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AccuVision™

WORKPLACE SUCCESS SKILLS SYSTEM

Incumbent

Organization's Name

Feedback Report

For

John Doe
999-99-9999

RESULTS
Jane Doe's score
was better than
570 out of every 1000 scores
contained in the AccuVision™ database.

The AccuVision Workplace Success Skills System measures the following skills:

Interacting With Others: Included here are behaviors associated with facilitation, influencing others, commitment to quality, customer service orientation and problem solving.
Listening: Understanding factual information and implied meanings presented orally.
Trainability: Absorbing and applying new information.
Structuring Work Activities: Organizing work activities for self or others to facilitate task accomplishment.
Graphs & Charts: Extracting and interpreting information presented in a graph or chart format.

Neither the applicant's technical knowledge nor experience are measured by the system and have not been considered in this report. Information in this report is based strictly on the applicant's responses to the questions in the AccuVision Workplace Success Skills System.

AccuVision WORKPLACE SUCCESS SKILLS SYSTEM

DEVELOPMENTAL INFORMATION

For

John Doe
999-99-9999

This report provides feedback on the individual 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 skills measured and ranks the participant's performance in each skill from the strongest (rank order 1) to the weakest. 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 who 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.

AccuVision WORKPLACE SUCCESS SKILLS SYSTEM

Section I: SKILL RANKING

Skill	Rank Order	Performance Level
FACILITATION		
Motivating and encouraging others in the work group to participate and perform.	3	
INFLUENCE		
Actively guiding the actions and thinking of others.	2	
COMMITMENT TO QUALITY		
Taking action to insure the quality of work performed by self and others.	1	X
CUSTOMER SERVICE ORIENTATION		
Taking action to meet or exceed the performance expectations of others.	5	
PROBLEM SOLVING		
Exercising sound judgment and reason in determining courses of action to pursue.	6	
LISTENING		
Understanding factual information and implied meanings presented orally.	4	

* Rank Order: 1 equals this individual's strongest skill. Note that one person's weakest skills may be stronger than another person's strongest skills.

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

Section II: SKILL AND TASK ANALYSIS

Effective performance in the situations depicted in the test 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.

FACILITATION:
Motivating and encouraging others in the work group to participate and perform.

Situations in Which the Participant's Performance Was Acceptable

- Actively acknowledges and recognizes the positive work efforts and accomplishments of team members.
- Interacts with hostile or angry team members in a calm and non-defensive manner.
- Encourages others to contribute ideas and suggestions.

Situations in Which the Participant's Performance Needs Development

- Mediates differences of opinions or conflicts that arise among team members.

_____

INFLUENCE:
Actively guiding the actions and thinking of others.

Situations in Which the Participant's Performance Was Acceptable

- Suggests alternative work methods and procedures to others [aimed at enhancing their individual performance or that of the work group or team].
- Provides others with feedback on their work quality and productivity.
- Persists with ideas and recommendations despite resistance by others.
- Assists co-workers in clarifying roles, responsibilities and accountabilities regarding work assignments.

Situations in Which the Participant's Performance Needs Development

In all situations, performance was acceptable.

COMMITMENT TO QUALITY:
Taking action to insure the quality of work performed by self and others.

Situations In Which the Participant's Performance Was Acceptable

- Encourages others to apply high work standards when completing their own work.
- Sets high work standards for own work activities.
- Initiates action to correct operating problems or inefficiencies, rather than accepting them.
- Demonstrates a concern for providing quality services and products.

Situations in Which the Participant's Performance Needs Development

In all situations, performance was acceptable.

CUSTOMER SERVICE ORIENTATION:
Taking action to meet or exceed the performance expectations of others.

Situations In Which the Participant 's Performance Was Acceptable

- Offers assistance to co-workers who are experiencing problems.
- Responds in a positive and constructive manner to problems/concerns raised by others.

Situations in Which the Participant's Performance Needs Development

- Demonstrates ownership for the timely completion of assigned work activities.
- Works cooperatively with individuals from other functional areas to resolve problems of mutual concern.

PROBLEM SOLVING:
Exercising sound judgment and reason in determining courses of action to pursue.

Situations in Which the Participant 's Performance Was Acceptable

- Adheres to company policies/procedures (e.g., safety policies, personnel policies, etc.).
- Recommends specific actions for dealing with operating and system problems.
- Prioritizes conflicting work demands.

Situations in Which the Participant's Performance Needs Development

- Identifies work methods/procedures that inhibit optimal work performance.

LISTENING:
Understanding factual information and implied meanings presented orally.

Situations in Which the Participant's Performance Was Acceptable

- Recognizes information most relevant and important to a situation.
- Accurately recalls factual information from discussion.

Situations in Which The Participant's Performance Needs Development

- Recognizes ambiguous or inconsistent statements; hears "between the lines."

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Section III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: **PROBLEM SOLVING**

TASK: **IDENTIFIES WORK METHODS/PROCEDURES THAT INHIBIT OPTIMAL WORK PERFORMANCE**

- Seek advice and input from co-workers and supervisors who have experience and a proven track record. It's unlikely that you are the only person who has experienced a particular problem.

- When attempting to determine the cause of a problem or evaluate possible courses of action, make a list of the relevant information available. Then review the list to determine what, if any additional information should be obtained before final decisions can be made.

- Make use of others in determining problems and generating solutions. "Group thinking" often yields better solutions than would be generated by only one individual.

- When assessing problems/opportunities, consider the effect of the problem or potential improvement on others beyond your immediate work area (e.g., other work stations, other departments, etc.).

- Identify training opportunities related to quality improvement processes, decision-making and process improvement.

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Section III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: CUSTOMER SERVICE ORIENTATION

**TASK: DEMONSTRATES OWNERSHIP FOR THE TIMELY COMPLETION
OF ASSIGNED WORK ACTIVITIES**

- Actively supervise the quality with which all your ongoing assignments are executed. Assess whether the quality of completed assignments and activities meet agreed-upon standards, requirements and expectations.

- Take ownership for your work activities by exceeding the expectations of others. For example, if a project deadline requires you to put in extra hours, go the "extra mile" to complete the assignment on time. It will provide a sense of satisfaction and demonstrate your dedication to your job.

- Keep in mind that the responsibility for finishing the assignments and work activities given to your team goes beyond your specific job function. You not only need to make sure that you are on schedule, but also that your fellow teammates are completing their tasks in a timely fashion and, if necessary, take corrective action to prevent additional overruns.

- Remember that you, not another, are ultimately responsible for the timely completion of projects and assignments. Self-monitor the progress of each assignment or task and compare it with pre-specified schedules, work plans, and deadlines.

- Take some time to inspect how things are currently being done in your team. Could certain procedures and activities be done more efficiently? Taking the responsibility for the quality and timeliness of your own work will result in an improved team product.

- Take the initiative to modify your work activities in response to rapidly changing work conditions. In other words, remain flexible/adaptable.

- If you perceive that something needs to be done and it is in your area of responsibility, don't wait to be told, but do ask for authorization to start working on it if necessary.

- Before changing your work activities or timelines, first consider how these changes might affect other team members.

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Section III: PERFORMANCE DEVELOPMENTAL STRATEGIES

SKILL: CUSTOMER SERVICE ORIENTATION

TASK: WORKS COOPERATIVELY WITH INDIVIDUALS FROM OTHER FUNCTIONAL AREAS TO RESOLVE PROBLEMS OF MUTUAL CONCERN

- Seek opportunities to work jointly with individuals from other functional areas to get to know them better, establish positive working relationships, etc.

- Through conversations with your supervisor or more experienced personnel, learn the general function of other departments.

- Seek input from others within the organization regarding how best to handle a particularly difficult problem or issue. Others may have dealt with similar issues in the past.

- When asking for information from others, ask questions in an open-ended manner. Begin questions with "what," "how," "when," "why," or "where."

- Reinforce others for offering views or suggestions. Acknowledge their input even if you disagree with their ideas.

- When meeting with others in the organization, encourage them to keep the discussion focused on the task at hand rather than on personal differences. Encourage others to regard conflict as a difference of ideas or methods, rather than a difference in people.

- Before disagreeing with others, restate what you believe to be the other person's opinion. Be sure that differences of opinion or conflicts are not simply a matter of misunderstanding or miscommunicating.

- If there are differences of opinion on how to resolve a problem, list the positives and negatives of each approach. Challenge others' ideas and ask them to challenge yours, so that the solution will be well thought out. Consider alternative solutions that combine the best ideas.

- If others within the organization help you with a problem or situation, let them know how much you appreciate their assistance. Be sure to recognize others' contributions when discussing innovative ideas and/or problem solutions.

Please note that, in addition to the Workplace Success Skills Feedback Report (the preceding pages), LRI able to include a final page in the document, a…

Workplace Effectiveness Skills Competency Transcript for the Individual

The Transcript lists those skills on pages 2, 3 and 4 of this Feedback Report where John Doe's 'Performance Was Acceptable.' (Areas where further development is needed are not included in this document.) The report can be customized to indicate:

John Doe has demonstrated his effectiveness in the following skill and task areas:

Facilitation: Motivating and encouraging others in the work group to participate and perform.

Examples of situations in which John Doe has demonstrated effectiveness:
- Actively acknowledges and recognizes the positive work efforts and accomplishments of team members.
- Interacts with hostile or angry team members in a calm and non-defensive manner.
- Encourages others to contribute ideas and suggestions.

Influence: Actively guiding the actions and thinking of others.

Examples of situations in which John Doe has demonstrated effectiveness:
- Suggests alternative methods and procedures to others aimed at enhancing their individual performance, or that of the group.
- Provides others with feedback on their work quality and productivity.
- Persists with ideas and recommendations despite resistance by others.
- Assists co-workers in clarifying roles, responsibilities and accountabilities regarding work.

Commitment to Quality: Taking action to insure the quality of work performed by self and others.

Examples of situations in which John Doe has demonstrated effectiveness:
- Encourages others to apply high work standards when completing their own work.
- Sets high work standards for own work activities.
- Initiates action to correct operating problems or inefficiencies, rather than accepting them.
- Demonstrates a concern for providing quality services and products.

Customer Service Orientation: Taking action to meet or exceed the performance expectations of others.

Examples of situations in which John Doe has demonstrated effectiveness:
- Offers assistance to co-workers who are experiencing problems.
- Responds in a positive and constructive manner to problems/concerns raised by others.

Problem Solving: Exercising sound judgment and reason in determining courses of action to pursue.

Examples of situations in which John Doe has demonstrated effectiveness:
- Adheres to company policies/procedures (e.g., safety policies, personnel policies, etc.).
- Recommends specific actions for dealing with operating and system problems.
- Prioritizes conflicting work demands.

Listening: Understanding factual information and implied meanings presented orally.

Examples of situations in which John Doe has demonstrated effectiveness:
- Recognizes information most relevant and important to a situation.
- Accurately recalls factual information from discussion.