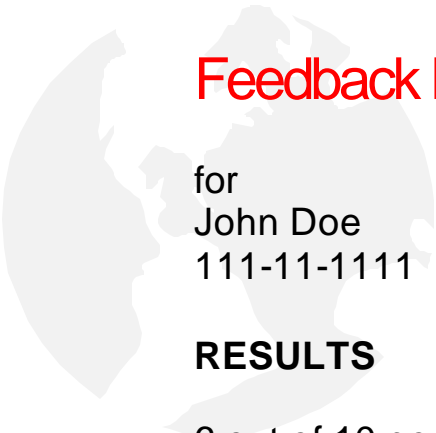


For more information about
This program, please contact:
The Resource Connection
525 Sheridan Blvd.
Orlando, FL 32804
Phone: 407-426-0511
Fax: 407-426-0552
leilani@resourceconnection.com

AccuVision™ SUPERVISORY SYSTEM

From AlignMark

Feedback Report - Applicant



for
John Doe
111-11-1111

RESULTS

6 out of 10 people
with the same score as
John Doe have been successful
in performing
their supervisory jobs.

The AccuVision™ Supervisory 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.

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DEVELOPMENTAL INFORMATION

For

John 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 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 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 * | Performance ** |
|--|--------|----------------|
| | Order | Level |
| TEAM BUILDING The ability to motivate and encourage others to perform and participate. | 1 | |
| 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. | 3 | |
| 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. | 2 | x |
| 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. | 5 | |

* 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

- Mediates differences of opinions that arise among team members.
- Interacts with hostile or angry team members in a calm and non-defensive manner.
- Solicits the views and opinions of team members for improving procedures.

Situations In Which The Participant's Performance Needs Development

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

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.

Situations In Which the Participant's Performance Was Acceptable

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

Situations In Which The Participant's Performance Needs Development

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

INITIATIVE:

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

Situations In Which the Participant Is Performance Was Acceptable

- Determines issues that should be resolved by self versus those better referred to higher management.
- Initiates action to deal with performance difficulties experienced by team members.

Situations In Which The Participant's Performance Needs Development

- Initiates action to deal with operating problems.
- Defends own views and opinions when challenged.
- Monitors work habits of team members and takes action to correct unsafe work practices.

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 Is Performance Was Acceptable

- Assesses the implications of decisions.

Situations In Which The Participant's Performance Needs Development

- Assesses the performance strengths and weaknesses of individual team members.
- Reviews and responds to administrative requests of work group members.
- Makes decisions regarding the relative importance/urgency of competing work demands.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ANALYSIS & PROBLEM SOLVING

TASK: ASSESSES THE PERFORMANCE STRENGTHS AND WEAKNESSES OF INDIVIDUAL TEAM MEMBERS

- Know the skills of team members. Prepare a list of each individual's special training or expertise. Include information about job interests and special areas of expertise or knowledge. Use this list when delegating assignments.
- When evaluating the performance of others, evaluate results and how the results were achieved. Avoid assuming that the way you would have personally done an assignment is the best or most effective method.
- Before giving critical feedback on a significant issue, first assess how you or others may have contributed to the problem (e.g., was adequate direction originally given, was the progress of the assignment adequately monitored, etc.).
- Create a developmental plan for each team member that focuses on both strengths and weaknesses. Be specific on your expectations for improvement.
- Develop job descriptions for each of the positions in your organization highlighting the knowledge and skills required. Evaluate position incumbents against the requirements, and develop improvement plans for each using a performance planning improvement process.
- Meet individually with each team member periodically to discuss his/her career goals, and identify the skill and knowledge needs to achieve these goals.
- Look for developmental experiences for each member of your work team (e.g., task force work, temporary assignments, etc.).
- Establish performance expectations and objectives with and for each team member. Meet regularly to discuss and assess performance toward objectives.
- Identify and discuss strengths and areas for development and improvement, and establish and implement development plans.

- Identify training opportunities related to: goal setting and objective setting for work groups, establishing clear job performance expectations, performance assessment, and appraisal.

Note: Pages in Section III can be customized to include credit and non-credit course and training program information.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ANALYSIS & PROBLEM SOLVING

TASK: REVIEWS AND RESPONDS TO ADMINISTRATIVE REQUESTS OF GROUP MEMBERS

- Understand that what you think is a minor administrative task or issue, may be a major issue for one of your team members. Keep your team members' perspective in mind when replying to their requests.
- Avoid immediately providing answers to team members' questions. Instead, ask questions of them regarding their suggestions or ideas for handling issues. Stimulate others to think through issues before they ask for guidance.
- Maintain a tickler file of items needing follow-up.
- Make sure that you provide explanations for your responses and actions to team members' requests. No matter the outcome of the request, the team member should understand your actions and the rationale for your responses.
- Train team members on administrative procedures and policies that need to be followed.
- Identify training opportunities related to: roles and responsibilities of the supervisor and local unit and corporate policies and procedures that impact the work team.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: ANALYSIS & PROBLEM SOLVING

TASK: MAKES DECISIONS REGARDING THE RELATIVE IMPORTANCE/URGENCY OF COMPETING WORK DEMANDS

- Develop a list of tasks to be completed. Classify the tasks as high, medium, and 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.
- When assigning work to team members, make sure they understand the relative importance of the work as it relates to work already assigned.
- Involve work team members in the prioritization of work tasks that affect them.
- Meet with your supervisor and ensure that your priorities are aligned with the priorities of the larger organization.
- Establish a process to provide accurate and timely information regarding both the importance and urgency of work demands.
- Foster an environment that is flexible, adaptable, and responsive to changing priorities without being overly disruptive.
- Identify training opportunities related to: priority setting and decision-making.

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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.

Note: Pages in Section III can be customized to include credit and non-credit course and training program information.

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SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: INITIATIVE

TASK: MONITORS WORK HABITS OF TEAM MEMBERS AND TAKES ACTION TO CORRECT UNSAFE WORK PRACTICES

- Lead by example. Make sure you follow all safety guidelines and procedures during your everyday work activities.
- Consistently confront safety violations and/or unsafe work practices. Although the action taken will vary with the circumstances of the situation, communicate to team members that there is no such thing as a "minor" infraction or accident.
- Actively recognize the safety accomplishments of individual team members.
- Post and maintain a chart depicting the number of days your group has worked without an accident or safety infraction.
- Discuss accidents with the work group. Use past experiences to prevent future accidents.

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