



General: Professional or Individual Contributor Selection with Structured Interview

for **Suzanne Example**

4/15/2003

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I N T R O D U C T I O N

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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 for our clients in the same manner that Bigby, Havis & Associates psychologists 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.

COMPETENCY OVERVIEW

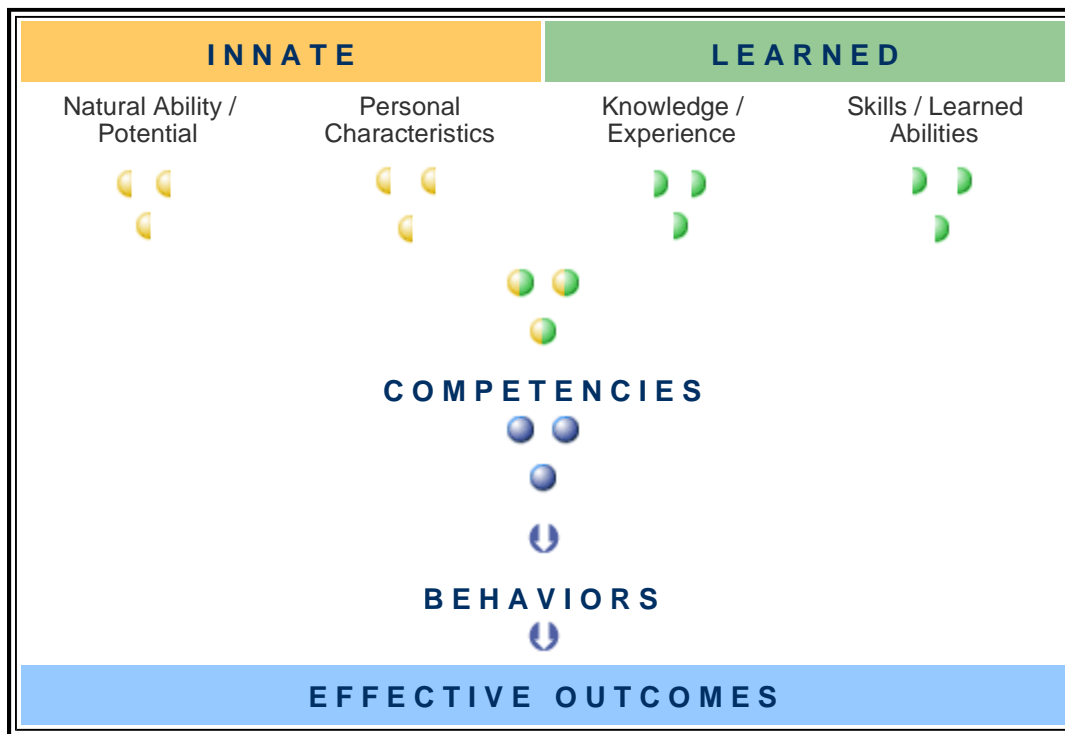
Suzanne Example
 General: Professional or Individual Contributor
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Your company has identified a set of competencies important to job success.

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.



Suzanne Example





General: Professional or Individual Contributor Selection 4/15/2003

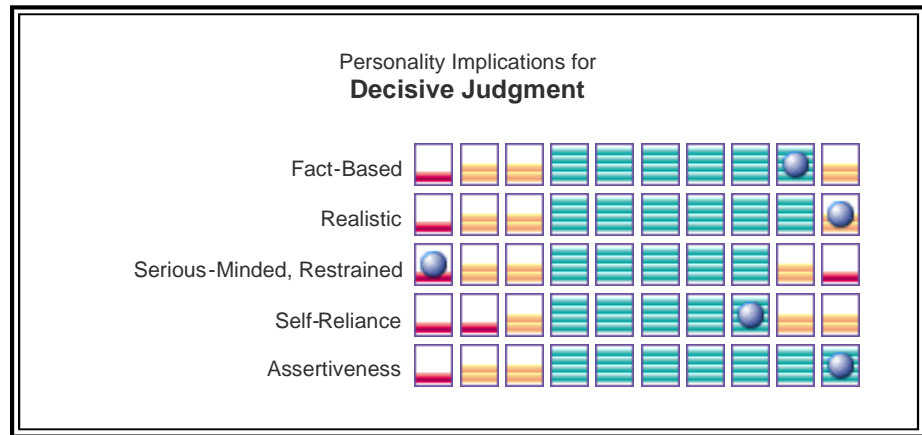
General: Professional or Individual Contributor

Decisive Judgment	Making good decisions in a timely and confident manner.
Adapting To Change	Adapting to changing situations and restructuring tasks and priorities as changes occur within the business and organization.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Resilience	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
Teamwork And Collaboration	Effectively working and collaborating with others toward a common goal.
Interpersonal Communication	Communicating clearly and effectively with people inside and outside of the organization.
Functional Acumen*	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.

**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.*

P E R S O N A L I T Y D E T A I LSuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003**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.

PERSONALITY DETAILSuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003**Decisive Judgment***Making good decisions in a timely and confident manner.***Comments:***Helps*

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

Hinders

- Highly practical in her thinking, she may overrely on past solutions rather than look for a new or different approach.
- Her low level of restraint may lead her to react without sufficiently deliberating the consequences or potential outcomes of her decisions.

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

PERSONALITY DETAIL

General: Professional or Individual Contributor Selection 4/15/2003
Suzanne Example

Adapting To Change

Adapting to changing situations and restructuring tasks and priorities as changes occur within the business and organization.

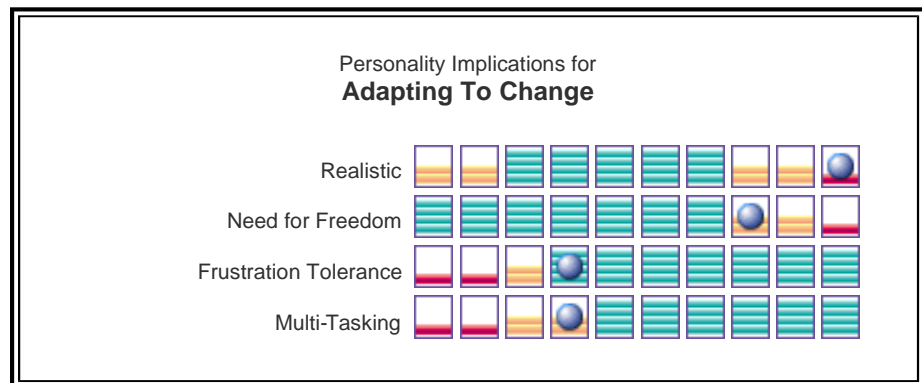
Comments:

Helps

- During times of change, she should remain positive and resilient under most difficult or uncertain circumstances.

Hinders

- 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.
- Her relatively high need for personal freedom may sometimes interfere with her willingness to accept changes to her work requirements or task priorities. She may resist being told what to do or be slow to adopt changes that are not to her liking.
- She prefers predictable environments. She may not like change if it disrupts her routine.



PERSONALITY DETAILSuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003**Planning And Organizing**

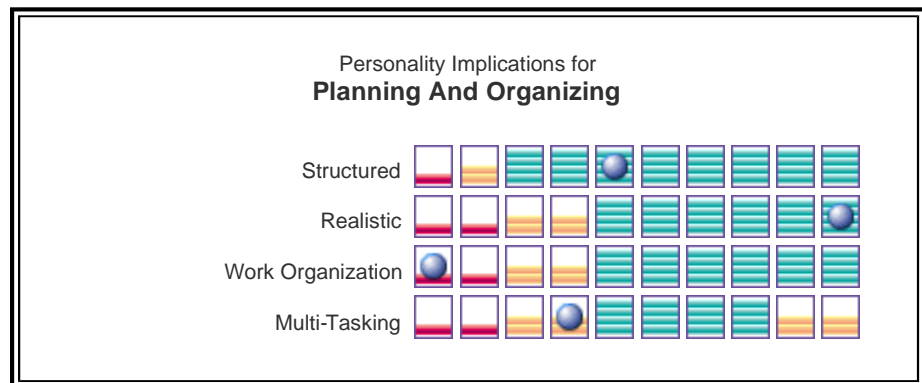
Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.

Comments:*Helps*

- When needed, she should be willing to apply a certain amount of logical and systematic thought to the planning process. Within the limitations of her abilities and education, this should help her to conceptualize the steps needed to plan work activities.
- Strongly pragmatic by nature, she will emphasize realistic goals and the development of workable plans.

Hinders

- In her day-to-day work activities, she is likely to be disorganized.
- Her preference for the routine and working on only a few tasks at a time may interfere with her ability to plan and organize when faced with multiple, competing demands.

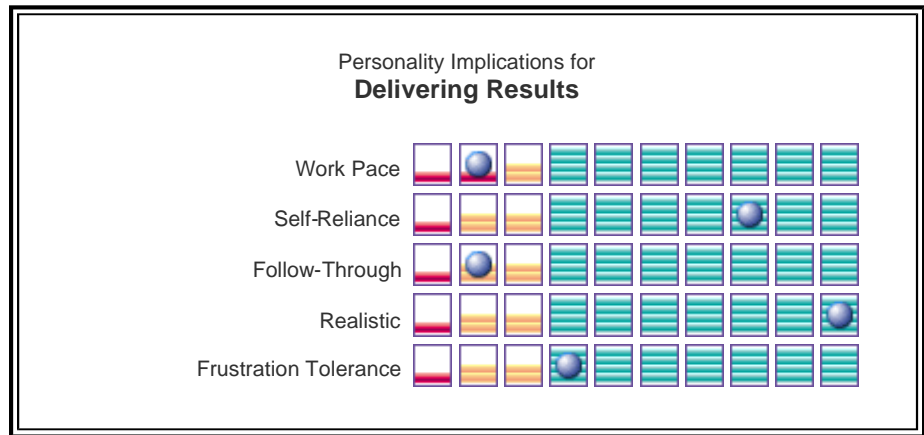


PERSONALITY DETAIL

General: Professional or Individual Contributor Selection 4/15/2003 **Suzanne Example**

Delivering Results

Maintaining a high level of commitment to personally getting things done.



Comments:

Helps

- Highly self-reliant, she should be comfortable working on her own with little support or direction.
- Practical and pragmatic by nature, she should emphasize tangible results.
- As resilient as most people, she should be able to persist despite frustration in most situations.

Hinders

- Her slow work pace and low energy level may prevent her from achieving high levels of work output and being timely.
- Her level of follow-through may be lower than is desired. Sometimes she may not carry tasks through to completion.

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

PERSONALITY DETAILSuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003**Resilience**

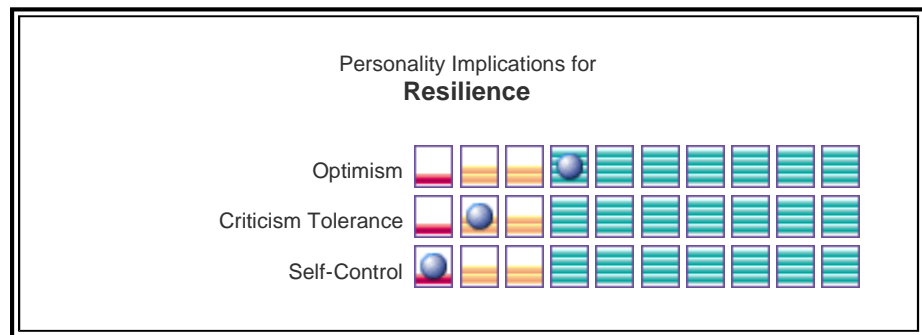
Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.

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.



P E R S O N A L I T Y D E T A I L

General: Professional or Individual Contributor Selection **Suzanne Example**
4/15/2003

Teamwork And Collaboration

Effectively working and collaborating with others toward a common goal.

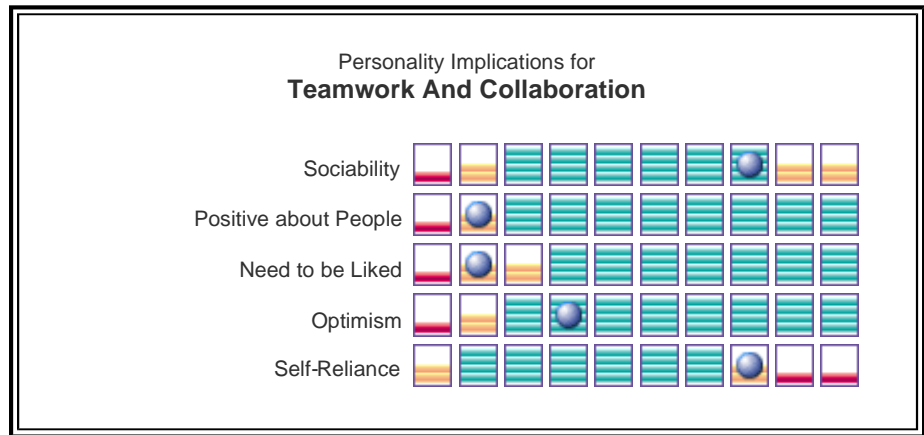
Comments:

Helps

- Her general comfort in most social situations should be an asset. She is likely to enjoy interacting with team members and should put others at their ease.
- Her outlook should generally contribute to rather than detract from team morale.

Hinders

- More negative and guarded in her view of people than is optimal for this competency, her wariness may sometimes interfere with developing and maintaining collaborative work relationships. She may not always value the contributions of others.
- Getting along with others is not a strong concern of hers. For this reason, she may sometimes be disagreeable or uncooperative.
- Her high self-reliance may lead her to decide or act independently, sometimes to the detriment of good coordination and collaboration.



P E R S O N A L I T Y D E T A I L

General: Professional or Individual Contributor Selection **Suzanne Example**
4/15/2003

Interpersonal Communication

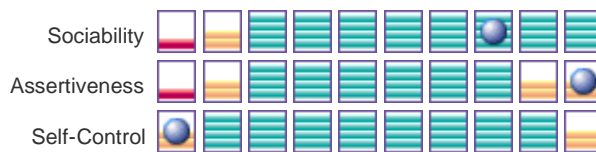
Communicating clearly and effectively with people inside and outside of the organization.

Comments:

Helps

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

Personality Implications for
Interpersonal Communication



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.

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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

INTERVIEW GUIDE

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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."

I N T E R V I E W G U I D EGeneral: Professional or Individual Contributor Selection 4/15/2003
Suzanne Example**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 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?)
- 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?)

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

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

Adapting To Change:

- In your current and previous jobs, have your duties been relatively constant or have they changed frequently? What would you prefer? How much change would you like to have? Describe your best work environment and your worst.

Additional special probes based on ASSESS results:

- Tell me about recent changes you have experienced at work. Were they good ideas or bad? Why? (Is there a stubborn resistance to trying new things?)
- Tell me about a time when you felt frustrated by people making too many changes in your work requirements. What was the situation? How did you feel? What did you do? (Listen for an ability to adapt to change despite a strong need to be free from close control.)
- Tell me about a time when you had to completely break from your normal way of doing something because of a change. What happened and how did it affect you and your work? (Listen for a resistance to a change in routine.)

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

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

Planning And Organizing:

- Tell me about a successful project or initiative that you had responsibility for planning and organizing. What did you do? Why was this project successful?
- Tell me about a project where you had responsibility for planning and organizing that did not go as smoothly. What did you do? What could you have done better?

Additional special probes based on ASSESS results:

- Describe a situation that illustrates the kind of techniques that you use to stay organized and focused in your own work. (Listen for an ability to keep work organized.)
- Tell me about a time when you had to coordinate and manage several projects at once. What was challenging? How did you prioritize? How successful were you? (Listen for difficulty juggling multiple tasks at once.)

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

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

Delivering Results:

- Describe two recent situations in which you met an aggressive goal. What types of obstacles did you face? How did you overcome them?
- Describe a situation in which you were unable 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.)
- Describe two situations in which you were unable to thoroughly complete a project. What happened? Why? (Listen for an ability to follow-through on commitments.)

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

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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)

INTERVIEW GUIDE

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

Teamwork And Collaboration:

- Describe the last assignment in which you were part of a team. What was your role? What aspects of working as part of a team did you do well? With what aspects were you less successful? Why?
- In what types of situations do you prefer to work independently and in what types of situations do you prefer to work as part of a team? Why?

Additional special probes based on ASSESS results:

- In your previous jobs, have other people done their share of the work? Did you get fair credit for your efforts? (Listen for a tendency to be critical of others, or expect others to not perform.)
- We all have conflict or disagreements when working closely with others. Tell me about two situations in the past where you had a conflict with a co-worker or team member. How did the conflict affect your relationships and your work effectiveness? (Listen for a tendency to be disagreeable versus cooperative.)
- Give me several recent examples of work situations in which you asked others for assistance and situations in which you could have asked for assistance but did not. In each case, why or why not? (Does the candidate avoid collaboration?)

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

INTERVIEW GUIDE

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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? Have you 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)

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

Functional Acumen*:

- Please describe for me how your education and training have prepared you for this job. What courses have you taken and how do they apply to this job?
- Please describe your previous job experience and how it prepares you for the technical requirements of this job. Try to give specific examples of what you have learned and how you learned it.
- What are you doing on an on-going basis to maintain and improve your technical skills and abilities?

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

I N T E R V I E W G U I D ESuzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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?

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

INTERVIEW GUIDE

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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

Suzanne Example
General: Professional or Individual Contributor Selection 4/15/2003

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 judgement.

	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
Decisive Judgment	1	2	3	4	5
Adapting To Change	1	2	3	4	5
Planning And Organizing	1	2	3	4	5
Delivering Results	1	2	3	4	5
Resilience	1	2	3	4	5
Teamwork And Collaboration	1	2	3	4	5
Interpersonal Communication	1	2	3	4	5
Functional Acumen*	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

MANAGEMENT SUGGESTIONS

Suzanne Example
General: Professional or Individual Contributor
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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.

Low Work Pace

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

This May Impact:

- Delivering Results

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.

[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others \(Motivation and Goal Setting\)](#) by Jim Cairo, Career Press, 1998.

[Motivation in the Workplace: Inspiring Motivation in the Workplace](#) by Lydia Banks, Amer Media Inc., 1997.

Low Work Organization

She may have a tendency to take action before she develops a plan or organizes her activities. As a result she may take on more than she can handle or move in too many directions at once.

This May Impact:

- Planning And Organizing

Suggestions:

We recommend that her boss monitor her work activities to determine if she needs assistance in structuring her work. She may need help defining priorities and disciplining herself to focus on completing important tasks. Planning calendars, to-do lists and other time management techniques could be useful.

High Need For Freedom

Her strong desire for personal freedom and independence could be problematic in jobs requiring compliance with detailed regulations, structured work roles, close supervision, etc.

Suggestions:

If this describes her work environment, you should encourage regular discussions with her and be open to her thoughts and ideas. In managing her, be certain that she is held to mutually agreed upon performance standards and that her achievements are rewarded with appropriate increases in autonomy.

This May Impact:

- Adapting To Change

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:

- Teamwork And Collaboration

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.

Low Criticism Tolerance

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

This May Impact:

- 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 Power of Positive Criticism](#) by Hendrie Davis Weisinger, AMACOM, 1999.

Low Self-Control

She appears to be expressive and may be excessively spontaneous in voicing her opinions, ideas, etc.

This May Impact:

- Resilience
- Interpersonal Communication

Suggestions:

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

[Anger and Conflict in the Workplace: Spot the Signs, Avoid the Trauma](#) by Lynne McClure, Impact Publishing, 2000.

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/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 books are general resources that may be useful in coaching this person or other people in your organization.

[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.

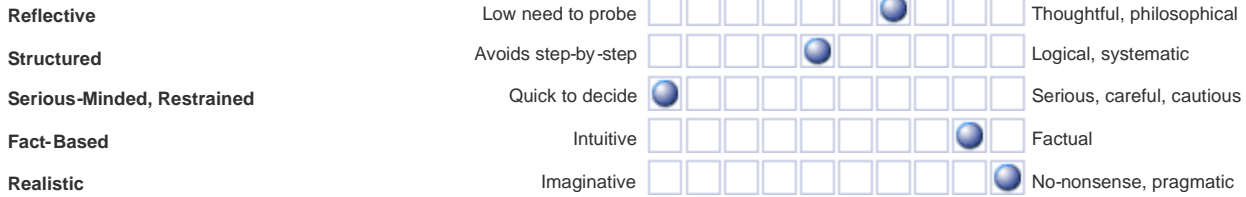
GRAPHIC PROFILE

Suzanne Example
 General: Professional or Individual Contributor Selection 4/15/2003

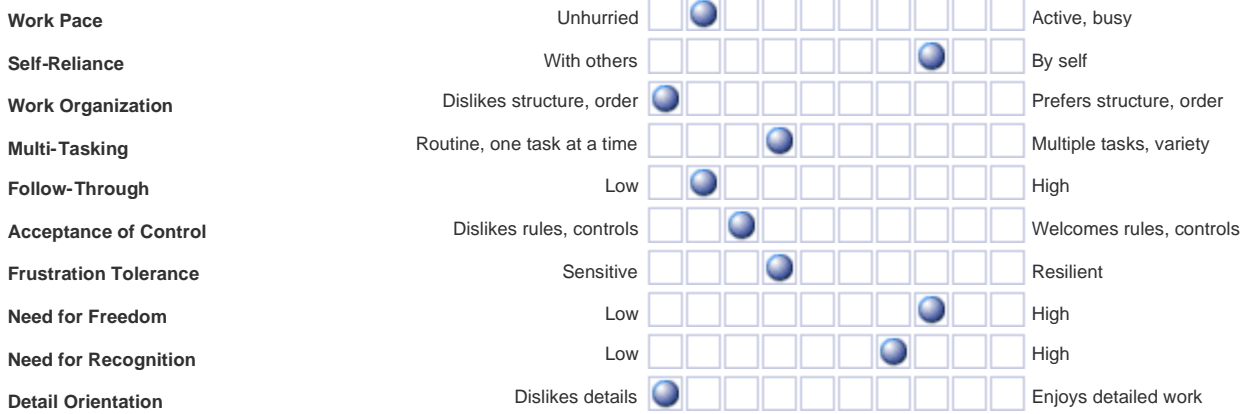
Abilities



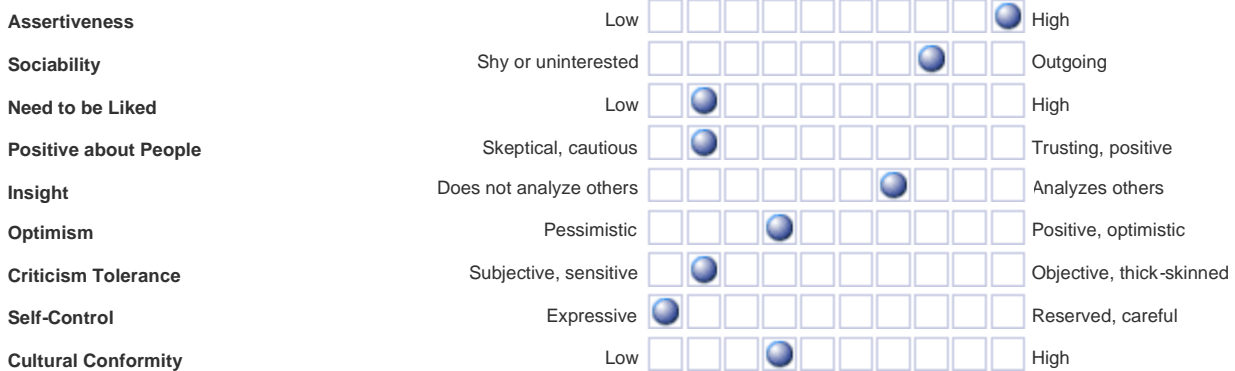
Thinking



Working



Relating



Others

