



Foundational Skills Assessments

WorkKeys® foundational skills assessments measure different applied job skills in the areas of communication, problem solving and interpersonal skills.

Communication

- Business Writing
- Listening
- Reading for Information
- Writing

Problem Solving

- Applied Technology
- Applied Mathematics
- Locating Information
- Observation

Interpersonal

- Teamwork

The following tables list the WorkKeys foundational skills assessments and the characteristics and skill levels for each one.

Applied Mathematics Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> Translate easily from a word problem to a math equation All needed information is presented in logical order No extra information 	<ul style="list-style-type: none"> Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers Add or subtract negative numbers Change numbers from one form to another using whole numbers, fractions, decimals, or percentages Convert simple money and time units (e.g., hours to minutes)

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> Information may be presented out of order May include extra, unnecessary information May include a simple chart, diagram, or graph 	<ul style="list-style-type: none"> Solve problems that require one or two operations Multiply negative numbers Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .75, 25%) Add up to three fractions that share a common denominator Multiply a mixed number by a whole number or decimal Put the information in the right order before performing calculations

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax) 	<ul style="list-style-type: none"> Decide what information, calculations, or unit conversions to use to solve the problem Look up a formula and perform single-step conversions within or between systems of measurement Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) Divide negative numbers Find the best deal using one- and two-step calculations and then comparing results Calculate perimeters and areas of basic shapes (rectangles and circles) Calculate percent discounts or markups

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> • May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step calculations 	<ul style="list-style-type: none"> • Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from one unit to another within the same system of measurement • Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement • Find mistakes in questions that belong at Levels 3, 4, and 5 • Find the best deal and use the result for another calculation • Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations • Find the volume of rectangular solids • Calculate multiple rates

Level	Characteristics of Items	Skills
7	<ul style="list-style-type: none"> • Content or format may be unusual • Information may be incomplete or implicit • Problems often involve multiple steps of logic and calculation 	<ul style="list-style-type: none"> • Solve problems that include nonlinear functions and/or that involve more than one unknown • Find mistakes in Level 6 questions • Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages • Calculate multiple areas and volumes of spheres, cylinders, or cones • Set up and manipulate complex ratios or proportions • Find the best deal when there are several choices • Apply basic statistical concepts

Locating Information Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans One graphic used at a time 	<ul style="list-style-type: none"> Find one or two pieces of information in a graphic Fill in one or two pieces of information that are missing from a graphic

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps One or two graphics are used at a time 	<ul style="list-style-type: none"> Find several pieces of information in one or two graphics Understand how graphics are related to each other Summarize information from one or two straightforward graphics Identify trends shown in one or two straightforward graphics Compare information and trends shown in one or two straightforward graphics

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges Graphics may have less common formats One or more graphics are used at a time 	<ul style="list-style-type: none"> Sort through distracting information Summarize information from one or more detailed graphics Identify trends shown in one or more detailed or complicated graphics Compare information and trends from one or more complicated graphics

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams Graphics contain large amounts of information and may have challenging formats One or more graphics are used at a time Connections between graphics may be subtle 	<ul style="list-style-type: none"> Draw conclusions based on one complicated graphic or several related graphics Apply information from one or more complicated graphics to specific situations Use the information to make decisions

Reading for Information Characteristics/Skills

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> Reading materials include basic company policies, procedures, and announcements Reading materials are short and simple, with no extra information Reading materials tell readers what they should do All needed information is stated clearly and directly Items focus on the main points of the passages Wording of the questions and answers is similar or identical to the wording used in the reading materials 	<ul style="list-style-type: none"> Identify main ideas and clearly stated details Choose the correct meaning of a word that is clearly defined in the reading Choose the correct meaning of common, everyday workplace words Choose when to perform each step in a short series of steps Apply instructions to a situation that is the same as the one in the reading materials

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> Reading materials include company policies, procedures, and notices Reading materials are straightforward, but have longer sentences and contain a number of details Reading materials use common words, but do have some harder words, too Reading materials describe procedures that include several steps When following the procedures, individuals must think about changing conditions that affect what they should do Questions and answers are often paraphrased from the passage 	<ul style="list-style-type: none"> Identify important details that may not be clearly stated Use the reading material to figure out the meaning of words that are not defined Apply instructions with several steps to a situation that is the same as the situation in the reading materials Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> Policies, procedures, and announcements include all of the information needed to finish a task Information is stated clearly and directly, but the materials have many details Materials also include jargon, technical terms, acronyms, or words that have several meanings Application of information given in the passage to a situation that is not specifically described in the passage There are several considerations to be taken into account in order to choose the correct actions 	<ul style="list-style-type: none"> Figure out the correct meaning of a word based on how the word is used Identify the correct meaning of an acronym that is defined in the document Identify the paraphrased definition of a technical term or jargon that is defined in the document Apply technical terms and jargon and relate them to stated situations Apply straightforward instructions to a new situation that is similar to the one described in the material Apply complex instructions that include conditionals to situations described in the materials

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> • Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents • Complicated sentences with difficult words, jargon, and technical terms • Most of the information needed to answer the items is not clearly stated 	<ul style="list-style-type: none"> • Identify implied details • Use technical terms and jargon in new situations • Figure out the less common meaning of a word based on the context • Apply complicated instructions to new situations • Figure out the principles behind policies, rules, and procedures • Apply general principles from the materials to similar and new situations • Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
7	<ul style="list-style-type: none"> • Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used, but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts 	<ul style="list-style-type: none"> • Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

Writing Characteristics

There are five levels of difficulty. Level 1 is the least complex and Level 5 is the most complex. At each new level, individuals need to demonstrate more competency than they do at the previous levels. For example, Level 3 builds upon the skills used at Levels 1 and 2. With the increased skill required at each level, the writing that individuals produce communicates messages more clearly as they move to Level 5.

In all cases, examinees listen to audio messages and then write down the information they have heard in order to convey it to someone else. Examinees with extremely limited listening skills may be unable to produce a response that is sufficiently on topic to receive a valid *Writing* score.

Level	Characteristics of Responses
1	<ul style="list-style-type: none">• Messages are very difficult to understand because of numerous errors• The majority of the sentence structures are incorrect• Major mechanical, grammatical, and word usage errors are numerous• Rude or overly casual language not consistent with standard business English is used• No organization is evident
2	<ul style="list-style-type: none">• Messages are generally understandable• Some correct sentence structures are used, although some sentences may require further clarification• Writing has enough correct mechanics, word usage, and grammar to convey an idea, although many errors may interfere with comprehension• Casual language or slang may be used rather than standard business English• Although topical information is used, writing lacks connections that would make it flow easily
3	<ul style="list-style-type: none">• Messages are clear• The majority of the sentences are complete• Writing has few mechanical, grammatical, and word usage errors so the message is adequately conveyed• The language may be more casual than standard business English but never contains slang or is rude• Some organization is evident, but the writing may have inappropriate transitions and/or some information out of logical order
4	<ul style="list-style-type: none">• Messages are clear, with almost no errors• All sentences are complete• There are very few mechanical, grammatical, and/or word usage errors• The tone is professional and consistent with standard business English most of the time• The writing style is adequate but may be somewhat choppy• Good organization is demonstrated with only minor transition or logical order problems
5	<ul style="list-style-type: none">• Messages are clear, precise, and free of errors• Correct, complete sentences are used and are varied, smooth, and polished• There are no mechanical, grammatical, or word usage errors• A businesslike, courteous, and professional tone is maintained with language that is highly consistent with standard business English• The writing style flows smoothly• The information is presented in a logical order; for example, the writer may rearrange the information so that the important part comes first

Applied Technology Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. Individual problems may involve only one area of technology, but each skill level requires individuals to know the basic principles of all four areas at that skill level.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> • Straightforward • One simple system that generally has two to five components • Situation exhibits clear physical symptoms • Situation usually has only one variable • All needed information is present • Only elementary technical terms are used 	<ul style="list-style-type: none"> • Identify how basic tools work • Identify how simple machine parts work • Apply basic principles to solve problems involving a simple system • Solve basic problems • Identify the clear physical symptom that points to the potential source of a problem • Identify the best solution after eliminating clearly unsuitable possibilities

Level	Characteristics of Items	Skills
4	<ul style="list-style-type: none"> • Moderately complex because they can involve two or more simple systems that work together or one moderately complex system • Systems may have up to ten components • Situation can have one or two variables • All needed information is present • Extraneous information may be included • Less common technical terms are defined 	<ul style="list-style-type: none"> • Understand the operation of moderately complex tools and diagnostic equipment • Understand the operation of moderately complex machines and systems • Apply less obvious basic principles to solve problems within physical systems • Solve moderate problems • Eliminate physical symptoms that do not point to the source of a problem, disregarding extraneous information • Identify the best solution after eliminating other unsuitable possibilities

Level	Characteristics of Items	Skills
5	<ul style="list-style-type: none"> • Moderately complex or advanced, involving two or more simple tools or systems that affect each other or a complex system that includes several components • Systems perform somewhat complex operations and generally have more than ten components • May involve two or three variables and may require use of technical knowledge • Extraneous information is often included • Technical terms may be explicitly defined or their meaning can be implicit in context and illustrations 	<ul style="list-style-type: none"> • Understand the operation of moderately complex tools and diagnostic equipment, choosing the best tool for the task • Understand the operation of complex machines and systems • Apply two or more principles of technology as they interact in moderately complex systems • Solve moderate and advanced problems • Eliminate physical symptoms that do not lead to the source of a problem by disregarding extraneous information; use clues to find the source of a problem • Identify the best solution after eliminating other unsuitable possibilities

Level	Characteristics of Items	Skills
6	<ul style="list-style-type: none"> • Advanced, involving complex tools or systems with more than ten components • Include large amounts of information and present a variety of possible problem sources that are subtle and difficult to diagnose • Require the use of technical knowledge • Contain considerable extraneous information • Technical terms may be explicitly defined or their meaning may be implicit in complex context and illustrations 	<ul style="list-style-type: none"> • Understand the operation of complex tools and diagnostic equipment, choosing the best tool for the task • Understand the operation of complex machines and their components • Apply two or more principles of technology as they interact in complex systems • Solve advanced problems where a variety of mechanical, electrical, thermal, or fluid faults could be the reason for the problem • Eliminate physical symptoms that do not lead to the source of a problem by disregarding extraneous information; use less obvious clues to find the source of a problem • Test possible hypotheses to ensure the problem is diagnosed correctly and the best solution is found

Business Writing Characteristics

There are five skill levels of difficulty. Level 1 is the least complex and Level 5 is the most complex. At each new level, individuals need to demonstrate more competency than they do at the previous levels. For example, Level 3 builds upon the skills used at Levels 1 and 2. With the increased skill required at each level, the writing that individuals produce communicates more clearly and smoothly as they move to level 5. At the same time errors become less frequent and less serious.

In all cases, examinees read a written prompt and then write their response. Examinees with extremely limited reading skills may be unable to produce a response that is sufficiently on topic to receive a valid Business Writing score.

Level	Characteristics of Responses
1	<ul style="list-style-type: none">• The writing is in English, but is difficult to understand because of a large number of errors• The majority of the sentence structures are incorrect• A large number of major grammatical, mechanical, and word usage errors interfere with communication• Rude or overly casual language, tone, and style may be inconsistent with standard business English• No organization is evident• An attempt is made to communicate ideas, but there is little or no development or support

Level	Characteristics of Responses
2	<ul style="list-style-type: none">• The writing is generally understandable• Some correct sentence structures are used, although sentences may be simple or repetitive• Enough correct mechanics, word usage, and grammar are used to convey an idea, although many errors may somewhat interfere with comprehension• Rude or overly casual language, tone, and style may be inconsistent with standard business English• Some organization is evident but with an unclear focus and few or no transitions• The ideas presented are generally understandable but are not expanded

Level	Characteristics of Responses
3	<ul style="list-style-type: none">• The writing is clear with some errors• Most of the sentences are complete, and some variety and complexity are attempted• Few mechanical, grammatical, and word usage errors occur so that the response is adequately conveyed but may be repetitive; the spelling is generally correct• Style and tone are generally consistent with standard business English; the writing may have somewhat casual language but does not contain slang or rude language• Some organization is evident, but the writing may lose focus at some points; transitions are simple• Ideas are adequately developed, but they may be limited in depth and thoroughness; supporting examples tend to be general and details are relevant, but they may be repetitive

Level	Characteristics of Responses
4	<ul style="list-style-type: none">• The writing is clear with almost no errors• All sentences are complete and they are generally varied in length and complexity• The few mechanical, grammatical, and/or word usage errors that occur do not interfere with communication; word usage is precise and varied• Style, tone, and language are consistent with standard business English; the writing contains no rude or overly casual language• The writing is organized and maintains consistent focus, but may lack clarity; transitions are effective, if not especially varied• Most of the ideas are well developed with relevant supporting examples and details

Level	Characteristics of Responses
5	<ul style="list-style-type: none"><li data-bbox="240 191 948 222">• The writing is clear, precise, and generally free of errors<li data-bbox="240 222 1029 254">• The writing communicates in a professional, courteous manner<li data-bbox="240 254 1208 285">• Correct, complete sentences are used and are varied in length and complexity<li data-bbox="240 285 1370 348">• Few or no errors in grammar and/or mechanics occur, and any present do not interfere with communication; word usage shows considerable precision and variety<li data-bbox="240 348 1516 411">• Style, tone, and language are consistent with standard business English; the writing contains no rude or overly casual language<li data-bbox="240 411 1549 474">• The organization is smooth and maintains clear and consistent focus from beginning to end; transitions are varied and effective, creating a seamless flow of ideas<li data-bbox="240 474 1549 537">• The ideas are well developed and elaborated on with relevant supporting examples and specific details; the writing shows insight, perception, and depth

Listening Characteristics

There are 5 levels of difficulty. Level 1 is the least complex and Level 5 is the most complex. At each new level, individuals need to demonstrate more competency than at previous levels. For example, at Level 1, individuals need to write down a few pieces of straightforward information. As the individuals' skills move toward Level 5, the messages they relay will include:

- Primary information, so the person who receives the message can act on it.
- Supporting information that further explains the message.
- The correct relationships among the pieces of information.

In all cases, examinees listen to audio messages and then write down the information they have heard in order to convey it to someone else. While writing style and mechanics do not affect the Listening score, examinees with limited writing skills may be unable to express themselves well enough in writing to receive a valid Listening score.

Level Characteristics of Responses

- | Level | Characteristics of Responses |
|-------|--|
| 1 | <ul style="list-style-type: none">• At least one piece of primary information is given that is correct• The gist of the situation (a minimal grasp of the message) or clues to sources of further information are given |

Level Characteristics of Responses

- | Level | Characteristics of Responses |
|-------|--|
| 2 | <ul style="list-style-type: none">• One or more pieces of primary information are given and are correct, but the message may also include primary information that is incorrect• A correct sketch of the situation is given, including both the gist of the situation and clues to sources of further information |

Level Characteristics of Responses

- | Level | Characteristics of Responses |
|-------|--|
| 3 | <ul style="list-style-type: none">• Most of the primary information is given and it is correct, but the message may be missing one or two pieces of primary information• Correctly show the relationships among the pieces of primary information so that the reader can take appropriate action without getting more information |

Level Characteristics of Responses

- | Level | Characteristics of Responses |
|-------|---|
| 4 | <ul style="list-style-type: none">• All primary information is given and it is correct• Supporting information is included that is either correct or, if incorrect, does not interfere with the central message• Correctly show the relationships among the pieces of primary information |

Level Characteristics of Responses

- | Level | Characteristics of Responses |
|-------|---|
| 5 | <ul style="list-style-type: none">• All primary information is given and is correct• Accurate supporting information is given to convey insight into the particular situation that the message represents, which may include information regarding the speaker's tone or attitude• Accurately convey the relationships among the pieces of information in the message |

Observation Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. The skill level is determined by the complexity of the procedure(s) being observed and the task(s) that examinees are asked to do based on their observations.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> • Straightforward procedure with a few simple components • Task performed in a routine, predictable, and deliberate manner • No extra details or distractions • Obvious hints or reminders prompt what task needs to be done, how and when it should be completed, and whether it is done correctly 	<ul style="list-style-type: none"> • Remember a few strongly prompted details • Pay attention to the basic parts of a straightforward procedure • Remain aware of instructions and reminders that give strong cues • Concentrate on the important elements of a procedure
4	<ul style="list-style-type: none"> • Straightforward procedure involving more than one component • A few extra details and distractions are present • Procedure is direct, clearly explained, and easy to follow • Attention is directed toward important details 	<ul style="list-style-type: none"> • Select and pay attention to the components of a straightforward procedure with some details that are hard to notice • Remember a few important details that are reinforced • Remain focused on relevant details when there are some extra details or distractions
5	<ul style="list-style-type: none"> • Work procedures include several tasks that may occur more quickly and at the same time • Tasks often interact with each other and may change from one situation to another • Several important details are presented, most of which are not explicitly cued • Several extra details or distractions may make it difficult to pay attention to the important points 	<ul style="list-style-type: none"> • Focus attention on and remember several important details from a complex set of events that may occur at the same time • Maintain attention to significant details with little prompting • Remember relevant aspects of the information presented • Remember several important details about unique material • Ignore irrelevant background information or distractions and pay attention only to important points
6	<ul style="list-style-type: none"> • Complicated work procedures • Tasks contain a number of extra details and often involve unusual elements • Tasks are performed quickly and have a number of steps, but none are highlighted and only some are discussed directly or explained • There are strong distractions that must be ignored 	<ul style="list-style-type: none"> • Recognize a number of steps that are presented at the same time • Notice and remember several details that are relevant to the procedure • Visualize how a step fits into the procedure even if there are not many hints or reminders • Disregard irrelevant information • Interpret if-then and cause-and-effect relationships that affect tasks • Make predictions, comparisons, and evaluations

Teamwork Characteristics/Skills

There are four levels of difficulty. Level 3 is the least complex and Level 6 is the most complex. At Level 3, employees have a number of teamwork-related skills already in place. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5.

As the skill levels move toward Level 6, the situations become more complicated. For example, at Level 3 there is a clear goal, team relationships are cordial, and resources are readily available. At Level 6, goals or consequences conflict, relationships are volatile, and/or resources are limited. The tasks demand more skill as the complexity increases, ranging from goal recognition and problem identification at Level 3 to goal revision and conflict resolution at Level 6.

Level	Characteristics of Items	Skills
3	<ul style="list-style-type: none"> Simple work situations involve a single, recognizable problem Team goals and consequences are clear Resources needed are readily available Team members get along well 	<ul style="list-style-type: none"> Recognize team goals Show acceptance of team goals by working cooperatively with other team members Identify problems and their causes Persevere in solving problems Accept membership in the team Demonstrate a positive attitude, respond appropriately to praise, and give positive feedback Display trust in other team members Be dependable in completing tasks correctly and on time
4	<ul style="list-style-type: none"> Work situations involve several problems or sources of difficulty Team goals and consequences are not altogether clear Resources may be limited Team members have competing concerns 	<ul style="list-style-type: none"> Use prioritization and time management skills to effectively and efficiently accomplish tasks Exhibit creative thinking when solving problems or accomplishing tasks Show a commitment to quality Show sensitivity to customer needs Practice followership by taking direction and responding appropriately to negative feedback Demonstrate respect for other team members Show an appreciation for diversity among team members
5	<ul style="list-style-type: none"> Work situations involve many subtle and competing problems Team goals and consequences are unclear Resources are limited Team relationships are ambiguous 	<ul style="list-style-type: none"> Exhibit good decision-making and analyzing skills Delegate responsibility Show leadership by both assuming the directive role and giving that role to others Empower other team members Display initiative Be properly assertive in explaining personal convictions honestly and with sincerity
6	<ul style="list-style-type: none"> Work situations involve complex problems and sources of difficulty Team goals and/or consequences conflict Resources are limited or unavailable Team relationships are unpredictable 	<ul style="list-style-type: none"> Perform structuring and process planning by organizing the various parts of a problem or task, sequencing them, and determining who will be responsible for them Create and revise team goals by shifting from one objective to another, depending on circumstances Integrate or synthesize multiple task components into a coherent whole Be flexible in the roles they play on the team using active listening, questioning, and directive behaviors Resolve conflict among team members and give negative feedback in a constructive manner Build team cohesiveness by helping to create a feeling of unity within the team