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AccuVision™ **WORKPLACE SUCCESS SKILLS**

From AlignMark

Group Report

For
XYZ Corporation
Alpha Unit

Date:

05-19-1993

AccuVision™ WORKPLACE SUCCESS SKILLS

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for
XYZ Corporation
Alpha Unit
May 19, 1999**

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION I: SKILL RATINGS & RANKINGS

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

<u>SKILL</u>	<u>Rank Order</u>	<u>Performance Level</u>
I. Facilitation	1	Above average
II. Influence	2	Average
III. Commitment to Quality	3	Average
IV. Customer Service Orientation	6	Below Average
V. Problem Solving	4	Average
VI. Listening	5	Below Average

AccuVision™ WORKPLACE SUCCESS SKILLS

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	101	17 %
7 out of 10	102	16 %
8 out of 10	86	13 %
9 out of 10 or more	152	24 %

AccuVision™ WORKPLACE SUCCESS SKILLS

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	76	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™ WORKPLACE SUCCESS SKILLS

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	0.6 %
9 out of 10 or more	12	19 %

AccuVision™ WORKPLACE SUCCESS SKILLS

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™ CUSTOMER SERVICE SYSTEM
Interactive Section

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
Facilitation	59 %
Influence	43 %
Commitment to Quality	51 %
Customer Service Orientation	1 %
Problem Solving	46 %
Listening	28 %

Percentage of People with Similar Skill Rankings

Skill	Ranking					
	1	2	3	4	5	6
Facilitation	34 %	23 %	21 %	14 %	6 %	3 %
Influence	24 %	21 %	22 %	19 %	10 %	4 %
Commitment to Quality	26 %	23 %	16 %	20 %	11 %	5 %
Customer Service Orientation	2 %	2 %	7 %	14 %	50 %	24 %
Problem-Solving	17 %	18 %	20 %	23 %	15 %	6 %
Listening	14 %	8 %	9 %	6 %	8 %	55 %

The Following Pages Include:

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

AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: FACILITATION

TASK: MEDIATES DIFFERENCES OF OPINIONS THAT ARISE AMONG TEAM MEMBERS

- Bring disagreements to the surface. Recommend that each member present his/her idea or plan, while the others play "devil's advocate" with the suggestions. Use this approach to both refine and revise your team's ideas.
- Whenever possible model open and non-defensive behavior when dealing with team members with different or contrasting opinions.
- Before disagreeing with others, restate what you believe to be the other person's opinion. Make sure that differences/conflicts are not simply a matter of misunderstanding or miscommunication. When other team members disagree with one another, require them to do the same.
- Ask other team members to keep their discussions focused on the task at hand rather than focusing on personal differences or personality traits. Encourage them to look at conflict as a difference of ideas or approaches rather than a "personal" conflict.
- Ask team members to carefully explain their positions in order to clarify differences of opinions, and have them attempt to understand the goals that each team member is trying to reach.
- 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™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: INFLUENCE

TASK: PROVIDES CO-WORKERS WITH FEEDBACK ON THEIR WORK QUALITY, PRODUCTIVITY, ETC., WHICH AFFECTS OWN WORK ACTIVITIES.

- Feedback is most effective and best received when it is behaviorally specific. Discuss behaviors and results that occurred (or did not occur). Vague generalizations (e.g., "the report is poorly written", "you need to be more helpful," etc.) are difficult for others to understand and usually lead to little change on the part of your fellow team members.
- Make feedback a two-way process. After discussing a problem or issue, ask your co-worker for his/her perceptions of the causes, what can be done to improve the situation, etc. Avoid simply lecturing. To the greatest extent possible, create a mutual problem-solving atmosphere.
- Feedback and coaching are most effective when done relative to pre-specified goals, objectives, standards, or criteria. Make sure you know what they are (talk to your supervisor) before you critique another co-worker's performance.
- Create an environment where "discussion" is routine. Once team member feedback is seen as "O.K." by your fellow teammates they will be less defensive and more likely to accept criticism in a positive manner.
- Specifically ask how you can be of assistance before offering advice and opinions. The team member may have already received similar feedback from your supervisor and/or other team members.
- Create opportunities for feedback to occur. Set up a team member discussion group to review what happened, what should have happened, and what didn't at the completion of each major assignment.
- Identify training opportunities related to: how to provide effective feedback, coaching, and counseling.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: COMMITMENT TO QUALITY

TASK: DEMONSTRATES A CONCERN FOR PROVIDING QUALITY SERVICES AND PRODUCTS

- Maintain ownership for handling the customer's (INTERNAL OR EXTERNAL) needs. Even though you may be required to involve others in gathering information or obtaining approval for certain actions, indicate to the customer that you will take the actions necessary to ensure his/her satisfaction with the purchases as well as the service they received.
- In certain cases it may be necessary for you to go beyond what you normally consider to be your job duties in order to assist a customer with special needs. For example, you may need to interact with departments or individuals that you normally wouldn't interact with to solve a customer's problem.
- If you don't possess the knowledge or background required to personally assist a customer be proactive by referring them to someone who can help them. There is nothing more unpleasant than for a customer to hear the phrase "I don't know" or "I can't help you with that".
- Remember that offering quality services and products is your first priority. Customers want to feel that you are sincere in your desire to help them and that they are not interrupting your "real" work.
- Recognize that in order to provide quality service and products, you must first assess the specific needs and requirements of your customers.
- In some situations, policies or procedures may not allow you to comply with a customer's request. However, alternative courses of action may allow you to fully or partially meet the actual needs of the customer.
- Keep in mind that pursuing new skills and additional training is valuable for your growth as an employee and leads to higher self-esteem, job satisfaction and in general, a greater variety of work possibilities.
- Identify training opportunities related to: quality should receive priority status, and which types are considered routine. Seek advice and input from experienced co-workers on which factors or issues make up a "priority" situation or request.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: CUSTOMER SERVICE ORIENTATION

TASK: RESPONDS IN A POSITIVE AND CONSTRUCTIVE MANNER TO PROBLEMS/CONCERNS RAISED BY OTHERS.

- Make sure that others view you as approachable. Encourage others to ask you for assistance or advice. Appear flexible.
- When trying to understand a specific need/concern, determine such factors as how often the problem occurs, under what circumstances does the problem arise, and what are the consequences of not successfully addressing the need/concern.
- To avoid misunderstandings and offer the proper type of assistance restate, in your own words, what you perceive the individual's major needs/concerns are and ask him/her if your perceptions are correct.
- Analyze each interaction in terms of your ability to effectively identify the individual's needs/concerns. Seek input from your supervisor and discuss any differences between your perceptions and your supervisor's.
- For future reference, write down information concerning the problem situation or concern.
- Make use of co-workers when trying to come up with solutions to problems. Group problem solving often yields better solutions than an individual could produce by working alone.
- Make a mental list of commonly occurring problems/situations that you have trouble handling. Discuss ways of handling the problems/situations with more experienced co-workers.
- From time to time, you may be called on to handle a problem or complaint involving another employee from your team. Take ownership for resolving the problem. Avoid placing blame on others or simply transferring responsibility to the employee in question. If necessary, advise the teammate in question of the outcome of the situation.
- Learn to recognize which types of concerns/requests/problems improvement processes, decision making, and process improvement.
- Ask questions in an open-ended manner. Questions such as, "Can you tell me more about the problem?" will enable you to gather more detailed information than asking questions which have simple "yes" or "no" answers.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT 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 think" 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 workstations, other work areas, etc.).
- Identify training opportunities related to: quality improvement processes, decision-making and process improvement.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: LISTENING

TASK: RECOGNIZES INFORMATION MOST RELEVANT AND IMPORTANT TO A SITUATION.

- During discussions with other team members reduce misunderstandings by restating in your own words the basic content of what the team member said, and if necessary, ask the team member if you correctly understand the message.
- Prior to discussing a problem or situation with others, research the issue and possible solutions to determine the best method of resolving the situation.
- Anticipate problems. List possible obstacles, objections and emergency plans for dealing with each.
- Before team meetings, make up a list of questions, pertinent information, etc., which can be used to guide the discussion during the meeting. This will help to keep the team focused on the task at hand, and will help to avoid unproductive or irrelevant discussions.
- If instructions or directions are unclear/ambiguous, ask for further clarification of the information. Ask questions such as, "When do you need this?" or "When I am finished with this repair, do you want to take a look at it before I send it out?" to gain further understanding of the relative priority or order of tasks.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: LISTENING

**TASK: RECOGNIZES AMBIGUOUS OR INCONSISTENT STATEMENTS;
HEARS "BETWEEN THE LINES."**

- One key to understanding "between the lines" information is knowing as much as possible about the individual(s) with whom you interact, as well as their work environment. Keep yourself up-to-date on what is going on with others on the team and in the organization by maintaining an active interest in others' work situations (e.g., ask questions concerning on-going projects and assignments), reading company newsletters, reading industry updates, etc.
- When speaking with others, be alert for "mixed messages" or inconsistencies, such as non-verbal cues not matching the verbal information being conveyed. Often the non-verbal messages provide more accurate information than do the verbal messages.
- Make sure that differences or conflicts are not just a matter of miscommunication by restating what was said in your own words, asking for clarification, etc.
- Recognize that others in the organization may not always tell you the real reason for their actions and/or may not be permitted to discuss the reasons behind a particular action.
- Ask for and offer examples/explanations in order to clarify information.

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AccuVision™ WORKPLACE SUCCESS SKILLS

SECTION III: PERFORMANCE DEVELOPMENT STRATEGIES

SKILL: LISTENING

TASK: ACCURATELY RECALLS FACTUAL INFORMATION FROM PERFORMANCE DEVELOPMENT STRATEGIES

- When attending a meeting or group discussion attempt to stay focused on the speaker. Recognize that distractions are present in most situations and that a conscious effort is sometimes necessary to sufficiently concentrate on the information presented.
- Avoid interrupting unless necessary. Distractions may cause the speaker to lose his/her train of thought and you'll end up missing out on critical information. In addition, it takes certain people more time than others to express their message. Give them the opportunity to complete their thoughts before asking questions or making comments. After the speaker is finished, repeat back the information so that any misunderstandings/miscommunications can be clarified.
- If you don't completely understand the speaker, be sure to ask questions until you feel comfortable with the information provided. Many people fail to ask questions because they are afraid to appear foolish, but it is better to ask for clarification than to waste your time and effort based on incorrect information. Your supervisor and teammates will respect you for your honesty.
- When you receive a large amount of information at one time, it will sometimes be necessary to ask for the information to be repeated. If possible, take notes during the conversation/presentation.

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