QFS's Professional Sales Manager Selection Report with Structured Interview

for Suzanne Example

5/7/2012

This is a complimentary report.

Norms used for this report: US General Norm

Confidentiality

Because of the nature of appraisal information and the dangers of its misuse, this report must be kept confidential and its contents restricted to those who have direct responsibility for decision making. This Selection Report should not be shown to or discussed with the candidate. The ASSESS Developmental Report has been designed for this purpose.

How To Use This Report

- Since everyone has strengths and weaknesses, special caution must be exercised to view this report as a whole. Be careful not to overemphasize specific statements, but rather consider this person's overall suitability for a particular position in your organizational environment.

- Many of the characteristics described in this report could be assets in some circumstances and liabilities in others. You will notice that a characteristic may appear as a strength in relation to one competency, but a weakness when considered in relation to another competency.

- The report does not take into account the candidate's background, training, or technical skills or experience. Therefore, the results do not measure personal effectiveness or the quality of job performance; rather, they describe characteristics that (along with these other factors) may influence job performance. To minimize the chances of erroneous decisions, the contents of this report should be combined with information from other sources (for example; interview impressions, references, work experience, job competence, work habits, background, etc.) to gain a complete picture of this person.

- Over time, people and organizations change. If several years have passed since the date of this report, it may be valuable to reassess the candidate. Remember, this person was evaluated at a particular age, stage of development, level of experience, etc. With the passage of time, the characteristics measured by ASSESS may have changed.

Interpretation Assistance

ASSESS is a computerized expert system that interprets test scores and writes reports in the same manner that an organizational psychologist would. The reports are designed to be read by managers without regular assistance from a professional. Occasionally, however, you may need additional interpretation assistance. See the ASSESS coordinator for your organization to make arrangements.
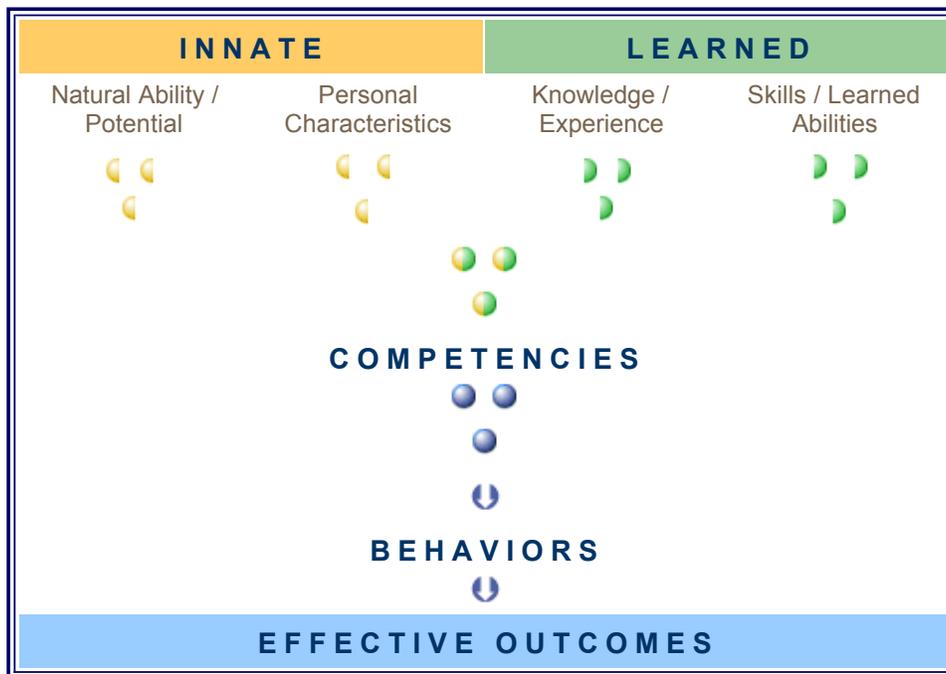
Feedback to the Individual

Developmental Report: In addition to the Selection Report, a Developmental report is available. It is designed to be given directly to the individual and provides constructive feedback on test results, specific developmental suggestions, and a guide for writing a personalized developmental plan.

Your company has identified a set of competencies important to job success.

Competency in an area is the result of many factors working together, which include innate characteristics (natural ability, personality) and learned characteristics (knowledge, experience and skills) as is presented in the following chart. People who have the right competencies or who have a good potential for developing these competencies will be able to do the right things (behaviors) to produce the desired results (effective outcomes).

The ASSESS system has evaluated this candidate's work related personality and abilities (if ability tests were administered) in relation to the Competency Model described on the following pages.

The following report provides detailed results and judgments about how these innate characteristics may facilitate or hinder the display or development of the desired competencies and, ultimately, job effectiveness. Also provided is a competency-oriented interview protocol to use to evaluate the skills, knowledge and other learned characteristics important to this job, as well as a general model for making a good decision from all sources of information.

INNATE		LEARNED	
Natural Ability / Potential	Personal Characteristics	Knowledge / Experience	Skills / Learned Abilities

COMPETENCIES

BEHAVIORS

EFFECTIVE OUTCOMES

Since abilities can impact most competencies, they are reported separately here.

The following results are based on the candidate's performance on standardized ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most part, have a high school education).

With a few exceptions, if this person is being considered for a position normally requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if the candidate has limited formal education or if a college degree is not required, the general population comparisons may be more appropriate.

The candidate completed the following ability test(s):

Intellectual Ability Scores Compared to:

General Population Norms:	0%		100%
Critical Thinking			
Abstract Reasoning			
Professional Norms:			
Critical Thinking			
Abstract Reasoning			

Comments: Her critical thinking abilities appear to be as good as the typical professional and better than the average person. She should be able to understand most complex written problems, evaluate the relative merits of various interpretations of the information presented, and come to sound conclusions.
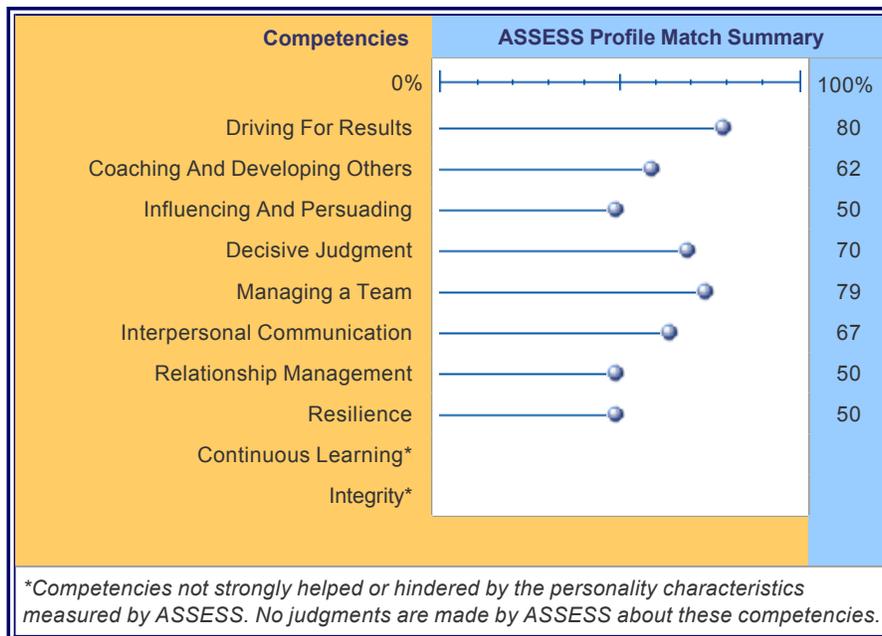
She should have little difficulty solving problems that involve complex, abstract information. She should also be quick to grasp new ideas and solve problems that are outside her usual experience.

Summary

The following table is a summary of the match between this candidate's personality results and the Competency Model. Details are provided in the **Personality Detail** section of this report.

Please consider the following when interpreting these results:

- The Match Summary presents the candidate's percent match of personality characteristics to the competency model. A strong match indicates a personality profile that tends to support the demonstration of competence. Conversely, a low match indicates a personality profile that may hinder the demonstration of competence in the specified area.

- Demonstration of competence is impacted by other factors in addition to personality -- such as knowledge, experience, natural ability, and learned skills. Thus, high personality match scores should not be regarded as a guarantee of competence. Likewise, low match scores do not prove a lack of competence.

- Avoid over-interpretation of scores. Match scores are provided as a general summary of results small score differences are unlikely to result in observable differences in behavior.

- Match scores should not be interpreted as pass or fail indicators. Passing scores are not indicated nor should any be inferred.

Competencies	ASSESS Profile Match Summary
	0% — 100%
Driving For Results	80
Coaching And Developing Others	62
Influencing And Persuading	50
Decisive Judgment	70
Managing a Team	79
Interpersonal Communication	67
Relationship Management	50
Resilience	50
Continuous Learning*	
Integrity*	

Competencies not strongly helped or hindered by the personality characteristics measured by ASSESS. No judgments are made by ASSESS about these competencies.

Reading The Competency Graphs:

- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.

- This distribution is based on a professional norm group of approximately 40,000 respondents.

- The candidate's score on each personality characteristic is represented by the graphic character ⬤ .

- Overlaid on the normative distribution, the colors and shading on the graph represent desirable and undesirable ranges on each characteristic for a particular competency.

- Ranges in which a characteristic may hinder are marked with least shading (⬜).

- Ranges in which a characteristic may be a potential concern are marked in intermediate shading (⬜).

- Ranges in which a characteristic may help are marked with most shading (⬜).

- You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.

- Also notice that the *Helps* and *Hinders* ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

Driving For Results

Challenging, pushing the organization and themselves to excel and achieve.

Personality Implications

Assertiveness	
Frustration Tolerance	
Work Pace	
Realistic	
Self-Reliance	
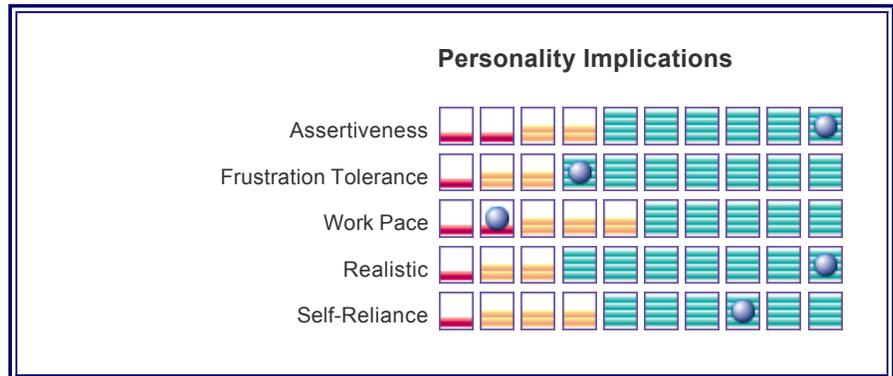
Comments:

Helps

● Assertive and forceful, she should be able to challenge or push people to attain results.

● As resilient as most people, she should be able to persist despite frustration in most situations.

● Practical and pragmatic by nature, she should emphasize tangible results and immediate outcomes.

● Highly self-reliant, she should be comfortable establishing goals and taking personal responsibility for their achievement with little support or direction from others.

The combination of her high self-reliance but low follow-through may lead her to take on more than she will actually accomplish.

Hinders

● Her slow work pace may interfere with her ability to achieve high levels of personal work output and inhibit her ability to inspire high effort levels in others.

Coaching And Developing Others

Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.

Personality Implications

Need to be Liked

Need for Recognition

Positive about People

Insight
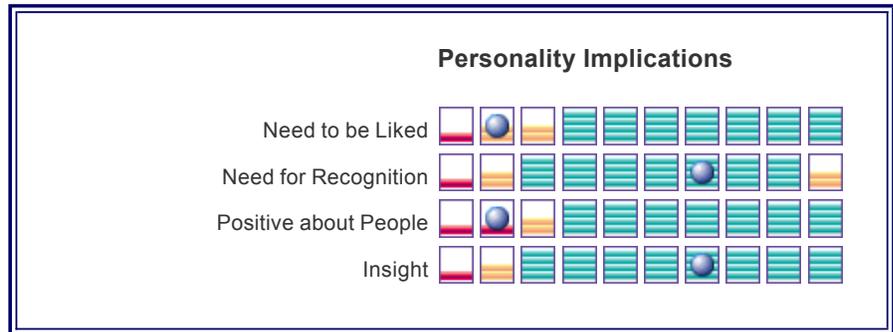
Comments:

Helps

● Personally motivated by attention and recognition, she is likely to recognize their importance to others. It is likely that she will use recognition as a motivational tool.

● Thoughtful and perceptive, she should be able to recognize subtle differences among people. She will likely take the time to understand the particular needs and motivations of each person she coaches.
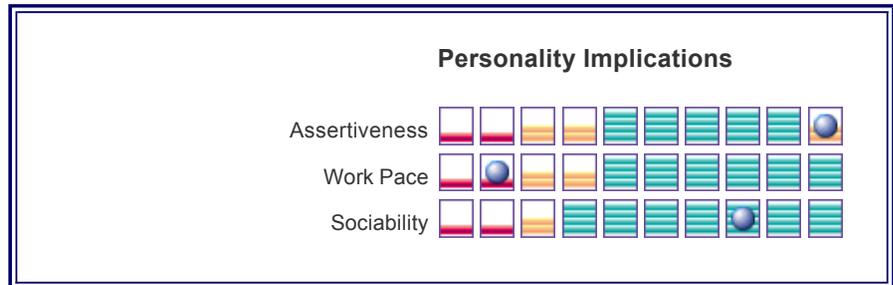
Hinders

● Her relatively low need to please and be liked by others may interfere with developing a good coaching relationship. She may not be as supportive and giving of herself as would be optimal for this role.

● Her distrustful view of the intentions of others will likely interfere with or inhibit the type of personal relationship most appropriate in a coaching role. She may be negative in her expectations and hesitant to extend herself and support those she is to coach.

While the dimensions measured by ASSESS can address a desire or willingness to coach and develop others, they cannot evaluate whether she has the requisite knowledge and experience to truly guide someone's development in your organization. Please take special care in the interview to determine if she has knowledge and experience worth sharing.

Influencing And Persuading

Convincing others to adopt a course of action.

Personality Implications

Assertiveness

Work Pace

Sociability

Comments:

Helps

- Her high level of social comfort (sociability) should allow her to interact smoothly with most people. She should be able to build rapport in persuasive situations.
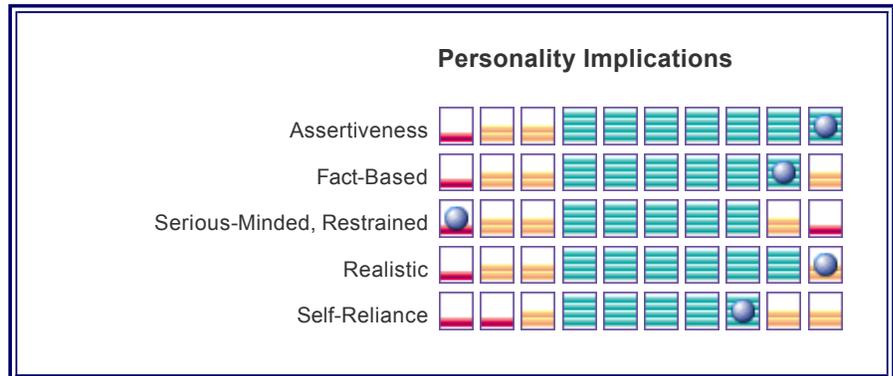
Hinders

- Highly assertive, she may be too forceful in promoting her point of view. At these times, people may resist what they perceive as an overly aggressive approach.

- Her low energy level (work pace) may hinder her ability to actively generate the enthusiasm needed to persuade others.

While the above dimensions can address part of what is needed to effectively persuade or influence others, ASSESS cannot evaluate her oral communication ability nor the quality of her arguments. Please take special care to evaluate these issues in the interview.

Decisive Judgment

Making good decisions in a timely and confident manner.

Personality Implications

Assertiveness

Fact-Based

Serious-Minded, Restrained

Realistic

Self-Reliance

Comments:

Helps

● Her assertive style will help her to confidently convince others of the reasons for and merits of her decisions.

● Her fact-based orientation should lead her to analyze data and objective information before drawing conclusions.

● She is self-reliant and should be comfortable making decisions on her own. She should be willing to take responsibility for important decisions rather than relying excessively on others for support or guidance.
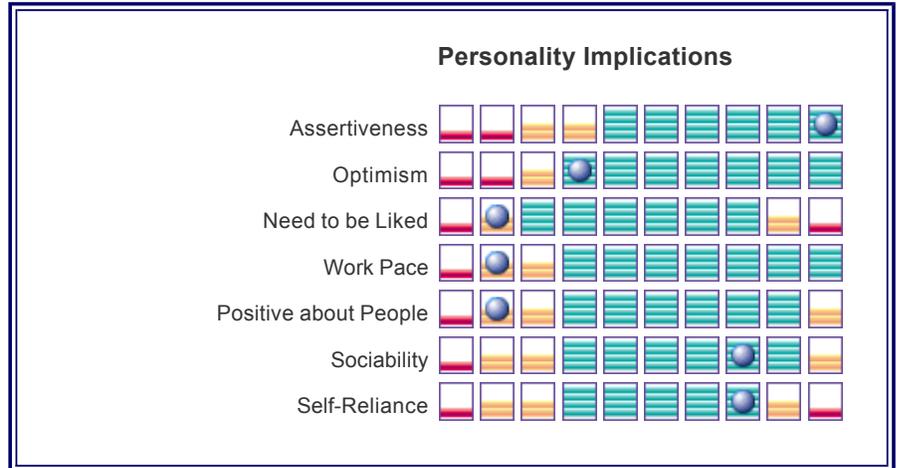
Hinders

● Her low level of restraint may lead her to react without sufficiently deliberating the consequences or potential outcomes of her decisions.

● Highly practical in her thinking, she may overrely on past solutions rather than look for a new or different approach.

Her assertive style may allow her to convince others of her decisions, even when they are poorly thought out.

Managing a Team

Directing and leading a team to accomplish organizational goals and objectives.

Personality Implications

Assertiveness										●
Optimism				●						
Need to be Liked		●								
Work Pace		●								
Positive about People		●								
Sociability								●		
Self-Reliance							●			

Comments:

Helps

● Naturally assertive, she will enjoy the leadership role. She should be capable of being forceful and directive when necessary.

● Her generally optimistic outlook should have a positive impact on the morale of her group.

● Socially outgoing, she should be comfortable interacting with her subordinates on a personal level.

● Self-reliant, but not excessively so, she should be willing to do the work herself or allow subordinates to participate, as appropriate for the situation.

Hinders

● Her need to be liked is low for a managerial role. At times, she may be unnecessarily disagreeable and may have difficulty fostering a cooperative work environment among those she manages.

● Her work pace may be slower than is desired for a management role. She may not be able to consistently exert the level of personal effort needed to effectively manage people.

● She can be skeptical in her view of people. At times, this may lead her to be critical and faultfinding rather than positive and constructive in her interactions with subordinates.

The combination of her assertive style and slow work pace may result in her being perceived as more "talk" than "do" by those she leads.

The combination of her high assertiveness and low need to be liked suggests a very competitive nature. While this could help drive her group to high levels of achievement, it could also lead to unnecessary conflict and detract from group morale if not properly controlled.

Interpersonal Communication

Communicating clearly and effectively with people inside and outside of the organization.

Personality Implications

Assertiveness
Self-Control
Sociability
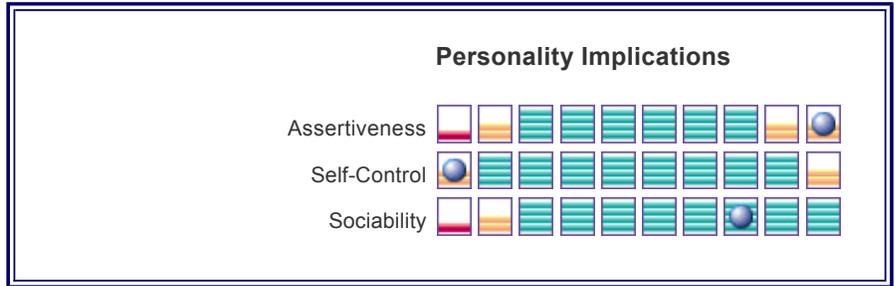
Comments:

Helps

● Her outgoing and social nature should lead her to seek out opportunities to talk with others and share her ideas and opinions.
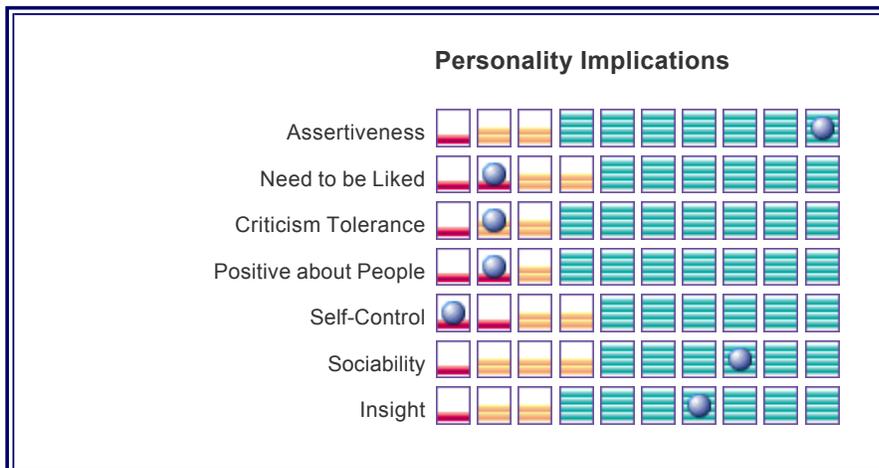
Hinders

● Some people with this level of assertiveness can be dominating in their interactions with others. She may not give people the chance to offer their opinions and ideas.

● Expressive by nature, she will tend to say things without giving adequate thought to the impact of her words on others.

The combination of her high assertiveness and low self-control may cause her to be overbearing in her communications with others. People may perceive her as tactless and inconsiderate.

While the above personality dimensions measured by ASSESS will have some effect on the delivery of her communications, other factors such as language skills, communications training, and knowledge of the topic are likely to have as much, if not more, impact. Please take special care to evaluate these factors during the interview.

Relationship Management

Developing and maintaining positive relationships with individuals outside their work group.

Personality Implications

|	
Assertiveness	
Need to be Liked	
Criticism Tolerance	
Positive about People	
Self-Control	
Sociability	
Insight	

Comments:

Helps

● Her assertiveness score suggests a high level of self-confidence. She should have little difficulty initiating new business relationships.

● Her interests in and comfort with the social aspects of work should allow her to develop and maintain relationships across the organization.

● Her high interest in analyzing people should help her to recognize their diverse perspectives and adapt her approach to fit the individual. She may be more attuned to subtle social issues than most.

Hinders

● Her lack of concern for how she is perceived by people will interfere with her ability to build alliances. She is likely to be unnecessarily competitive even when collaboration would be more appropriate.

● Her tendency to be somewhat sensitive to criticism may occasionally hinder her ability to maintain good business relationships. Especially in contentious situations, she may overpersonalize the issues and become defensive.

● Skeptical and cautious, her wariness of the intentions of others may make it difficult for her to develop and maintain long-term business relationships based on trust. She may be reluctant to forge business relationships with people that she does not know well.

● Her very low level of self-control is likely to be problematic. She is likely to say or do things without appropriate consideration of how she will be perceived by others and by the organization as a whole. This may limit her ability to gain the respect of people who could provide important alliances.

Resilience

Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.

Personality Implications

Optimism	
Criticism Tolerance	
Self-Control	
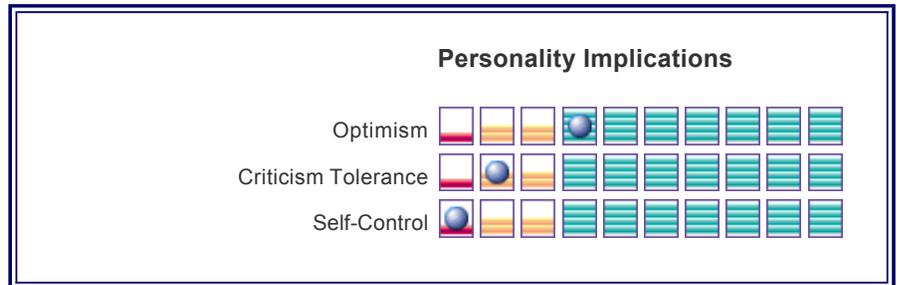
Comments:

Helps

• Generally optimistic by nature, she should be able to maintain a positive outlook when faced with the everyday pressure and stress of the job.

Hinders

• Somewhat more sensitive and subjective than optimal, she sometimes may overpersonalize issues and may perceive criticism even when it is not intended.

• Much more expressive than most people, her emotions will be readily apparent to others. She may not be able to control the display of her feelings (positive or negative), even when it would be appropriate to do so.

The following structured interview will guide you through a series of behaviorally based questions to help you better evaluate this candidate's ability to display each competency. It also provides additional interview suggestions based on this candidate's personality results. Take notes in the space provided and record your summary rating for each competency area.

For additional, more detailed information on conducting good behavior-based interviews, please visit the ASSESS managers resource website at www.bigby.com/systems/assessv2/resources/manager.

Interview Date: _____

Before the Interview

Review the Competency Model definitions and representative behaviors.

Review the candidate's resume and be familiar with his/her background and experience.

Review the candidate's ASSESS results.

Review the interview questions and additional personality probes.

During the interview, remember to:

- Use open-ended questions
- Ask probing follow-up questions
- Focus on specific examples and behaviors
- Postpone judgment: don't rely on your first impression

BACKGROUND & HISTORY

Start the interview by discussing the details of the candidate's educational and work history.

Walk me through your educational background.

Listen and probe for accomplishments, grades, how he/she chose college/major, classes he/she liked or disliked, involvement in outside activities, work experience during school, etc., and probe for how they relate to the job.

Walk me through your work history.

Listen and probe for milestones, accomplishments, relationships with co-workers and supervisors, tasks he/she liked or disliked, work environments he/she liked or disliked, reasons for leaving each job, etc. and probe for how prior experience has prepared him/her for this job.

NOTES:

Suggested transition to competency-oriented interview questions: "I'm now going to ask you to describe some specific situations from your past experience. For each, tell me about the situation itself, what you did specifically, and the results or outcome of your actions."

Driving For Results:

- Describe a time when your group set and met an aggressive goal. What types of obstacles did you face? How did you overcome them?

- Describe a time when your group failed to meet an aggressive goal. Why did this happen?

Additional special probes based on ASSESS results:

- Tell me about one of your projects that had an aggressive deadline for completion. How did you get it done? (Listen for an ability to accomplish things quickly.)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Coaching And Developing Others:

- Tell me about a time when you successfully helped develop or coach an individual to reach their potential. What was the situation? What did you do? What difficulties did you overcome to help this individual?

- Tell me what things you have done in the past to ensure people who worked with you or for you were given the resources and opportunities to grow.

- Describe those aspects of your experience, knowledge or background that are valuable to the development of others in your organization. What do you have to offer, and how willing are you to share this with others?

Additional special probes based on ASSESS results:

- What is your approach to helping someone learn something you know? Use a current example to tell me what kinds of things you say or do. How have others responded to your help? (Will the candidate be willing to extend himself or herself to help others?)

- Tell me about people you have chosen to help or coach at work. How are they different from the ones you did not or would not help? Give some specific examples. (Can he bring a positive outlook on people to a coaching situation?)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Influencing And Persuading:

- Tell me about a recent work situation in which you were able to convince a group of people to do something that they did not want to do. How did you do this? What would you do differently next time?

- Tell me about a recent work experience in which you tried to persuade someone of something and failed. What was the situation? What did you do? What would you do differently next time?

Additional special probes based on ASSESS results:

- Describe a time when you tried to convince your boss to do something he or she did not want to do. What did you do? What was the result? (Listen for a tendency to be too forceful or pushy.)

- Tell me about a time when you needed to really excite people about your ideas in order to persuade them. How did you do it? Tell me about a time when you failed to generate enthusiasm. (Does the candidate have the energy to generate enthusiasm, and will he/she do the work to convince others?)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Decisive Judgment:

- Describe some of the decisions you have made recently that had important effects on your business or the people involved. How did you make your decisions? How did you balance the pressures of timeliness and making the right decision? Did you change your decision after making it? Why or why not?

Additional special probes based on ASSESS results:

- Tell me about a time when you made a decision quickly, and it did not go the way you expected. What factors did you miss? (Is there too much emphasis on responsiveness at the expense of a quality decision?)

- Tell me about a time when you decided to use an existing solution when a new or different approach would have been better? Why did this happen? (Is there an overreliance on past solutions?)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Managing a Team:

- (If not previously covered) Give me a history of your management experience. For each step along the way, tell me what your group did, how many people you managed and how you assigned work and organized the group to get the job done.

- Tell me how goals were set for the group and each of the individuals in the group for these situations? How did you manage people to achieve these goals?

- How do you discipline and reward people who work for you? Give me specific examples of both.

Additional special probes based on ASSESS results:

- Give me several examples of positive feedback you have given to subordinates recently. Examples of negative feedback? What did you say? Why? (Was the negative feedback constructive or overly harsh?)

- Tell me about a time when your group had a tight deadline to meet and was successful. What did you do to ensure the deadline was met? What about a time when your group missed the deadline? What did you do to try to achieve the missed deadline? (Does the candidate have the energy level to set a good example and energize the activities of others?)

- Tell me about your poorest performing subordinates. Why do you think they struggle? What have you done to improve their performance? (Listen for a tendency to expect others to fail.)

- Describe a situation where you, or others, thought you pushed your group too hard. How did it affect the group and their performance? Looking back, would you change how you handled the situation? (Listen for a tendency to be overly competitive to the detriment of group morale.)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Interpersonal Communication:

- Tell me what you have done in your past jobs to ensure that others are informed or have the information that they need.

- Tell me about a time when there was a miscommunication between you and a co-worker. What happened?

- Tell me about any training you have taken to develop your communication skills.

- (Use the interview as a sample of the candidate's ability to listen, respond appropriately, articulate thoughts clearly, close the communication loop and otherwise communicate effectively in a one-on-one situation. Was the candidate effective?)

Additional special probes based on ASSESS results:

- Tell me what you have done in the past to make sure the ideas and opinions of others' are heard in a meeting. Are there times when you should have listened more? Explain. (Listen for a tendency to be overbearing at the expense of receiving input from others.)

- We all say or do things we later regret. Tell me about times when this happened to you. Have you hurt other people's feelings? Said things you should not have said? Explain. (Listen for the impact the candidate's spontaneity may have on his/her ability to communicate effectively.)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Relationship Management:

- Give me several examples of important business relationships you have developed with people from other parts of your organization or with people outside the organization that have helped you to meet your business objectives.

- How did you form these relationships, and what have you done to maintain them?

Additional special probes based on ASSESS results:

- In your experience, when do you find internal competition helps the organization move forward, and when is collaboration better? Give me some personal examples? (Will the candidate be competitive and, if so, will this interfere with building relationships?)

- Describe several situations in which you were criticized unfairly by others outside your immediate work group. What was said, by whom? What impact did it have on you? (Can the candidate remain effective despite criticism?)

- In what business situations have others misled you or taken advantage of you? Explain what happened. How do you prevent this from happening again? (Listen for a tendency to be excessively skeptical and cautious and to expect the worst from others.)

- Describe a work situation where you had to be very delicate in how you responded to a situation? Why was it important to be so careful? What happened? (Listen for an ability to exert enough self-discipline to choose words and actions carefully.)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Resilience:

- Tell me about two situations in which you experienced pressure and stress at work. What were the circumstances? How did you react? How would someone else know you were under stress?

- Tell me about two work situations in which you were rejected, turned down, or had some other frustrating setback. What happened? How did you react? How long did it take for you to recover?

Additional special probes based on ASSESS results:

- Describe several situations in which you were criticized unfairly. What was said, by whom? What impact did it have on you? (Can the candidate accept criticism constructively rather than react defensively?)

- In your past jobs, tell me about situations when you became angry or upset with another person. What upset you? How did you respond? What was the result? (Listen for the self-discipline to avoid saying or doing things the candidate would later regret.)

NOTES: (details of the situation, actions by the candidate, and the resulting outcomes)

Continuous Learning*:

- (If not previously discussed earlier in the interview process) In broad terms, describe to me your educational background. What degrees or coursework have you completed? At what stage(s) of your life?

- What additional formal and informal training have you completed? When?

- What new things have you learned in the last five years? What did you do to learn them? Why?

- What have you done recently to maintain or improve your skills or knowledge? What do you plan to do in the future? Why?

Integrity*:

- Describe for me an ethical business dilemma that you have faced. What were the circumstances? What did you do? Why?

- Tell me about two situations in which you have seen others be unfair or dishonest. What happened? What would you have done differently? Why?

Closing the Interview

Your goal is to bring the interview smoothly to a close.

Ensure that the candidate feels that he/she has been able to give you a complete and accurate picture of him/herself.

Explain the next steps in the process and timeframe as appropriate.

Thank the candidate for his/her time and close the interview.

Good selection decisions require careful consideration of all the available information (education, training, experience, skills, abilities, personality, etc.) from as many different credible sources as possible (interviews, reference checks, background checks, ASSESS results, etc.) against a clear specification of what is needed or desired in the job.

Use the following chart to evaluate the candidate on each of the competencies of the Model. Carefully consider each competency before making your overall judgment.

	Very strong evidence competency not present	Strong evidence competency not present	Some evidence competency is present	Strong evidence competency is present	Very strong evidence competency is present
Driving For Results	1	2	3	4	5
Coaching And Developing Others	1	2	3	4	5
Influencing And Persuading	1	2	3	4	5
Decisive Judgment	1	2	3	4	5
Managing a Team	1	2	3	4	5
Interpersonal Communication	1	2	3	4	5
Relationship Management	1	2	3	4	5
Resilience	1	2	3	4	5
Continuous Learning*	1	2	3	4	5
Integrity*	1	2	3	4	5
	Very strong evidence he/she will not perform effectively on the job	Strong evidence he/she will not perform effectively on the job	Some evidence he/she will perform effectively on the job	Strong evidence he/she will perform effectively on the job	Very strong evidence he/she will perform effectively on the job
Overall Rating	1	2	3	4	5

While the ASSESS *Development Report* for this competency model provides detailed suggestions for helping this person to manage potential problem areas, in this section of the *Selection Report* we provide a few additional recommendations to help you to effectively manage this person. Each of the following management suggestions identifies a potential problem area for this candidate and recommends an approach to optimizing his/her effectiveness on the job. For some suggestions, reference books and other resources are listed for additional recommendations.

Low Serious-Minded Thinking *The quality of her analysis and decisions could be improved by the development of more restraint.* **This May Impact:** ● Decisive Judgment	**Suggestions:** Encourage her to record her first thoughts or "instincts," then have her return to them later and ask "tough" questions about their usefulness. Suggest she play "devil's advocate" for herself to critique her ideas or plans (and thereby improve them). Encourage her to ask others to help generate alternatives and to judge these against her first ideas. If necessary, require her to obtain approval before launching new programs or initiatives. The following resource(s) should be helpful: *Books* Crucial Conversations Tools for Talking When Stakes are High Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2012. **Overview** *On-line Learning* Practical Coaching Skills for Managers: Tips and Techniques for Effective Coaching Fred Pryor Seminars & CareerTrack, 2005. **Overview**
Low Work Pace *Her slow or methodical work pace may not be adequate in a fast-paced work environment.* **This May Impact:** ● Driving For Results ● Influencing And Persuading ● Managing a Team	**Suggestions:** If this position demands high productivity in limited time frames, she is likely to need external pacing, time deadlines and specific work goals to be effective. The following resource(s) should be helpful: *Books* Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others Jim Cairo, 2009. **Overview** Getting a Project Done on Time: Managing People, Time, and Results Williams, Paul B.. **Overview** Motivation in the Workplace: Inspiring Motivation in the Workplace Lydia Banks, 2005. **Overview** Getting a Project Done on Time: Managing People, Time, and Results Paul B. Williams, 2005. **Overview** *Multimedia* Three Keys to Effective Execution Harvard Business Online, 2010. **Overview** The Practical Coach Advanced Training Source, 2005. **Overview** Targeting For Performance AIM Learning Group, 2005. **Overview** *On-line Learning* Setting Performance Goals and Expectations QuicKnowledge, 2005. **Overview**

Managing Performance Cornell University, 2010. **Overview**

Public Courses
Coaching and Mentoring for Improved Performance ESI International, 2011. **Overview**
Coaching and Counseling for Outstanding Job Performance American Management Association, 2012. **Overview**

Low Positive About People

She may be critical and faultfinding of others. Her tendency to be negative could hinder her work relationships.

This May Impact:
- Coaching And Developing Others
- Managing a Team
- Relationship Management

Suggestions:

Encourage her to develop realistic expectations for the performance of others and, if she has supervisory or management responsibilities, to recognize effort and reward accomplishments. Training and development in areas such as positive performance management would also be appropriate.

The following resource(s) should be helpful:

Books
Love 'Em or Lose 'Em: Getting Good People to Stay Beverly L. Kaye, Sharon Jordan-Evans, 2010. **Overview**
Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers Dick Grote, 2009. **Overview**

Low Criticism Tolerance

She appears to be thin-skinned and prone to taking negative feedback more personally than it is intended.

This May Impact:
- Relationship Management
- Resilience

Suggestions:

In correcting her, her boss should make a special effort to criticize the behavior, not the person -- that is, correct her in a manner where the focus is on observed behavior and where clear suggestions for changes in behavior are provided. When possible, give negative feedback in a manner that allows her to maintain her self-esteem yet still calls for her to meet performance standards.

The following resource(s) should be helpful:

Books
The Power of Positive Criticism Hendrie Weisinger, 2012. **Overview**

Multimedia
Inner Work Life: Understanding the Subtext of Business Performance Harvard Business Online, 2010. **Overview**
Feedback That Works Harvard Business Online, 2011. **Overview**
Managing Yourself and Others Harvard Business Online, 2010. **Overview**
Productive Business Dialogue (Simulation) Harvard Business Online, 2010. **Overview**
How to Supervise People Fred Pryor Seminars & CareerTrack, 2009. **Overview**

On-line Learning
Effective Criticism & Discipline Skills for Managers National Seminars Group, 2009. **Overview**
Coaching for High Peformance American Management Association, 2011. **Overview**
Practical Coaching Skills for Managers: Tips and Techniques for Effective Coaching Fred Pryor Seminars & CareerTrack, 2005. **Overview**
Managing Performance Cornell University, 2010. **Overview**

Public Courses
Coaching for Managers Cornell University, 2012. **Overview**
Coaching and Counseling for Outstanding Job Performance American Management Association, 2012. **Overview**

Low Self-Control	**Suggestions:**
She appears to be expressive and may be excessively spontaneous in voicing her opinions, ideas, etc.	She should be encouraged to think before she speaks and to exercise more restraint in her actions.
This May Impact:	The following resource(s) should be helpful:
● Interpersonal Communication	
● Relationship Management	**Public Courses**
● Resilience	Dealing with Difficult People Fred Pryor Seminars & CareerTrack, 2011. **Overview**

Additional Suggestions

For coaching resources and additional suggestions on how to best manage and develop this person, please visit the ASSESS *Manager's Website* at www.bigby.com/systems/assessv2/resources/manager.

In addition, developmental suggestions for this person can be obtained from the ASSESS *Developmental Report*. This report is designed to provide constructive feedback and extensive developmental suggestions to the individual assessed (books to read, courses to take, developmental experiences or assignments to negotiate with the boss, etc.). You can use these developmental suggestions in coaching sessions to help the candidate capitalize on key strengths and compensate for potential weaknesses. Check with your test administrator or Human Resources representative to see how you may obtain a Developmental Report on this individual. The following resources may be useful in coaching this person or other people in your organization.

Books

Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together by Robert Hargrove, Pfeiffer & Company, 1995.

Leader As Coach: Strategies for Coaching & Developing Others by David B. Peterson & Mary Dee Hicks, Personnel Decisions International, 1996.

Action Coaching: How to Leverage Individual Performance for Company Success by David L. Dotlich & Peter C. Cairo, Jossey-Bass, 1999.

Results-Based Leadership by David Ulrich, Jack Zenger, & Norman Smallwood, Harvard Business School Press, 1999.

Leadership: The ASTD Trainers Sourcebook by Anne F. Coyle, McGraw-Hill, 1996.

Coaching for Improved Work Performance by Ferdinand Fournies, McGraw-Hill, 2000.

High Flyers: Developing the Next Generation of Leaders by Morgan W. McCall Jr., 1997.

Successful Manager's Handbook by Susan Gebelein, Lisa A. Stevens, Carol J. Skube, David G. Lee (Editors), 2000.

The Handbook of Leadership Development by Cynthia D. McCauley, Ellen Van Velsor, Editors, 2003.

Leader As Coach: Strategies for Coaching & Developing Others by David B. Peterson & Mary Dee Hicks, 1996.

The Manager's Pocket Guide to Effective Mentoring by Norman H. Cohen, 1999.

FAST Feedback ™ by Bruce Tulgan.

Multimedia

How to Coach Your Employees Harvard Business Online.

The Coaching Collection Harvard Business Online.

The Practical Coach Advanced Training Source.

Public Courses
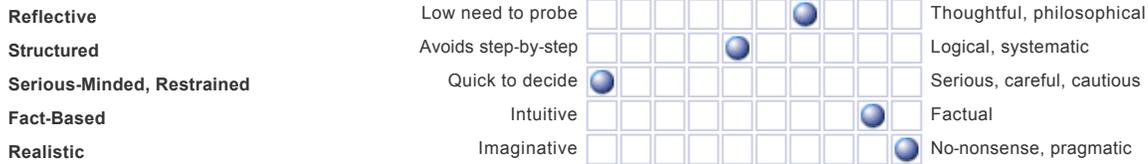
Coaching for Development Center for Creative Leadership.

Facilitative Leadership York University.

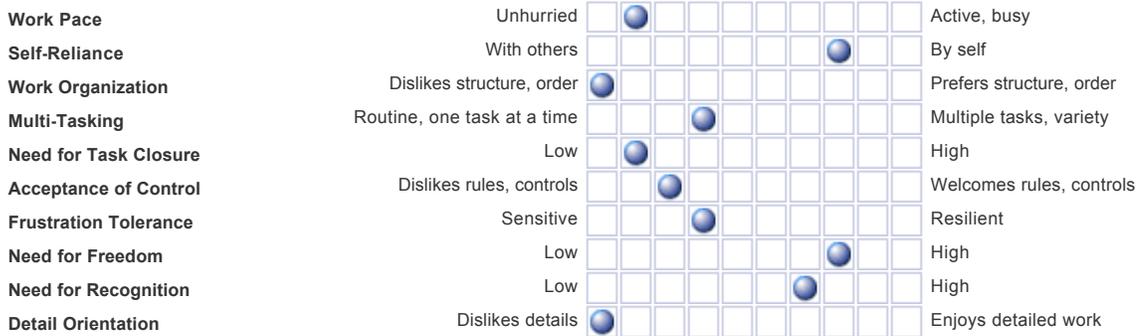Leading and Coaching People to Higher Performance Wisconsin-Madison, University of.

GRAPHIC PROFILE

Abilities

Trait	Low anchor	Position	High anchor
Critical Thinking	Low	●●●●◉●●●●●	High
Abstract Reasoning	Low	●●●●●●◉●●●	High

Thinking

Trait	Left anchor	Position	Right anchor
Reflective	Low need to probe	●●●●●◉●●●●	Thoughtful, philosophical
Structured	Avoids step-by-step	●●●◉●●●●●●	Logical, systematic
Serious-Minded, Restrained	Quick to decide	◉●●●●●●●●●	Serious, careful, cautious
Fact-Based	Intuitive	●●●●●●●◉●●	Factual
Realistic	Imaginative	●●●●●●●●●◉	No-nonsense, pragmatic

Working

Trait	Left anchor	Position	Right anchor
Work Pace	Unhurried	●◉●●●●●●●●	Active, busy
Self-Reliance	With others	●●●●●●◉●●●	By self
Work Organization	Dislikes structure, order	◉●●●●●●●●●	Prefers structure, order
Multi-Tasking	Routine, one task at a time	●●◉●●●●●●●	Multiple tasks, variety
Need for Task Closure	Low	●◉●●●●●●●●	High
Acceptance of Control	Dislikes rules, controls	●●◉●●●●●●●	Welcomes rules, controls
Frustration Tolerance	Sensitive	●●◉●●●●●●●	Resilient
Need for Freedom	Low	●●●●●●◉●●●	High
Need for Recognition	Low	●●●●●◉●●●●	High
Detail Orientation	Dislikes details	◉●●●●●●●●●	Enjoys detailed work

Relating

Trait	Left anchor	Position	Right anchor
Assertiveness	Low	●●●●●●●●●◉	High
Sociability	Shy or uninterested	●●●●●●◉●●●	Outgoing
Need to be Liked	Low	●◉●●●●●●●●	High
Positive about People	Skeptical, cautious	●◉●●●●●●●●	Trusting, positive
Insight	Does not analyze others	●●●●●◉●●●●	Analyzes others
Optimism	Pessimistic	●●◉●●●●●●●	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	●◉●●●●●●●●	Objective, thick-skinned
Self-Control	Expressive	◉●●●●●●●●●	Reserved, careful
Cultural Conformity	Low	●●◉●●●●●●●	High