

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](mailto:leilani@resourceconnection.com)

# AccuVision™ SUPERVISORY SYSTEM

From AlignMark

**Group Report**

For  
XYZ Corporation  
Alpha Unit

Date:

05-19-1993

# AccuVision™ SUPERVISORY SYSTEM

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for  
XYZ Corporation  
Alpha Unit  
May 19, 1999**

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# AccuVision™ SUPERVISORY SYSTEM

## SECTION I: SKILL RATINGS & RANKINGS

**Group Report  
for  
XYZ Corporation  
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May 19, 1999**

<u>SKILL</u>	<u>Rank Order</u>	<u>Performance Level</u>
<b>I. Team Building</b>	4	Average
<b>II. Situational Style of Interaction</b>	5	Average
<b>III. Influence</b>	3	Average
<b>IV. Initiative</b>	2	Average
<b>V. Analysis &amp; Problem Solving</b>	1	Average

# AccuVision™ SUPERVISORY SYSTEM

## SECTION II: FREQUENCY TABLES

### XYZ Corporation Alpha Unit

May 19, 1999

#### INCUMBENTS

SCORE	FREQUENCY	PERCENTAGE
0-250	5	8 %
260-500	10	17 %
510-750	30	50 %
760-990	15	25 %

#### APPLICANTS

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	38	6 %
4 out of 10	71	11 %
5 out of 10	87	13 %
6 out of 10	109	17 %
7 out of 10	102	16 %
8 out of 10	86	13 %
9 out of 10 or more	152	24 %

# AccuVision™ SUPERVISORY SYSTEM

## SECTION II: FREQUENCY TABLES

### XYZ Corporation Alpha Unit

May 19, 1999

#### MALES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	34	7 %
4 out of 10	55	12 %
5 out of 10	67	14 %
6 out of 10	79	17 %
7 out of 10	7.6	16 %
8 out of 10	67	14 %
9 out of 10 or more	93	20 %

#### FEMALES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	4	2 %
4 out of 10	16	9 %
5 out of 10	20	11 %
6 out of 10	30	17 %
7 out of 10	26	15 %
8 out of 10	19	11 %
9 out of 10 or more	59	34 %

# AccuVision™ SUPERVISORY SYSTEM

## SECTION II: FREQUENCY TABLES

### XYZ Corporation Alpha Unit

May 19, 1999

#### WHITES

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	29	5 %
4 out of 10	61	11 %
5 out of 10	65	12 %
6 out of 10	96	17 %
7 out of 10	87	16 %
8 out of 10	77	14 %
9 out of 10 or more	138	25 %

#### BLACKS

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	8	13 %
4 out of 10	9	14 %
5 out of 10	14	22 %
6 out of 10	7	11 %
7 out of 10	10	16 %
8 out of 10	4	6 %
9 out of 10 or more	12	19 %

# AccuVision™ SUPERVISORY SYSTEM

## SECTION II: FREQUENCY TABLES

### XYZ Corporation Alpha Unit

May 19, 1999

#### 40 YEARS OF AGE OR GREATER

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	22	11 %
4 out of 10	28	14 %
5 out of 10	29	15 %
6 out of 10	30	15 %
7 out of 10	28	14 %
8 out of 10	24	12 %
9 out of 10 or more	36	18 %

#### LESS THAN 40 YEARS OF AGE

SCORE	FREQUENCY	PERCENTAGE
3 out of 10 or less	16	4 %
4 out of 10	43	10 %
5 out of 10	58	13 %
6 out of 10	79	18 %
7 out of 10	74	17 %
8 out of 10	62	14 %
9 out of 10 or more	116	26 %

# AccuVision™ SUPERVISORY SYSTEM

## SECTION II: FREQUENCY TABLES

### XYZ Corporation Alpha Unit

May 19, 1999

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

Skill	% of People with an X at Performance Level
Team Building	38 %
Situational Style of Interaction	42 %
Influence	42 %
Initiative	54 %
Analysis & Problem Solving	53 %

#### Percentage of People with Similar Skill Rankings

Skill	1	2	3	4	5
Team Building	18 %	20 %	20 %	20 %	21 %
Situational Style of Interaction	13 %	18 %	23 %	28 %	19 %
Influence	22 %	18 %	19 %	19 %	22 %
Initiative	22 %	20 %	18 %	17 %	22 %
Analysis & Problem Solving	29 %	21 %	20 %	16 %	14 %



**The Following Pages Include:**

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

# AccuVision™ SUPERVISORY SYSTEM

## SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

**SKILL: TEAM BUILDING**

**TASK: MEDIATES DIFFERENCES OF OPINIONS THAT ARISE AMONG TEAM MEMBERS**

- Bring conflict or disagreement to the surface. After presenting an idea or plan, ask others to play "devil's advocate" with your idea/plan. Use this approach to both refine and revise your ideas, as well as to model open and non-defensive behavior when dealing with differences of opinions.
- Before disagreeing with others, restate what you believe to be the other person's opinion. Ensure that differences/conflicts are not simply a matter of misunderstanding or miscommunication. When team members disagree with one another, require them to do the same.
- Ask team members to specifically articulate their positions in order to clarify their differences of opinions, and have them attempt to understand the goals that each team member is trying to reach.
- Ask team members to keep their discussion focused on the task at hand rather than focusing on personal differences. Encourage them to look at conflict as a difference of ideas or approaches rather than people.
- When a conflict situation arises between team members, discuss it with your supervisor. After it has been resolved, seek feedback on your effectiveness from your supervisor.
- When team members have differences of opinions, ask them to list out the positives and negatives of each. Ask the team members to challenge each other's ideas so that the solution will be well thought out. Encourage them to consider an alternative that incorporates the best points of their individual views.
- Identify training opportunities related to: conflict resolution, negotiation skills and group involvement processes.

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

# AccuVision™ SUPERVISORY SYSTEM

## SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

**SKILL: TEAM BUILDING**

**TASK: ACTIVELY ACKNOWLEDGES AND RECOGNIZES THE POSITIVE WORK EFFORTS AND ACCOMPLISHMENTS OF THE TEAM**

- Commend team members for positive performance and explain why you viewed their performance as positive.
- Praise and acknowledge the efforts of team members in front of others. However, provide feedback of a critical nature only in private.
- Feedback of a positive (and negative) nature should be given promptly. Waiting weeks or months to discuss performance issues lessens the effectiveness of the feedback.
- Actively recognize positive performance in team members. It provides not only motivation, but develops self-confidence.
- Actively acknowledge positive accomplishments. Don't just focus on how a project or task could have been even more successful. Make sure to discuss the positive aspects of the project as well.
- Emphasize and positively recognize examples of "teamwork" among team members.
- Require all team members to maintain and work on a developmental plan. Share yours with them and set an example.
- Treat members of the work team as your customers. This will enable them to benefit from your support and leadership.
- Involve members of the work team in establishing a method to monitor group performance by including feedback from internal and external sources.
- Look for opportunities for employees to have career enhancing experiences (i.e.. developmental training, special assignments, etc.).
- Establish a regular pattern of conveying group and individual's accomplishments to higher management.
- Identify training opportunities related to: establishing and providing feedback, and recognition.

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

# AccuVision™ SUPERVISORY SYSTEM

## SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

### SKILL: SITUATIONAL STYLE OF INTERACTION

- Frequently assess your decision making style. Ask yourself such questions as: are you soliciting ideas from others, are you effectively involving others in the decision making process?
- Get feedback on your decision making style from work team members and others.
- Don't over-react to a job situation. Ask yourself. "What is the best way to handle this situation?" not "what is the most expedient way?"
- Maintain a proper balance between your "people" orientation and your "task" orientation.
- Accept the responsibility to be directive and decisive in matters where urgency, seriousness and/or confidentiality prevent you from using a more participative approach.
- Regardless of the primary style of interaction you use when dealing with team members. It may need to be varied when dealing with others such as peers, higher management, customers, etc.
- Take into account the personality/temperament of the audience or individual you'll be dealing with before deciding on a style of interaction to use with them.
- Assess your role in a given situation before deciding on which style of interaction to use. For example, you will use a different style of interaction to simply communicate a decision that has already been made versus communicating a decision that might still be open for changes.
- Vary your expectations of team member's performance based on the team member's capabilities. For example, a project assigned to less experienced or competent team member may be completed very differently than the same project completed by a more experienced or competent team member.
- Identify training opportunities related to: leadership styles, situational and contingency management.

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