



AccuVision™ OFFICE SUCCESS SKILLS

From AlignMark

Feedback Report - Incumbent

for
John Doe
111-11-1111

RESULTS

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

The AccuVision™ Office Success Skills System measures skills in the following areas: dealing with internal and/or external customers in an interpersonally sensitive manner, establishing priorities and coordinating work activities, generating quality solutions for dealing with problems and interpersonal conflicts, proofreading, and attention to detail. Technical knowledge and experience of the applicant 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™ OFFICE SUCCESS SKILLS

DEVELOPMENTAL INFORMATION

For
John Doe
111-11-1111

This report provides feedback on the individual office 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. 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

<u>SKILL</u>	<u>Rank *</u> <u>Order</u>	<u>Performance **</u> <u>Level</u>
CUSTOMER RELATIONS To effectively deal with internal and/or external customers in an interpersonally sensitive manner.	2	x
ORGANIZING & PLANNING To effectively establish priorities and coordinate work activities for self and others.	5	
PROBLEM SOLVING To generate quality solutions for dealing with problems and interpersonal conflicts.	4	
PROOFREADING To accurately identify errors in grammar, word usage, etc., in typewritten materials.	3	x
ATTENTION TO DETAIL To properly attend to detail by identifying errors despite time pressures.	1	x

* 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.

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.

CUSTOMER RELATIONS:

To effectively deal with internal and/or external customers in an interpersonally sensitive manner.

Situations In Which the Participant's Performance Was Acceptable

- Demonstrates responsiveness to the needs and concerns of external customers.
- Refrains from correcting/compromising manager in the presence of manager's superior(s).
- Refrains from correcting/compromising manager in the presence of manager's direct report(s).
- Maintains the confidentiality of information as requested by superior.

Situations In Which The Participant's Performance Needs Development

- In all situations for this skill, performance was acceptable. (See Above)

ORGANIZING & PLANNING:

To effectively establish priorities and coordinate work activities for self and others.

Situations In Which the Participant's Performance Was Acceptable

- Manages own time by determining those activities best performed by self versus those better dealt with by others.
- Coordinates meetings and appointments.

Situations In Which The Participant's Performance Needs Development

- Assists in determining priorities for immediate superior's work activities.
- Determines own work priorities when faced with competing work demands.

PROBLEM SOLVING:

To generate quality solutions for dealing with problems and interpersonal conflicts.

Situations In Which the Participant's Performance Was Acceptable

- Independently initiates action to deal with problems within own scope of responsibility.

Situations In Which The Participant's Performance Needs Development

- Determines appropriate methods for improving work flow procedures.
- Mediates interpersonal conflict among others.
- Provides problem solving direction and guidance to others.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ORGANIZING & PRIORITIZING

TASK: ASSISTS IN DETERMINING PRIORITIES FOR IMMEDIATE SUPERIOR'S WORK ACTIVITIES

- Develop a list of tasks, meetings, etc., requiring your manager's attention and/or presence. Classify each as having a high, medium, or low priority. Review and update the list daily and recategorize as needed to maintain proper prioritization.
- Meet with your supervisor and ensure that your priorities are aligned with the priorities of the larger organization.
- Assign all new tasks, meetings, etc., to a priority category in relation to all existing activities needing to be done.
- Foster an environment that is flexible, adaptable, and responsive to changing priorities without being overly disruptive.
- Identify training opportunities related to time management and setting priorities.
- Assess situations and associated action plans from different perspectives, for example, in terms of financial implications, political implications, impact on other departments, short- versus long term, etc. As you review the situation and your response options (and that of your manager) take different perspectives and weigh the factors as they relate to each perspective (e.g., from a financial perspective ignoring the situation wouldn't cause problems, but from a political perspective it would have severe negative consequences, etc.).
- Through discussions with your manager, develop a clear understanding of your personal authority to alter his/her schedule, interrupt ongoing meetings, etc.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ORGANIZING & PRIORITIZING

TASK: DETERMINES OWN WORK PRIORITIES WHEN FACED WITH COMPETING WORK DEMANDS

- Maintain an event/activities calendar for work assignments, projects, etc., and use it to schedule appointments, plan and monitor critical due dates, etc.
- Develop a list of tasks to be completed. Classify each task as having a high, medium, or low priority. Review the tasks daily and recategorize as needed to maintain proper prioritization.
- Assign all new tasks to a priority category in relation to all existing tasks needing to be done.
- You will often be given several tasks to complete during the course of the day. Make a list of the tasks and as you complete them, check them off the list. Don't simply rely on your memory.
- Routine, time-consuming activities should be singled out and a plan for completing these activities in an efficient manner should be determined. Required information, materials, personnel, etc. should be identified and made available, and plans for coordinating key aspects of the activity should be laid out in advance.
- Identify training opportunities related to time management, setting priorities, and decision-making.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: PROBLEM-SOLVING

TASK: DETERMINES APPROPRIATE METHODS FOR IMPROVING WORK FLOW PROCEDURES

- Take the opportunity to observe, first-hand ongoing work-flow procedures/activities. Be alert to situations that can lead to operating problems.
- Generate acceptance from other office staff for new work flow procedures or modifications to existing procedures through involvement; that is, ask their opinion/input on the nature and extent of the problem, ways to improve the problem, how best to implement any changes, etc.
- Identify 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 down 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 most likely increase in seriousness.
- Encourage co-workers and other team members to identify operating problems they encounter, even if they are partially responsible for the problem.
- Consider the impact of operating problems on others outside the work group, such as other departments, outside suppliers and customers, etc., and advise them accordingly.
- Involve co-workers, team members, etc., in anticipating operating problems and developing contingency action plans including what to do and who to notify in the event that a problem arises.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: PROBLEM SOLVING

TASK: MEDIATES INTERPERSONAL CONFLICT AMONG OTHERS

- Disagreements between others may simply be a matter of misunderstanding or miscommunication. To avoid this, encourage conflicting parties to restate what they believe to be the other person's position, goals, etc., as a way of clearing up misunderstandings and reducing conflict.
- Encourage conflicting parties to focus on the task at hand rather than on personality differences by viewing conflict as a difference of ideas or approaches rather than people.
- Bring conflict or disagreement to the surface in order to deal with it in an open and non-defensive manner. Encourage conflicting parties to seek compromise solutions that incorporate positive outcomes for both parties.
- Facilitate a "team" oriented atmosphere by encouraging various groups (e.g., sales, support, service, etc.) to meet periodically to establish/maintain open lines of communication, discuss and resolve mutual problems/concerns, etc.
- Anger inhibits productive communication and problem solving. Encourage others who appear overly upset or angry to take time to "cool down" before attempting to meet and discuss problems, resolve conflicts, etc.
- Create a positive interpersonal environment by encouraging others to take time to discuss non-work-related issues, such as asking about outside interests or simply "how things are going," etc.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: PROBLEM SOLVING

TASK: PROVIDES PROBLEM-SOLVING DIRECTION AND GUIDANCE TO OTHERS

- Assess situations and associated action plans from different perspectives, for example, in terms of financial implications, political implications, impact on other departments, short-term versus long-term, etc. Avoid looking at problems only from your own technical perspective or operating responsibility.
- Make use of others in diagnosing problems and generating solutions. Group involvement often yields better solutions than those generated by only one individual.
- When generating problem-solving solutions, come up with several options. Then assess the merits and shortcomings of each. Avoid initially considering a single course of action as "the" answer.
- Make it a regular step in the decision-making process to solicit opinions, reactions, and concerns from others (e.g., co-workers, other departments, etc.).
- When assessing problem-solving solutions, assess the potential risks or "downside potential" for actions. Don't simply focus on potential positive outcomes of a particular course of action.
- Always prepare a decision implementation plan. Whenever practical, this plan should be in writing and distributed to all persons involved in the implementation process.
- Monitor and assess the impact of your decisions and remain flexible. As necessary, modify prior decisions based on perceived effectiveness of implemented decisions.