



DATA DOME INC.



General: Executive Selection Report with Structured Interview

*for* Leonard Powell

**4/3/2020**

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**Norms used for this report: US General**

**CANDID RESPONSE PATTERN**

The candidate answered the personality questionnaire more candidly or self-critically than most respondents. This type of response pattern suggests one or more of the following:

- Compared to most respondents, he was much more willing to admit personal weaknesses or limitations;
- He lacks confidence in his abilities or tends to be self-critical; or
- He wanted to use the testing process and any feedback that he might receive for developmental purposes and, therefore, answered very candidly.

While the ASSESS system has made some adjustments in his scores to compensate for his candidness, the possibilities listed above should be carefully considered, and a special effort should be made to verify statements made in the report with other information such as additional interview impressions or reference checks, if he is an outside candidate, or with additional information that may be supplied by current or previous managers, if he is an inside candidate (currently employed by the organization).

## 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

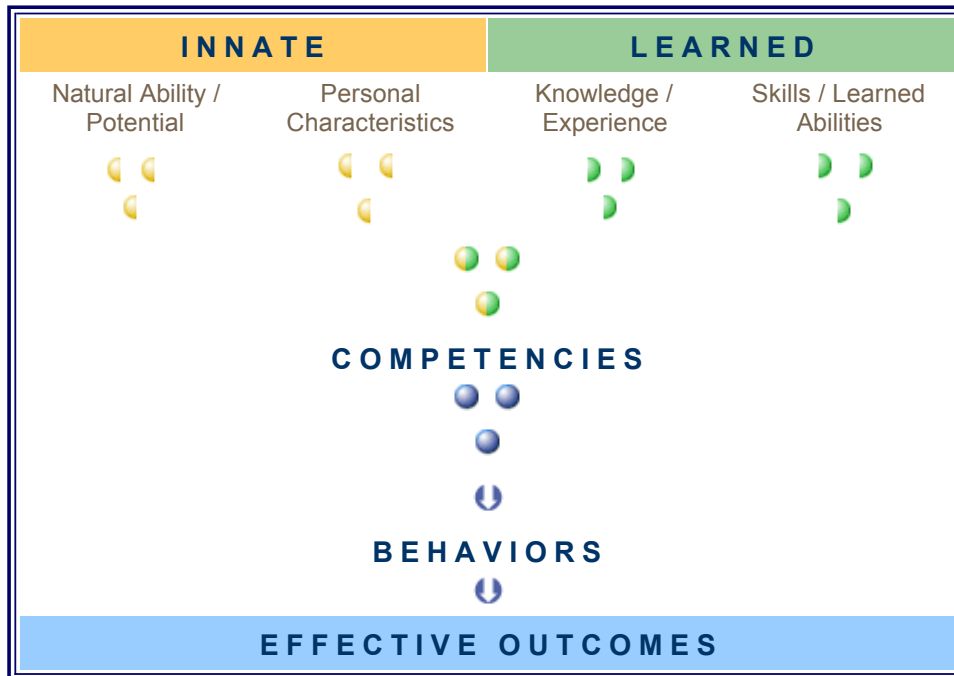
**Developmental Report:** In addition to the Selection Report, a Developmental report is available. It is designed to be given directly to the individual and provides constructive feedback on test results, specific developmental suggestions, and a guide for writing a personalized developmental plan.

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.







General: Executive

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

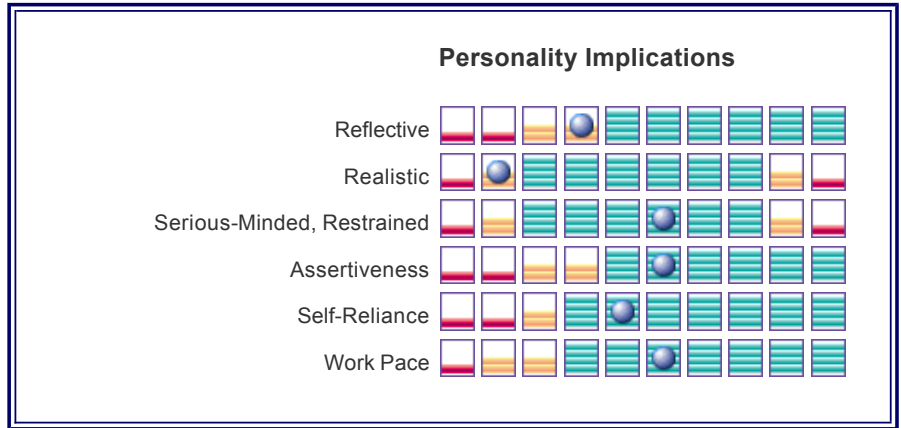
*\*Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

### 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 large professional norm group (the specific norm is noted on the report's cover page).
- 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 is a potential concern are marked with least shading (  ).
- Ranges in which a characteristic is a potential caution are marked in intermediate shading (  ).
- Ranges in which a characteristic is a potential strength 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 *Potential Strengths* and *Potential Concerns* 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.*



**Comments:**

*Potential Strengths*

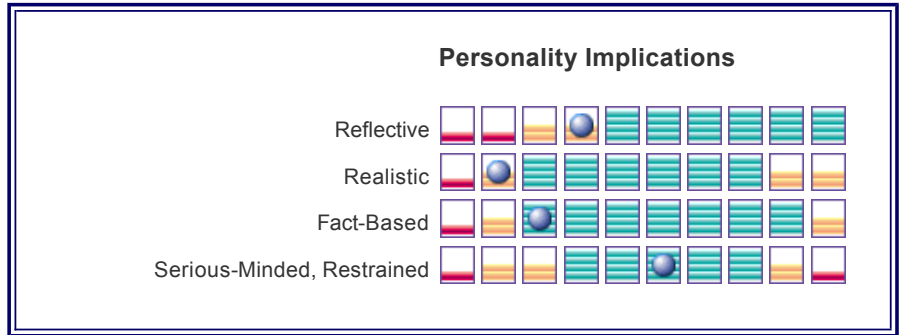
- He should show a balance between caution and risk in pursuing ideas or a new course of action.
- He should be assertive enough to champion new ideas or a change in direction.
- In championing ideas, he is likely to work collaboratively but also take personal initiative when needed.
- His work pace and good energy level should facilitate his ability to generate and champion ideas.

*Potential Concerns*

- He may be less reflective in his thinking than is desired. He may not consider issues from multiple perspectives or think broadly enough when setting the goals and direction for his group.
- Somewhat idealistic and wishful in his thinking, his ideas may not always emphasize the most pragmatic approach.

**In-Depth Problem Solving And Analysis**

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



**Comments:**

*Potential Strengths*

- His intuitive approach should help him to consider issues beyond the immediate facts.
- Moderately careful and restrained in his thinking, he should be able to balance speed with deliberation in his resolution of problems.

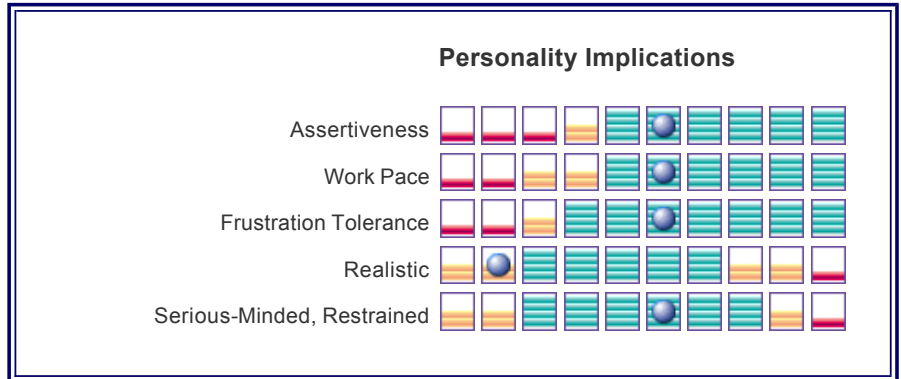
*Potential Concerns*

- Less naturally inclined to reflect deeply on issues than might be optimal for this competency, at times he may fail to consider underlying causes or miss important subtleties when analyzing problems.
- He may sometimes be less realistic in his thinking than is desired. At times, this may lead him to consider solutions that are not as practical or pragmatic as they should be.



Championing Change

*Taking action to support and implement change initiatives effectively.*



**Comments:**

*Potential Strengths*

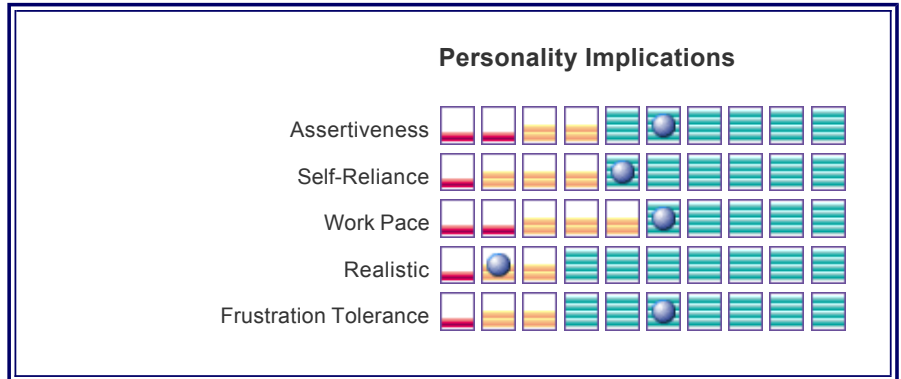
- He should be assertive enough to be able to persuade people to adopt new courses of action.
- His work pace should be sufficient for him to effectively energize a change effort.
- He should remain positive and resilient even under difficult circumstances.
- He should show a balance between caution and risk when committing to change.

*Potential Concerns*

- While he may be very possibility-oriented and open to new ideas, he may not always be able to distinguish between positive innovation and faddish trends. He may champion changes that are not workable in the organization.

**Driving For Results**

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



**Comments:**

*Potential Strengths*

- Capable of being assertive when appropriate, he should be able to challenge or push people to attain results.
- Self-reliant, he should be comfortable establishing goals and taking personal responsibility for their achievement with little support or direction from others.
- His work pace should be such that he is capable of producing a high level of work output.
- As resilient as most people, he should be able to persist despite frustration in most situations.

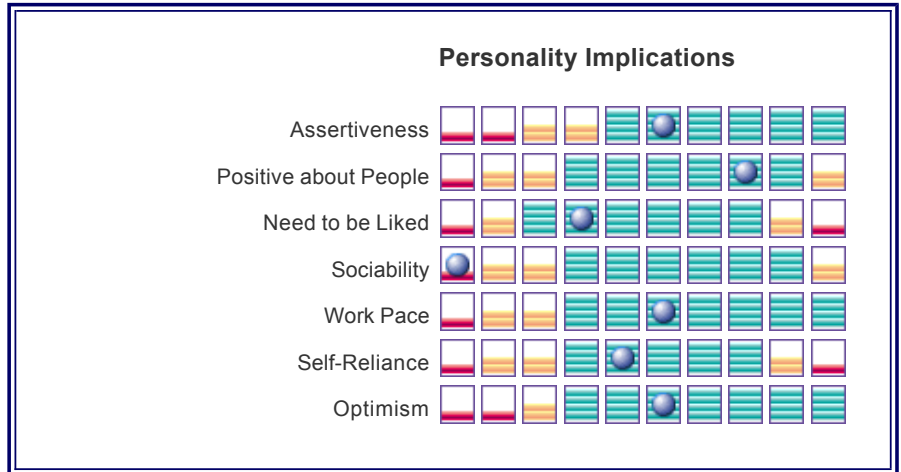
*Potential Concerns*

- Somewhat less practical than is desired, he may sometimes have difficulty achieving tangible results.



Managing Others

*Directing and leading others to accomplish organizational goals and objectives.*



**Comments:**

*Potential Strengths*

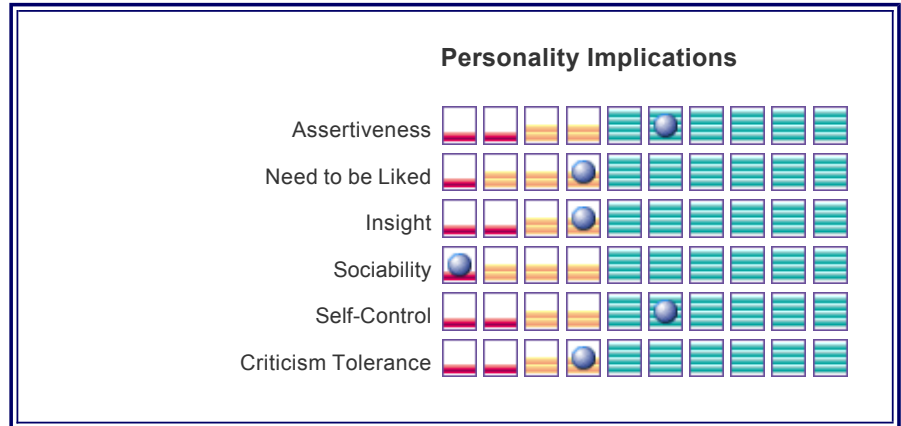
- He should be comfortable in a leadership role and capable of being forceful and directive when necessary.
- His generally positive and trusting view of others should bring out the best in his subordinates. He should focus on others' strengths and value their contributions.
- Not overly concerned about being well liked, he should be able to make tough decisions or take unpopular positions when necessary.
- His level of personal effort (work pace) should be sufficient to effectively manage others.
- Not excessively self-reliant or excessively dependent upon support from others, he should be willing to do the work himself or allow subordinates to participate, as appropriate for the situation.
- His generally optimistic outlook should have a positive impact on the morale of his group.

*Potential Concerns*

- His low level of social comfort (sociability) will likely result in awkwardness and ill-at-ease interactions with subordinates. He may avoid all but the most necessary contact.

**Organizational Savvy**

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



**Comments:**

*Potential Strengths*

- He appears to be sufficiently assertive and self-confident to build relationships with powerful and influential people.
- His moderate level of self-control should help him to exercise reasonable care over the expression of his words and actions and manage their potential effects in the broader organization. This should help him to make a positive impression on important and influential people.

*Potential Concerns*

- His moderately low concern for how he is perceived by people will occasionally interfere with his ability to build alliances across organizational boundaries. When this happens, he may not be as collaborative as would be desired.
- Less inclined to analyze others than is desired for this competency, he may occasionally fail to recognize their motives and adapt his approach accordingly.
- His discomfort in social situations is likely to inhibit him from developing and maintaining contacts across the organization. He may avoid situations that could provide the opportunity to network with others.
- While not excessively sensitive to criticism, in contentious situations he may be somewhat prone to overpersonalizing the issues and becoming 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](http://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:**

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**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."

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### 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:*

- Tell me about a time when you failed to recognize or see the long-term impact of a decision regarding your groups' strategy. What happened and what was the result? (Can the candidate see broadly?)
- Tell me about a time when you had an innovative idea, but it was not implemented. Why was the idea not used? Would it have worked? (Listen for a capacity to be practical as well as innovative.)

**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 an analysis situation in which you overlooked a subtle, but critical piece of information that would have influenced your decision. What happened and what was the result? (Can the candidate look beneath the surface during problem analysis?)
- Tell me about a problem you thought you had solved, only later to learn that the solution could not be implemented. Why not? (Listen for an ability to use common sense and consider the practicalities of the situation.)

**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:*

- Tell me about a change initiative that you personally championed only to realize that implementation would be difficult. (Listen for a tendency to develop a passion about ideas, even though they are not workable.)

**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:*

- How do you make the trade off between ideal long-term goals and short-term immediate results? Use one of your recent projects as an example. (Listen for an ability to achieve tangible outcomes.)

**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:*

- Tell me about work situations in which you attempted to persuade someone you did not know well to do something. What did you do? What did you say? (Listen for a lack of smoothness or rapport building.)

**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:*

- Describe your typical style of interacting with subordinates. Give specific examples. How much time do you spend talking with them? What do you talk about? (Listen for a lack of emphasis on developing and maintaining smooth social relationships with subordinates.)

**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?)
- In your interactions with people, how do you determine the other person's agenda? Their needs and motives? Give me an example of a time when you were accurate, and of a time when you were completely wrong about an individual. (Listen for an ability to be perceptive about powerful people.)
- Do you have many business relationships in the organization that are outside of your immediate work group? What types of relationships? How did you develop them? How long did it take? (Listen for excessive social reticence that inhibits development of important 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?)

**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.

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
<b>Overall Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

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 Reflective Thinking

*He may need help in going beyond the obvious in understanding both information and people.*

### This May Impact:

- Visioning
- In-Depth Problem Solving And Analysis

### Suggestions:

Encourage him to: a) seek information to build a broader understanding of issues and problems, b) seek insight from those with perspectives different from his, c) develop his analysis skills through training, and d) challenge his assumptions (play "devil's advocate") before developing a course of action. Providing him a role model, someone who is adept at both problem analysis and understanding people, may be useful as well.

## Low Realistic Thinking

*While he may be able to see the "possibilities" in situations, the practicality and the usefulness of his ideas may require monitoring (at least initially).*

### This May Impact:

- Visioning
- In-Depth Problem Solving And Analysis
- Championing Change
- Driving For Results

### Suggestions:

Encourage him to share his ideas with others and to seek their input and opinions rather than making decisions on his own.

## Low Criticism Tolerance

*He 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 him, his boss should make a special effort to criticize the behavior, not the person -- that is, correct him 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 him to maintain his self-esteem yet still calls for him to meet performance standards.

The following resource(s) should be helpful:

#### **Books**

[The Power of Positive Criticism](#) Hendrie Weisinger, 2007. [Overview](#)

#### **Multimedia**

[Managing Yourself and Others](#) Harvard Business Online, 2005. [Overview](#)

[Productive Business Dialogue \(Simulation\)](#) Harvard Business

Online, 2009. [Overview](#)

[Inner Work Life: Understanding the Subtext of Business](#)

[Performance](#) Harvard Business Online, 2007. [Overview](#)

[Feedback That Works](#) Harvard Business Online, 2009. [Overview](#)

[How to Supervise People](#) Fred Pryor Seminars & CareerTrack. [Overview](#)

### ***On-line Learning***

[Effective Criticism & Discipline Skills for Managers](#) National Seminars Group. **[Overview](#)**  
[Coaching for High Performance](#) American Management Association. **[Overview](#)**  
[Managing Performance](#) Cornell University. **[Overview](#)**

### ***Public Courses***

[Coaching for Managers](#) Cornell University. **[Overview](#)**  
[Coaching and Counseling for Outstanding Job Performance](#) American Management Association. **[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](http://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.



**Thinking**

<b>Reflective</b>	Low need to probe	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Thoughtful, philosophical
<b>Structured</b>	Avoids step-by-step	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Logical, systematic
<b>Serious-Minded, Restrained</b>	Quick to decide	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Serious, careful, cautious
<b>Fact-Based</b>	Intuitive	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Factual
<b>Realistic</b>	Imaginative	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No-nonsense, pragmatic

**Working**

<b>Work Pace</b>	Unhurried	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Active, busy
<b>Self-Reliance</b>	With others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	By self
<b>Work Organization</b>	Dislikes structure, order	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Prefers structure, order
<b>Multi-Tasking</b>	Routine, one task at a time	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Multiple tasks, variety
<b>Need for Task Closure</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
<b>Acceptance of Control</b>	Dislikes rules, controls	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Welcomes rules, controls
<b>Frustration Tolerance</b>	Sensitive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Resilient
<b>Need for Freedom</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
<b>Need for Recognition</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	High
<b>Detail Orientation</b>	Dislikes details	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Enjoys detailed work

**Relating**

<b>Assertiveness</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
<b>Sociability</b>	Shy or uninterested	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Outgoing
<b>Need to be Liked</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
<b>Positive about People</b>	Skeptical, cautious	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Trusting, positive
<b>Insight</b>	Does not analyze others	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Analyzes others
<b>Optimism</b>	Pessimistic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Positive, optimistic
<b>Criticism Tolerance</b>	Subjective, sensitive	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Objective, thick-skinned
<b>Self-Control</b>	Expressive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Reserved, careful
<b>Cultural Conformity</b>	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High