



AccuVision™ Supervisory and Managerial System

Group Report

for

XYZ Corporation
Alpha Unit

The AccuVision™ Supervisory & Managerial System measures supervisory/managerial and leadership 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™ SUPERVISORY & MANAGERIAL SYSTEM

Group Report for

XYZ Corporation Alpha Unit

May 19, 1999

SECTION I: SKILL RATINGS & RANKINGS

<u>SKILL</u>	<u>Rank Order</u>	<u>Performance Level</u>
Team Building	5	Below Average
Situational Style of Interaction	4	Below Average
Influence	2	Average
Initiative	1	Above Average
Analysis & Problem-Solving	3	Average

N = 38

AccuVision™ SUPERVISORY & MANAGERIAL SYSTEM

SECTION II: FREQUENCY TABLES

XYZ Corporation Alpha Unit

May 19, 1999

SCORE	FREQUENCY	PERCENTAGE
0-250	8	21 %
260-500	13	34 %
510-750	9	24 %
760-990	8	21 %

N = 38

Percentage of People with Similar Skill Rankings

SKILL	RANKING				
	1	2	3	4	5
Team Building	11 %	13 %	18 %	24 %	34 %
Situational Style of Interaction	5 %	13 %	24 %	47 %	11 %
Influence	37 %	21 %	16 %	13 %	13 %
Initiative	34 %	24 %	11 %	21 %	11 %
Analysis & Problem-Solving	13 %	29 %	32 %	5 %	21 %

N = 38

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SECTION II: FREQUENCY TABLES

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Percentage of People Scoring Better than 65% of the People in the AccuVision™ Database

SKILL	% OF PEOPLE WITH X AT PERFORMANCE LEVEL
Team Building	24 %
Situational Style of Interaction	29 %
Influence	63 %
Initiative	61 %
Analysis & Problem-Solving	32 %

N = 38

The Following Pages Include:

**The Performance Development Strategies
For The Task Statements Where More Than
50% Of The Participants Needed Development**

AccuVision™ SUPERVISORY & MANAGERIAL SYSTEM

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.