Learning Resources Inc
Assessing, Developing & Documenting Soft Skills

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AccuVision™ MANAGERIAL SYSTEM

From AlignMark

Feedback Report – Applicant

for
Jane Doe
111-11-1111

RESULTS

5 out of 10 people
with the same score as
John Doe have been successful
in performing the customer service
activities of their jobs.

The AccuVision™ Supervisory & Managerial System measures supervisory skills and abilities. Included here are skills such as team building, situational style of interaction, influence, initiative, and analysis & problem solving. Technical knowledge and experience of the individual are not measured by the system and are not considered when compiling the information in this report. This individual's overall performance is based on his/her specific responses to the situations presented in the AccuVision™ assessment.

AccuVision™ MANAGERIAL SYSTEM

DEVELOPMENTAL INFORMATION
For
Jane Doe
111-11-1111

This report provides feedback on the individual customer service skills measured in the evaluation, as well as additional developmental information. The information included is as follows:

SECTION I: SKILL RANKING

This section provides a definition of each of the three skills and ranks the participant's performance in each skill from the strongest (rank order 1) to the weakest (rank order 3). Those skills in which the participant's performance was above average are denoted by an 'X" This information can be used to direct the training activities of the participant. Training should be considered for any skill without an "X" and the lowest ranked skills should be trained first.

SECTION II: SKILL AND TASK ANALYSIS

This section provides an analysis of the tasks that comprise each of the skills assessed by the system. The participant's performance in each task is reported as either being acceptable or needing development. This information can be used to further specify the participant's training activities within each skill area.

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

This section provides suggested activities the participant can engage in to improve performance in the skill areas most in need of development. These performance development strategies can be shared with others in the organization that are in a position to assist in implementing a developmental plan. When considering a developmental plan, keep in mind that these suggestions are intended to supplement rather than replace other formal developmental activities. Keep in mind that there are numerous training programs, local college courses, books, and additional resources that are available to assist you in your developmental efforts.

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SECTION I: SKILL RANKING

SKILL	Rank * Order	Performance ** Level
TEAM BUILDING The ability to motivate and encourage others to perform and participate.	2	
SITUATIONAL STYLE OF INTERACTION Effectiveness in determining whether to use a participative or directive style and effectiveness in actual use of the style, given the demands of a particular situation.	1	
INFLUENCE The ability to actively facilitate and guide the actions and thinking of others. Included here is the ability to guide the activities of others and provide coaching for improved performance.	5	
INITIATIVE The willingness to take action, make decisions, and defend points of view when interacting with others.	4	
ANALYSIS & PROBLEM SOLVING The ability to identify problems and generate sound courses of action for dealing with them. Included here is the ability to effectively prioritize competing work activities and demands, identify operating and personnel issues that inhibit optimal performance, and determine quality courses of action for dealing with problem situations.	3	

* Rank Order: 1 represents the individual's strongest skill - comparing him/her only to him/herself. Note that one person's best skill may be less strong than another person's weakest skill.

** Performance Level: X indicates that on this skill the participant scored better than 65% of the people in the AccuVision™ database.

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SECTION II: SKILL AND TASK ANALYSIS

Effective performance in the situations depicted in the tape required the application of different skills. Below is a listing of the simulated work activities, clustered according to the skill most needed to effectively perform them. Also, the individual's performance level (acceptable or needs development) is indicated for each work activity associated with the skill.

TEAM BUILDING:

The ability to motivate and encourage others to perform and participate.

Situations In Which the Participant's Performance Was Acceptable

- Solicits the views and opinions of team members for improving procedures.

- Develops realistic projections and estimates regarding work unit productivity, staffing needs, etc., in order to optimize both productivity and morale.

Situations In Which The Participant's Performance Needs Development

- Mediates differences of opinions that arise among team members.

- Appropriately maintains the confidentiality of information.

- Actively acknowledges and recognizes the positive work efforts and accomplishments of team members.

INFLUENCE:

The ability to actively facilitate and guide the actions and thinking of others. Included here is the ability to guide the activities of others and provide coaching for improved performance.

Situation In Which the Participant's Performance Was Acceptable

- Provides specific and meaningful performance feedback to individual team members.

Situations In Which The Participant's Performance Needs Development

- Talks with work group members about personal problems/issues which impact performance.

- Modifies work activities of self and/or others to meet unexpected work demands or unanticipated problems.

- Uses work assignments to develop the skills and abilities of work group members.

INITIATIVE:

The willingness to take action, make decisions, and defend points of view when interacting with others.

Situation In Which the Participant Is Performance Was Acceptable

- Initiates action to deal with performance difficulties experienced by team members.

Situations In Which The Participant's Performance Needs Development

- Determines issues that should be resolved by self versus those better referred to higher management.

- Initiates action to deal with operating problems.

- Defends own views and opinions when challenged.

ANALYSIS & PROBLEM SOLVING:

The ability to identify problems and generate sound courses of action for dealing with them. Included here is the ability to effectively prioritize competing work activities and demands, identify operating and personnel issues that inhibit optimal performance, and determine quality courses of action for dealing with problem situations.

Situations In Which the Participant's Performance Was Acceptable

- Assesses the performance strengths and weaknesses of individual team members.

- Reviews and responds to administrative requests of work group members.

Situations In Which The Participant's Performance Needs Development

- Recognizes problems attributable to inadequate work systems/procedures versus those attributable to performance of work group members.

- Modifies work systems/procedures to improve operating effectiveness of the work unit.

- Assesses the implications of decisions.

- Makes decisions regarding the relative importance/urgency of competing work demands.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: **INFLUENCE**

TASK: **TALKS WITH WORK GROUP MEMBERS ABOUT PERSONAL PROBLEMS/ISSUES THAT IMPACT PERFORMANCE**

- Confront individual behaviors that do not meet work group or organizational standards as soon as they occur. Give feedback and begin corrective action with the employee to eliminate the performance problem.

- Avoid providing negative feedback or criticism to team members until you are fully aware of all surrounding circumstances.

- Take the time to discuss non-work-related issues with team members. Let them know that you are interested in them as individuals, above and beyond their work-related contributions.

- Recognize that work team members from time to time have personal problems that will affect job performance. Periodically meet with individual team members to discuss "how things are going." Let the team member decide what he/she wants to discuss.

- Feedback is most effective and best received when it is behaviorally specific. Discuss behaviors and results that occurred (or did not occur). Vague generalizations are difficult for others to understand and usually lead to little behavioral change on the part of the team member.

- Feedback should be an ongoing and continuous process, not simply a once or twice a year event. Although formal appraisal sessions may occur infrequently, informal coaching and counseling to improve performance should be part of everyday activities.

- Stress performance improvement on an individual basis. Avoid creating an overly competitive environment where team members are constantly compared with one another.

- Meet with work team members to discuss career goals and identify the training and development needed to achieve these goals.

- Identify training opportunities related to: coaching and counseling.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: **INFLUENCE**

TASK: **MODIFIES WORK ACTIVITIES OF SELF AND/OR OTHERS TO MEET UNEXPECTED WORK DEMANDS OR UNANTICIPATED PROBLEMS**

- Ask peers for help with problems. There is a good chance that others have experienced similar problems or situations before. Avoid wasting

time and energy to solve problems for which others may have ready answers.

- Ask team members for help on problems. Group problem solving usually produces quality results and speeds implementation of corrective measures.

- Spend time assessing the causes of a problem before generating possible solutions. All too often action is directed at "symptoms" rather than actual causes. For example, overtime in a unit may be running very high and causing budget problems. But if the cause of the overtime problem (e.g., too few staff members, improper scheduling, poor coordination with other work units, etc.) is not accurately identified, correct problem-solving actions cannot be initiated.

- Keep records of problems that develop on projects and assignments. Periodically review these records and look for trends (i.e., are problems attributable to a lack of communication, improper scheduling, etc.). Use this list to anticipate future problems on similar projects and to plan problem-solving strategies.

- Avoid inaction because of a problem's magnitude or complexity. If possible, break the problem into its various component parts and deal with each separately. Also, bear in mind that while an "ideal" solution may not be readily available, actions that partially improve a situation are of significant value.

- Monitor and assess the impact of your decisions and remain flexible. As necessary, modify prior decisions based on perceived effectiveness of implemented actions.

- Routinely meet with each individual team member to review the status of his/her assignments. Check on timetables, ask for anticipated problems, etc.

- Consider employee relations and motivational impact when modifying work activities and time lines. 0 Identify training opportunities related to: problem solving and prevention, project planning, and management of change.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: **INFLUENCE**

TASK: **USES WORK ASSIGNMENTS TO DEVELOP SKILLS AND ABILITIES OF WORK GROUP MEMBERS**

- When delegating assignments, capitalize on performance strengths of individual team members. All team members need not be capable of doing all tasks.

- Distribute work fairly among team members, taking into account preferences of team members as well as their development and job growth needs.

- Distribute work assignments evenly and fairly across team members by taking into account the amount of work each can handle and their personal preferences for certain types of assignments. Avoid giving routine or unpleasant tasks to the same team member simply because he/she performs them well or quickly. Also, avoid overburdening highly skilled or motivated team members simply because they are willing to take on more work. Have all team members share in the workload as equally as possible.

- When a performance failure occurs, help team members assess the reasons for failure in a non-threatening manner. Stress the learning value of the experience.

- Recognize that team members may make mistakes on developmental assignments; therefore, you may need to modify your performance expectations in these cases. Use any mistakes as positive training opportunities rather than punishment. Review developmental assignments with team members on an ongoing basis; do not wait until the end of the assignment to review the project.

- Involve more senior team members in the training and development of new team members.

- Share "power" with others. For example, allow team members to chair meetings, ask for their input on significant decisions, etc.

- Identify training opportunities related to: the performance development planning process.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL**: INITIATIVE**

TASK: **DETERMINES ISSUES THAT SHOULD BE RESOLVED BY SELF VERSUS THOSE BETTER REFERRED TO HIGHER MANAGEMENT**

- Meet with your supervisor and ask him/her to communicate to you the issues and problems he/she expects to be involved in versus those you should handle on your own.

- Communicate to team members issues and problems you expect others to act on versus those in which you want to be involved.

- If an issue cannot be solved by you, take the initiative or responsibility to find the resources for getting the issue resolved.

- Include initiative as a performance appraisal factor for team members.

- Seek feedback from your supervisor as to your effectiveness in deciding when issues can be resolved by yourself versus those that should be resolved by others.

- Identify training opportunities related to: taking risks and encouraging employees to initiate action.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL**: INITIATIVE**

TASK: **INITIATES ACTION TO DEAL WITH OPERATING PROBLEMS**

- Manage by wandering around. Be alert for situations that can lead to operating problems.

- Involve team members in anticipating operating problems and developing contingency action plans, including what to do and who to notify in the event that a problem arises.

- Identify the key people in support departments to contact in case of problems.

- Avoid inaction because of a problem's magnitude or complexity. If possible, break the problem into its various component parts and deal with each separately. Also, bear in mind that while an "ideal" solution may not be readily available, actions that partially improve a situation are of significant value.

- Act on problems quickly. Do not delay action hoping problems will go away; the problems will probably increase in seriousness.

- Consider the impact of operating problems on others outside the work group including suppliers and customers, and advise them accordingly.

- Encourage and reward team members for surfacing an operating problem, even if they are partially responsible for the problem.

- Visibly model decisiveness and leadership in responding to operating problems.

- Identify training opportunities related to: systems analysis, problem prevention, and problem solving.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: **INITIATIVE**

TASK **DEFENDS OWN VIEWS AND OPINIONS WHEN CHALLENGED**

- Have supporting information available to back up your views and opinions before presenting them to others.

- If you plan on introducing a new or untried concept, or you anticipate questions or challenges, be sure to have "thought-through" responses before the issues are raised.

- Anticipate challenges to your views and opinions and address them directly when presenting your opinion.

- Involve others in initial planning or "brainstorming" new approaches or business changes. Diverse thinking can improve your views and ideas and provide insight into potential challenges.

- Defend your ideas in a positive manner. Don't be personally "defensive."

- Deal directly with your ideas and the challenges.

- Use "I" statements when expressing your opinions. This reinforces the strength of your convictions.

- Conduct periodic discussions in which members of the work team, as well as other supervisors and representatives from other functional areas, are encouraged to challenge current procedures or future plans for the purpose of continuous improvement.

- Meet periodically with your supervisor to discuss new ideas for continuous improvement. Ask your supervisor to critique the ideas as well as your effectiveness in presenting and defending the ideas.

- Identify training opportunities related to: oral presentation and written presentation, negotiation skills, public speaking, and interpersonal skills.