General: Executive Selection Report with Structured Interview

for **Suzanne Example**

5/7/2010

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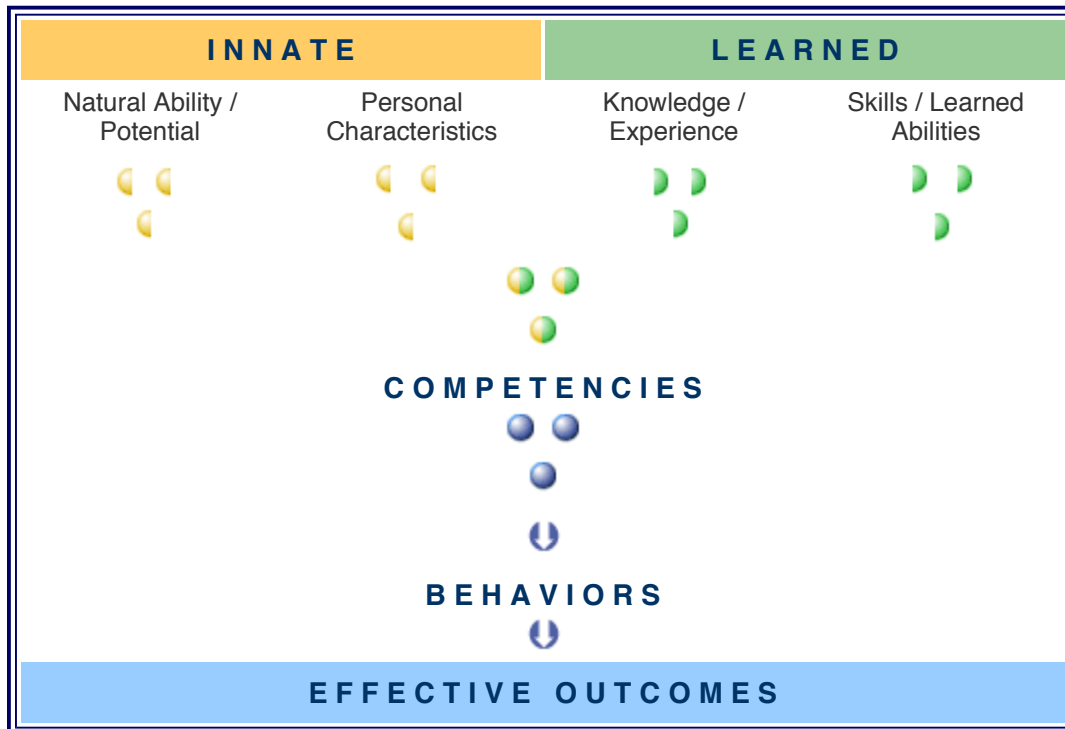
Your company has identified a set of competencies important to job success.

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

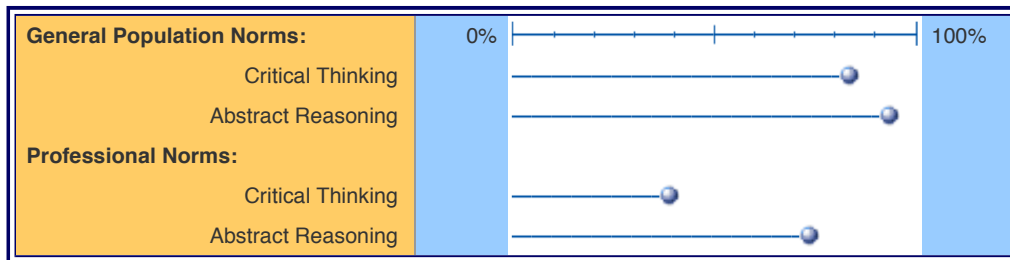**BEHAVIORS**

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.

General: Executive

|	
Visioning	Identifying long-term goals and championing the implementation of different or alternative ideas.
In-Depth Problem Solving And Analysis	Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.
Championing Change	Taking action to support and implement change initiatives effectively.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Influencing And Persuading	Convincing others to adopt a course of action.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Organizational Savvy	Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.
Business Acumen*	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.
Courage Of Convictions*	Having the personal courage to address difficult issues in the face of potential opposition.
Presentation Skills*	Having the skills to effectively communicate to an audience in a formal setting.
Continuous Learning*	Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.

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.

Visioning

Identifying long-term goals and championing the implementation of different or alternative ideas.

Personality Implications
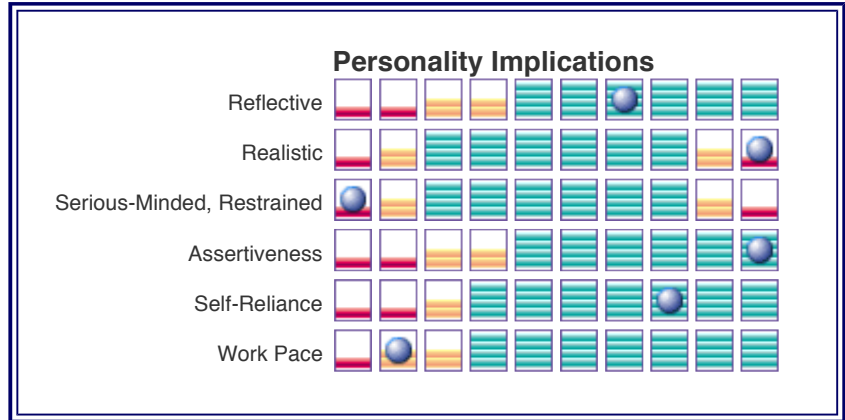
Comments:

Helps

● As a result of her reflective style, she is likely to view issues from multiple perspectives. She should be capable of thinking broadly and considering long-term issues when setting goals and the direction of her group.

● Her assertive nature should be useful when championing new ideas or a change of direction. Her interpersonal forcefulness should help her to build the organizational support or buy-in to transform ideas into action.

● Her self-reliant style will help her to show initiative in championing her (and others') ideas and vision.

Hinders

● Her overly realistic nature may be a hindrance. Her approach will likely lack originality and innovation.

● She is impulsive by nature. She will commit too quickly to an idea or direction without proper consideration.

● Her slow work pace may hinder her ability to generate and champion ideas.

In-Depth Problem Solving And Analysis

Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.

Personality Implications

Reflective
Realistic
Fact-Based
Serious-Minded, Restrained
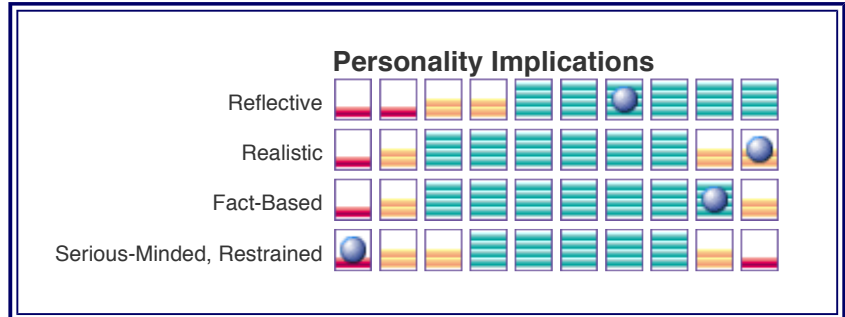
Comments:

Helps

● Her reflective style will lead her to delve below the surface when analyzing situations. This should help her to recognize important subtleties and better understand underlying issues.

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

Hinders

● Highly practical and pragmatic in her thinking, when faced with problems that require a novel approach she may have difficulty putting aside past solutions.

● Unrestrained and impulsive by nature, she will probably not be as cautious as desired for this competency. She is likely to draw conclusions or make decisions without sufficient deliberation.

Her tendency to be impulsive and unrestrained may reduce the value of her reflective nature. At times, she may decide or act without fully considering the underlying issues.

Championing Change

Taking action to support and implement change initiatives effectively.

Personality Implications

Assertiveness											●
Work Pace		●									
Frustration Tolerance				●							
Realistic											●
Serious-Minded, Restrained	●										
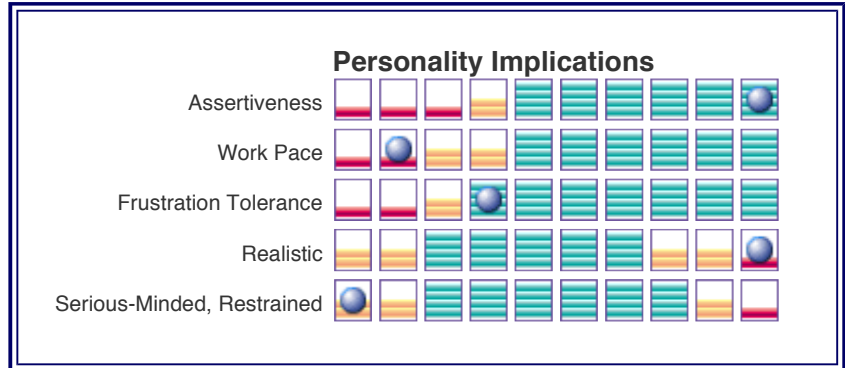
Comments:

Helps

● Her assertive style should help her to lead change efforts. She should be capable of influencing and persuading people to adopt new courses of action.

● She should remain positive and resilient even under difficult circumstances.

Hinders

● Her slow work pace will inhibit her ability to energize herself and others during a change effort.

● Her very pragmatic orientation may lead to an overreliance on how things have been done in the past. She may not be flexible and open-minded to new approaches or ideas.

● Because of her low level of restraint, she may have a tendency to react too quickly. She may adopt or reject ideas without full consideration.

Driving For Results

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

Personality Implications

Assertiveness									●
Self-Reliance								●	
Work Pace		●							
Realistic									●
Frustration Tolerance				●					
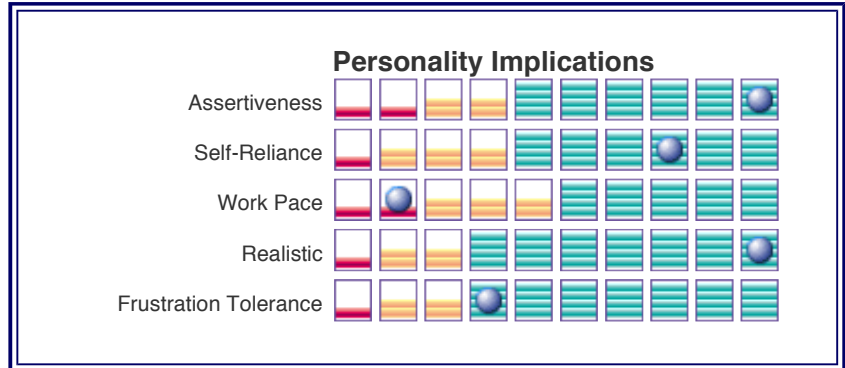
Comments:

Helps

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

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

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

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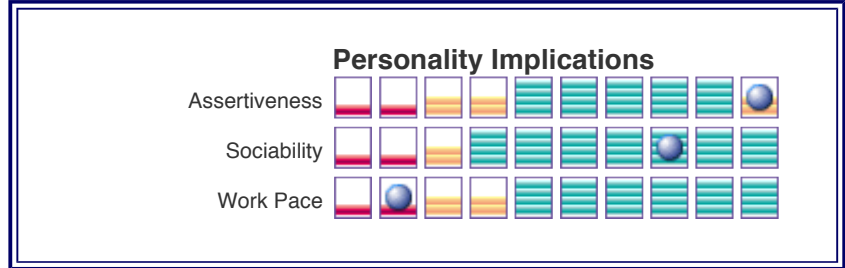
Hinders

● 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.

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

Influencing And Persuading

Convincing others to adopt a course of action.

Personality Implications

Assertiveness
Sociability
Work Pace

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.

Managing Others

Directing and leading others to accomplish organizational goals and objectives.

Personality Implications

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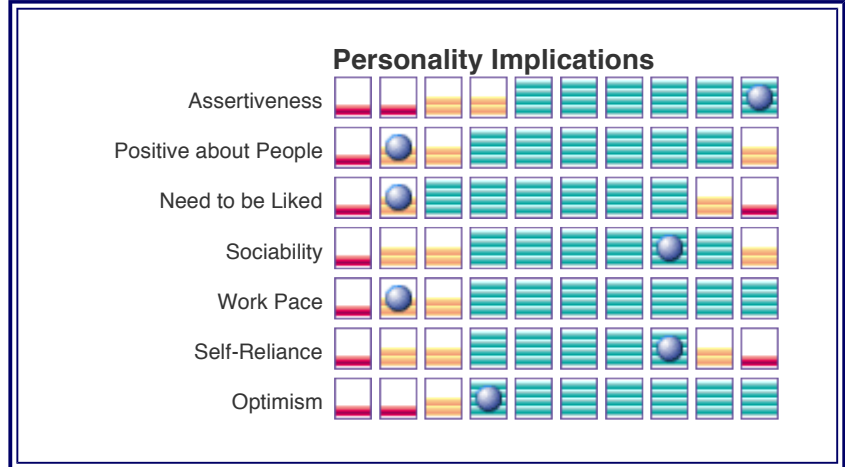
Comments:

Helps

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

● 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.

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

Hinders

● 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.

● 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.

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.

Organizational Savvy

Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.

Personality Implications

Assertiveness

Need to be Liked

Insight

Sociability

Self-Control

Criticism Tolerance
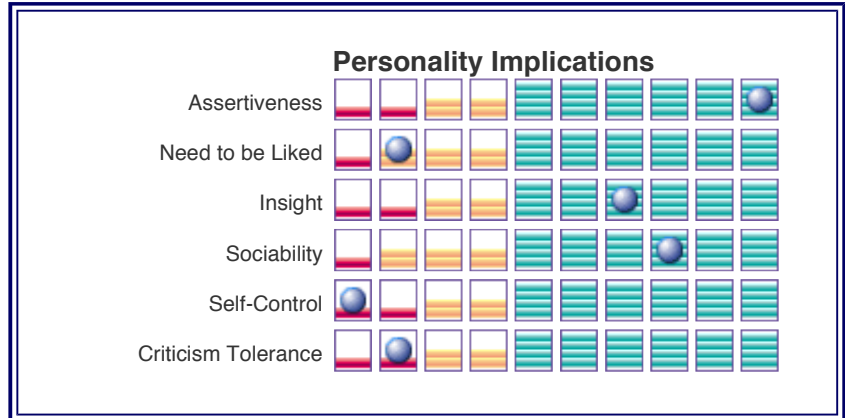
Comments:

Helps

● Her high level of assertiveness suggests self-confidence. This should assist her to build relationships with powerful and influential people.

● Her strong interest in understanding other people should help her to recognize their motives and adapt her approach to better influence them. She may be more attuned to subtle social and political issues than most.

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

Hinders

● Her moderately low concern for how she is perceived by people will occasionally interfere with her ability to build alliances across organizational boundaries. When this happens, she may not be as collaborative as would be desired.

● 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 important and influential people.

● Her sensitivity to criticism may hinder her ability to interact with powerful or difficult people. Especially in contentious circumstances, she may overpersonalize the issues and become defensive.

While the dimensions addressed above by ASSESS are good indicators of the personality factors that will influence the effective display of this competency, perhaps the most important issues involve the understanding of the political and social environment of the organization. Please take special care to address these issues during the interview.

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."

Visioning:

- Tell me about a time when you were involved in setting the long-term goals and direction for your group (or division, company). What was your approach? What types of things did you consider?

- Describe a time when you felt it was important for your group (department or company) to change direction and thinking, and you personally championed this change. What did you do? Were you successful? Why or why not?

Additional special probes based on ASSESS results:

- Give me some examples of your most innovative business ideas. (Listen for creativity.)

- Describe a few situations in which you made a quick decision about a change of direction for your group that you later regretted. What were the circumstances? (Listen for a tendency to commit too quickly to an idea or direction.)

- Tell me about a time when you had to quickly implement a new approach or strategy in your group (department, company). How did you manage to do this while maintaining your normal workload? (Listen to see if the candidate had the energy to do both or if one suffered at the expense of the other.)

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

In-Depth Problem Solving And Analysis:

- Tell me about two complex and difficult work problems you have faced. What were the circumstances? What steps did you take to solve the problems? What analyses did you make? How did you make your final decisions? What were the outcomes of your decisions?

Additional special probes based on ASSESS results:

- Tell me about a complex problem you recently faced in an area in which you did not have prior experience. How did you find a solution? (Listen for an ability to look for new and different approaches rather than simply modifying or using current practices.)

- Describe a situation where you were too quick to draw a conclusion in your problem analysis. What were the circumstances and the result? (Listen for a tendency to find a quick solution.)

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

Championing Change:

- Tell me about two situations in which you took personal responsibility for ensuring that an important change occurred in your organization. What was the issue? What did you do? What was the outcome? What would you do differently next time?

Additional special probes based on ASSESS results:

- Describe the challenges you faced when implementing a change initiative quickly. In what time frame did you accomplish this? (Does the candidate have the energy necessary to successfully champion an initiative?)

- Tell me about a time when you felt it was better to continue with a way of doing something rather than championing a new approach. (Is there a stubborn resistance to trying new things?)

- Tell me about a time when you committed to a change effort but realized afterwards that it was the wrong thing to do. What did you not anticipate? (Listen for a tendency to adopt changes without careful consideration.)

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

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)

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)

Managing Others:

- (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:

- 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.)

- 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?)

- 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)

Organizational Savvy:

- Give me several examples of important alliances and personal relationships you have developed across organization boundaries in your previous jobs. Were you able to use them to advance or facilitate important projects? Explain.

- Tell me about a time when it was helpful to know the "politics" of your organization. How did this help you? How did you get the information? What did you do with it?

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 examples. (Will the candidate's competitive nature interfere with building alliances?)

- 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.)

- 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?)

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

Business Acumen*:

- What general business skills do you have? How much experience or education do you have in accounting, finance and marketing? Please give examples.

- How much experience do you have in writing general business plans, capital and operating budgets, and forecasting income and expenses? Please give examples and highlight your personal involvement.

- How much experience do you have in conducting formal performance reviews of subordinates, budgeting for salary expenses and allocating annual raises and bonuses? Please give examples and highlight your personal involvement.

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?

Courage Of Convictions*:

- Tell me about your values at work. What sorts of things are important to you about how you and others behave and about how business should be conducted?

- Give me several examples of business situations in which you said or did things you thought were right when others disagreed.

- Give me several examples of business situations in which your work group initially opposed your ideas, but you were able to change their point of view because of your tenacity.

Presentation Skills*:

- Describe the level of your experience making presentations to small and large audiences. What types of presentations have you typically made? For what purpose?

- How would you evaluate your ability to make good presentations to small groups and to large groups? What do you do well, and what do you do poorly?

- What type of training have you taken to prepare yourself to make good presentations?

- (If this competency is extremely important to the position, we recommend the candidate be asked to make a formal presentation to the selection committee to provide a sample of his/her skills.)

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?

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.

MAKING DECISIONS

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
Visioning	1	2	3	4	5
In-Depth Problem Solving And Analysis	1	2	3	4	5
Championing Change	1	2	3	4	5
Driving For Results	1	2	3	4	5
Influencing And Persuading	1	2	3	4	5
Managing Others	1	2	3	4	5
Organizational Savvy	1	2	3	4	5
Business Acumen*	1	2	3	4	5
Integrity*	1	2	3	4	5
Courage Of Convictions*	1	2	3	4	5
Presentation Skills*	1	2	3	4	5
Continuous Learning*	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:
- Visioning
- In-Depth Problem Solving And Analysis
- Championing Change

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 Confrontations Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2009. Overview

Low Work Pace

Her slow or methodical work pace may not be adequate in a fast-paced work environment.

This May Impact:
- Visioning
- Championing Change
- Driving For Results
- Influencing And Persuading
- Managing Others

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, 2008. Overview
Getting a Project Done on Time: Managing People, Time, and Results Paul B. Williams, 2008. Overview

Multimedia
Three Keys to Effective Execution Harvard Business Online, 2010. Overview
The Practical Coach Advanced Training Source, 2008. Overview
Targeting For Performance AIM Learning Group, 2008. Overview

On-line Learning
Setting Performance Goals and

Expectations QuicKnowledge, 2006. 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, 2011. 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:
● Managing Others

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
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:
● Organizational Savvy

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, 2008. Overview

Multimedia
Performance Matters: The Need for Constructive Criticism Advanced Training Source, 2011. Overview

Public Courses
Coaching and Counseling for Outstanding Job Performance American Management Association, 2011. Overview

Low Self-Control

Suggestions:

> *She appears to be expressive and may be excessively spontaneous in voicing her opinions, ideas, etc.*
>
> **This May Impact:**
> - Organizational Savvy

She should be encouraged to think before she speaks and to exercise more restraint in her actions.

The following resource(s) should be helpful:

Public Courses
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.

Abilities

Competency	Low descriptor	Rating	High descriptor
Critical Thinking	Low	● (5)	High
Abstract Reasoning	Low	● (7)	High

Thinking

Competency	Left descriptor	Rating	Right descriptor
Reflective	Low need to probe	● (6)	Thoughtful, philosophical
Structured	Avoids step-by-step	● (4)	Logical, systematic
Serious-Minded, Restrained	Quick to decide	● (1)	Serious, careful, cautious
Fact-Based	Intuitive	● (8)	Factual
Realistic	Imaginative	● (10)	No-nonsense, pragmatic

Working

Competency	Left descriptor	Rating	Right descriptor
Work Pace	Unhurried	● (2)	Active, busy
Self-Reliance	With others	● (7)	By self
Work Organization	Dislikes structure, order	● (1)	Prefers structure, order
Multi-Tasking	Routine, one task at a time	● (3)	Multiple tasks, variety
Need for Task Closure	Low	● (2)	High
Acceptance of Control	Dislikes rules, controls	● (3)	Welcomes rules, controls
Frustration Tolerance	Sensitive	● (3)	Resilient
Need for Freedom	Low	● (7)	High
Need for Recognition	Low	● (6)	High
Detail Orientation	Dislikes details	● (1)	Enjoys detailed work

Relating

Competency	Left descriptor	Rating	Right descriptor
Assertiveness	Low	● (10)	High
Sociability	Shy or uninterested	● (7)	Outgoing
Need to be Liked	Low	● (2)	High
Positive about People	Skeptical, cautious	● (2)	Trusting, positive
Insight	Does not analyze others	● (7)	Analyzes others
Optimism	Pessimistic	● (3)	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	● (2)	Objective, thick-skinned
Self-Control	Expressive	● (1)	Reserved, careful
Cultural Conformity	Low	● (3)	High

Others

Competency	Low descriptor	Rating	High descriptor
Positive Response Factor 1	Low	● (5)	High
Positive Response Factor 2	Low	● (6)	High