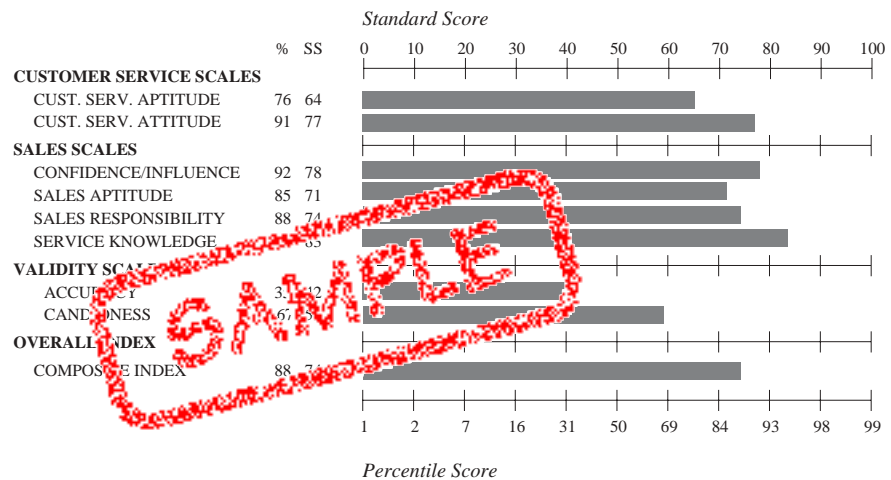
ABC Community College  
1014 Main Street  
Anytown, USA 87654

Name:	Doe, John
Process Date:	9-05-02
Booklet Number:	203000000
Social Security Number:	123-45-7890

#### Confidential Report

The information in this report is confidential and must not be made known to anyone other than authorized personnel, unless released by the expressed written permission of the person taking this assessment inventory. The information should be considered together with all other information gathered in the assessment process.

#### RRA Analysis Scores



See RRA Administrator's Guide

Significant Behavioral Indicators appear on the following page(s).

If an interpretation is necessary, please contact your company assessment coordinator or your Pearson Performance Solutions consultant at 800-922-7343.

Please review your validity scales to ensure that inventory results are valid. Refer to your Administrator's Guide for an explanation of the scales.

# Behavioral Indicators for the Individual With High Scores

Below is the second page of the assessment report for the individual with high RRA scores. This individual had several positive indicators and a few negative indicators.

## Assessment Report

Retail Readiness Assessment (RRA)

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Company Number 299203 0001

ABC Community College  
1014 Main Street  
Anytown, USA 87654

Name:	Doe, John
Process Date:	9-05-02
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Social Security Number:	123-45-7890

### Confidential Report

The information in this report is confidential and must not be made known to anyone other than authorized personnel, unless released by the expressed written permission of the person taking this assessment inventory. The information should be considered together with all other information gathered in the assessment process.

#### Significant Behavioral Indicators

#### Positive Indicators

##### SCALE: Customer Service Aptitude

Strongly agrees that employees represent the company image to customers.

Strongly agrees that it is usually good to suggest complementary items when making a sale to customers.

##### SCALE: Customer Service Attitude

Strongly disagrees that when another person is angry with he/she, he/she usually gets angry right back.

Strongly agrees the he/she is always courteous, even to people who are disagreeable.

##### SCALE: Confidence

Strongly agrees that he/she is very confident in his/her job abilities.

Strongly agrees that he/she is able to make important decisions with help.

##### SCALE: Sales Aptitude

Strongly agrees that he/she is able to work for long periods of time.

Strongly agrees that he/she has a great deal of energy and drive while working.

#### Negative Indicators

##### SCALE: Sales Responsibility

Strongly agrees that unsuccessful salespeople are usually working for the wrong company at the wrong time.

If an interpretation is necessary, please contact your company assessment coordinator or your Pearson Performance Solutions consultant at 800-922-7343.

Please review your validity scales to ensure that inventory results are valid. Refer to your Administrator's Guide for an explanation of the scales.

# Individual With Low Scores

This individual scored low on the Composite Index and many of the other scales. The validity scale scores indicate that the individual understood the assessment and provided candid responses.

## Assessment Report

Retail Readiness Assessment (RRA)

203

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Company Number 299203 0001

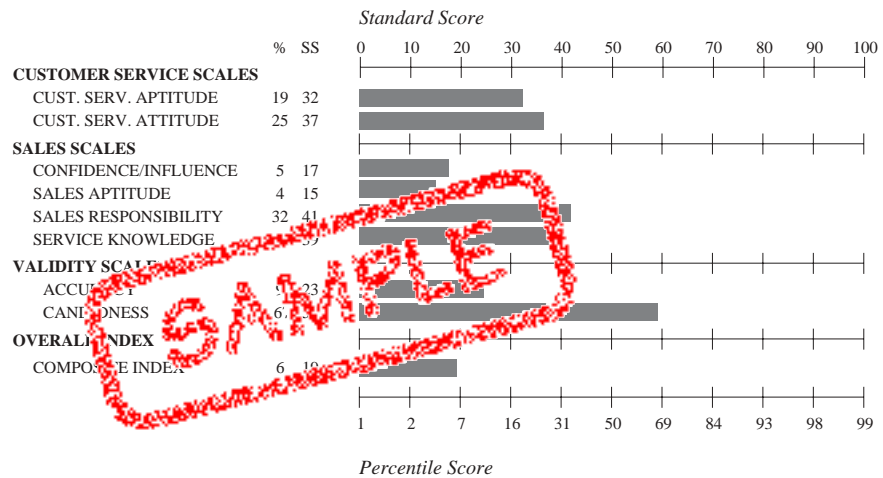
The ABC Company  
1014 Main Street  
Anytown, USA 87654

Name:	Doe, John
Process Date:	9-05-02
Booklet Number:	203000000
Social Security Number:	123-45-7890

### Confidential Report

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#### RRA Analysis Scores



See RRA Administrator's Guide

Significant Behavioral Indicators appear on the following page(s).

If an interpretation is necessary, please contact your company assessment coordinator or your Pearson Performance Solutions consultant at 800-922-7343.

Please review your validity scales to ensure that inventory results are valid. Refer to your Administrator's Guide for an explanation of the scales.

## Behavioral Indicators for the Individual With Low Scores

Below is the second page of the assessment report for the individual with low RRA scores. This individual had a few positive indicators and several negative indicators.

### Assessment Report

Retail Readiness Assessment (RRA)

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Company Number 299203 0001

The ABC Company  
1014 Main Street  
Anytown, USA 87654

Name:	Doe, John
Process Date:	9-05-02
Booklet Number:	203000000
Social Security Number:	123-45-7890

#### Confidential Report

The information in this report is confidential and must not be made known to anyone other than authorized personnel, unless released by the expressed written permission of the person taking this assessment inventory. The information should be considered together with all other information gathered in the assessment process.

#### Significant Behavioral Indicators

##### *Positive Indicators*

##### SCALE: Confidence/Influence

Moderately agrees that he/she is very confident of his/her job abilities.

##### SCALE: Sales Responsibility

Strongly disagrees that most salespeople use similar techniques; those more successful are simply luckier.

##### *Negative Indicators*

##### SCALE: Customer Service Attitude

Strongly disagrees that employees represent the company to customers.

Strongly disagrees that it is useful to suggest complementary items when making a sale to customers.

Strongly disagrees that he/she can help customers see the value of a product or service.

##### SCALE: Customer Service Attitude

Strongly agrees that when another person is angry with him/her, he/she usually gets angry right back.

Strongly agrees that a rude customer deserves to be treated rudely.

Strongly agrees that it is almost impossible to offer quality service to customers every day of the week.

##### SCALE: Confidence/Influence

Strongly agrees that he/she has given up on work projects because he/she thought too little of his/her job abilities.

If an interpretation is necessary, please contact your company assessment coordinator or your Pearson Performance Solutions consultant at 800-922-7343.

Please review your validity scales to ensure that inventory results are valid. Refer to your Administrator's Guide for an explanation of the scales.