



## **General: Sales Manager Selection** with Structured Interview

*for* **Suzanne Example**

**4/15/2003**

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## 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.

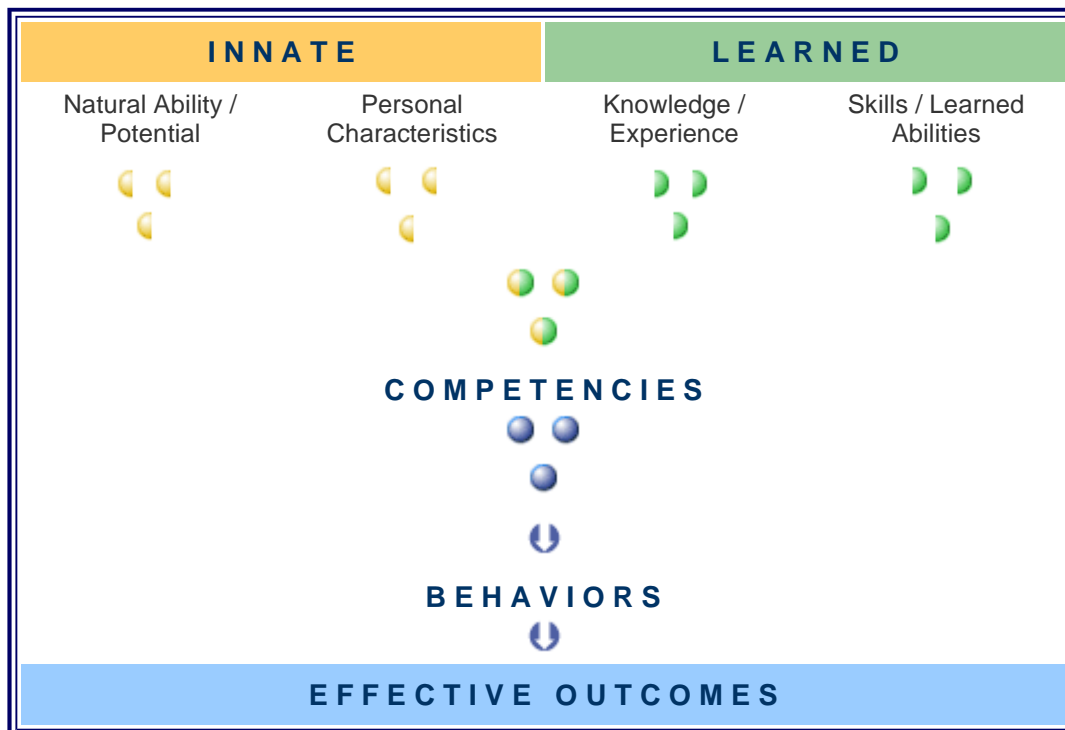
# COMPETENCY OVERVIEW

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.



# ABILITY RESULTS

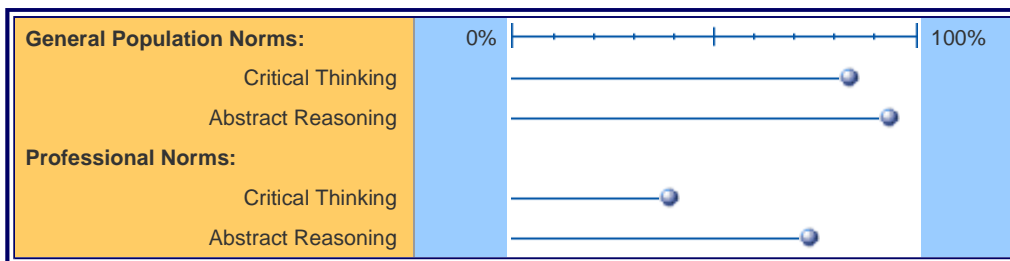
Since abilities can impact most competencies, they are reported separately here.

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:



**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: Sales Manager

<b>Decisive Judgment</b>	Making good decisions in a timely and confident manner.
<b>Driving For Results</b>	Challenging, pushing the organization and themselves to excel and achieve.
<b>Customer Focus</b>	Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.
<b>Resilience</b>	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
<b>Persuading To Buy</b>	Convincing others to buy a product or service.
<b>Managing Others</b>	Directing and leading others to accomplish organizational goals and objectives.
<b>Motivating Others</b>	Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.
<b>Negotiation</b>	Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.
<b>Presentation Skills*</b>	Having the skills to effectively communicate to an audience in a formal setting.

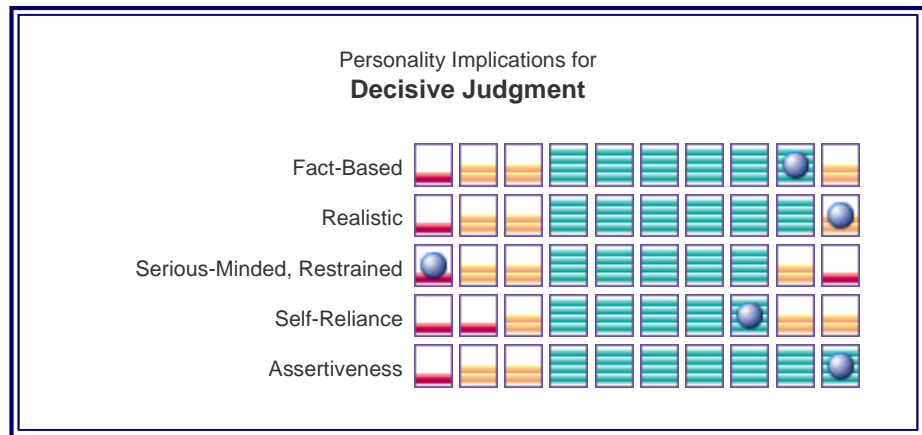
*\*Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

**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.

**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.

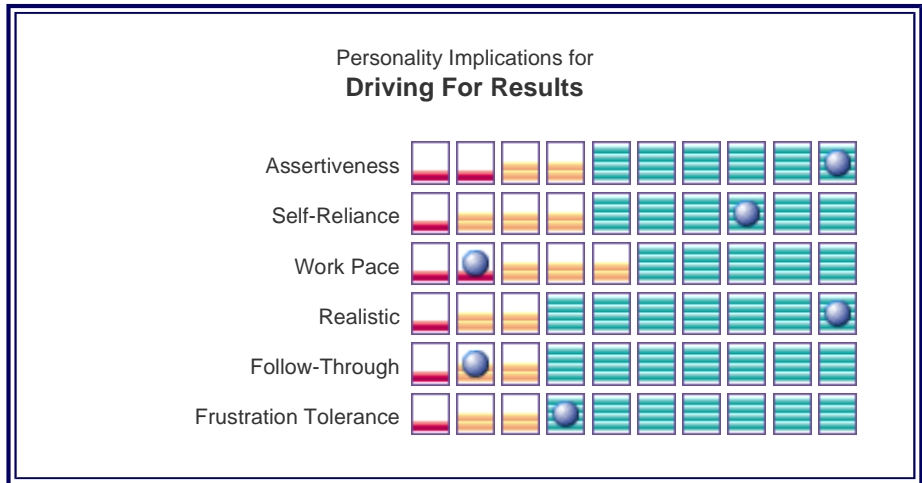
*Hinders*

- 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.*

**Driving For Results**

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



**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.
- Her level of follow-through may be lower than is desired. Sometimes she may not carry projects through to completion.

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

**Customer Focus**

*Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.*

**Comments:**

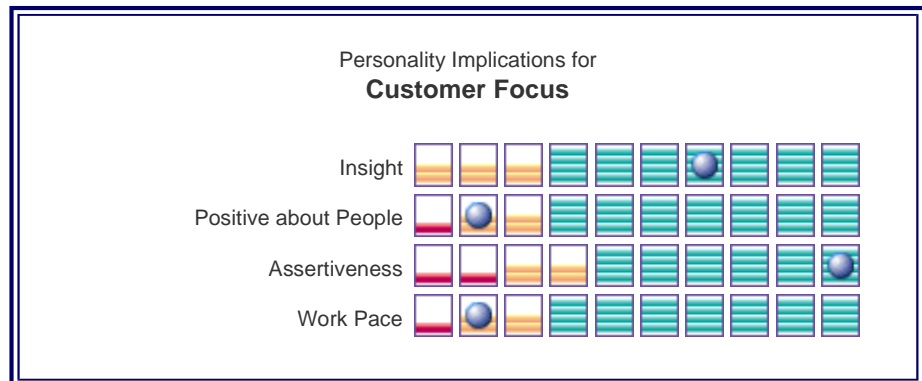
*Helps*

- Thoughtful and reflective as most, she should be capable of thinking broadly. This should help her to align business offerings with customer needs.
- Her assertive nature should help her to effectively advocate customer-focused initiatives and activities. It should also contribute to her ability to influence and direct others to serve the customer well.

*Hinders*

- Somewhat cautious and skeptical in her view of others, she may not trust customer intentions. Concerned that they may take excess advantage, she may be reticent to promote customer-first policies.
- Her slow work pace may hinder her ability to champion or deliver customer-focused initiatives and activities.

*While the above scales are good indicators of part of what is required for a strong customer focus, ASSESS cannot directly evaluate her personal commitment to valuing the customer. Please take special care to consider this issue during the interview.*



**Resilience**

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

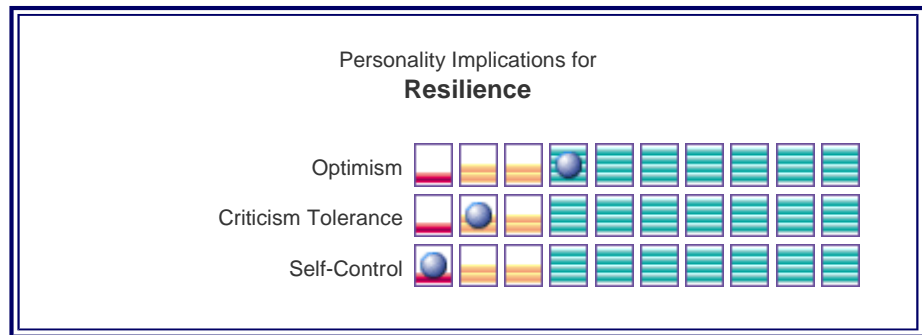
**Comments:**

*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.

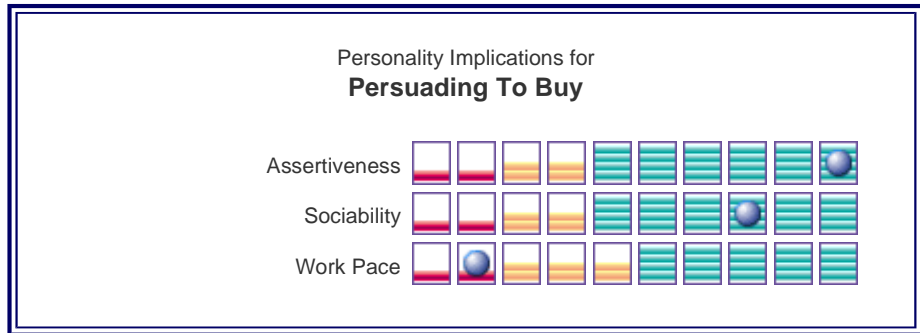
*Hinders*

- 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.



**Persuading To Buy**

*Convincing others to buy a product or service.*



**Comments:**

*Helps*

- Assertive and forceful, she should be able to exert influence in most sales situations. She should be capable of taking charge of the interaction and asking for the sale. Powerful or difficult customers should not intimidate her.
- Outgoing and gregarious, she should enjoy most customer interactions. She should engage people easily and put them at ease. This should help her in many aspects of the sales process, such as networking and establishing rapport.

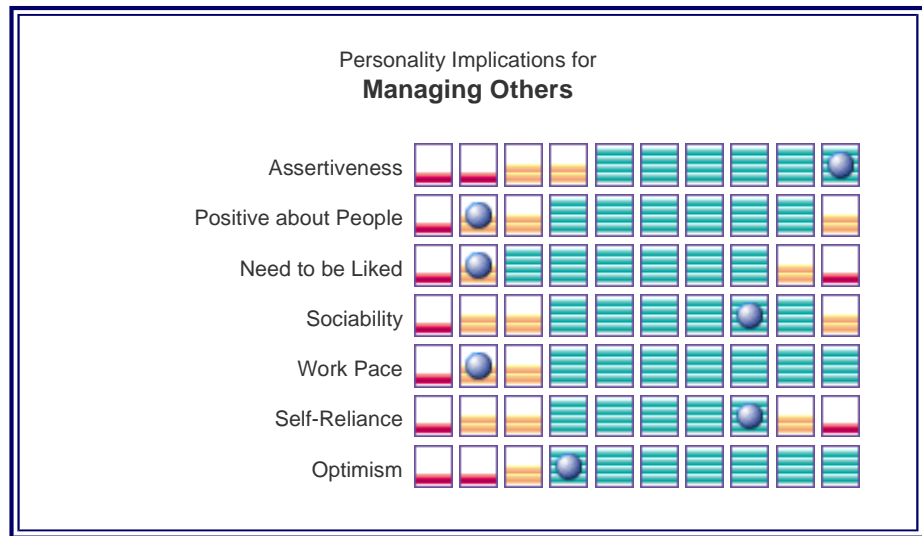
*Hinders*

- Her low energy level (work pace) is not adequate for top sales effectiveness. She will likely have difficulty putting forth the level of effort needed to seek new business, meet with prospects and close sales.

*While the above dimensions can address part of what is needed to effectively persuade others in a sales situation, ASSESS cannot evaluate her understanding of effective sales strategies, oral communications ability or 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.*



**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*

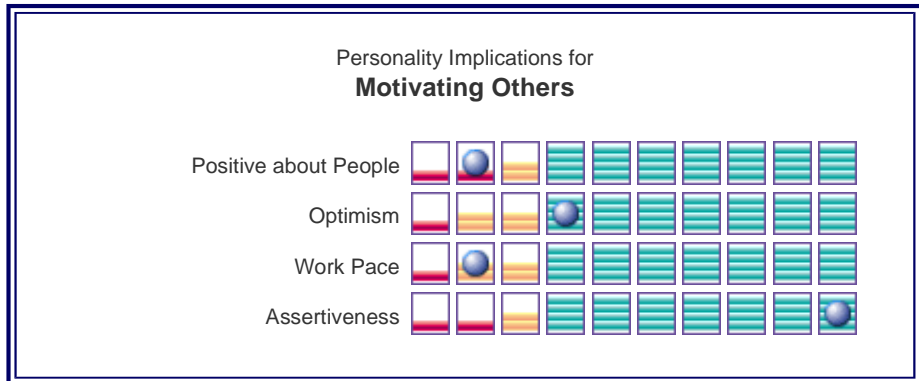
- She can be skeptical in her view of people. At times, this may lead her to be critical and faultfinding rather than positive and constructive in her interactions with subordinates.
- Her need to be liked is low for a managerial role. At times, she may be unnecessarily disagreeable and may have difficulty 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.*

**Motivating Others**

*Inspiring others to perform well by actively conveying enthusiasm and a passion for doing a good job.*



**Comments:**

*Helps*

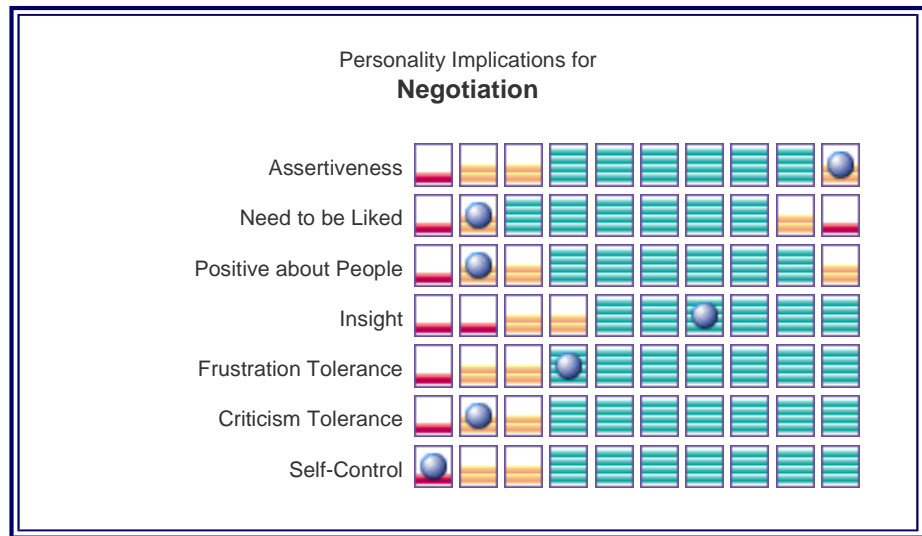
- When trying to encourage and motivate others, her generally optimistic nature should be an asset.
- Assertive and forceful, she should be comfortable in the role of a motivator. She should be able to self-confidently challenge people to perform, when necessary.

*Hinders*

- Her skeptical and mistrustful view of others will be apparent to most and will detract from her ability to inspire. She will focus more on weaknesses than strengths, and people may feel they are not trusted or expected to perform well.
- Her lower than average energy level (work pace) may detract from her ability to generate enthusiasm and inspire high effort levels in others.

**Negotiation**

*Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.*



**Comments:**

*Helps*

- Her natural inclination to view people and issues broadly should be a strong asset in this role. It may help her to frame issues in a manner that provides common ground for all.
- Generally resilient and positive, she should be able to tolerate the stress and frustration of negotiations.

*Hinders*

- She may be so forceful in her negotiation efforts that she dominates the interaction and does not allow other parties the opportunity to adequately present their point-of-view. This may cause them to resist her proposals unnecessarily.
- Because of her low concern for pleasing or being liked by others, she may not be sufficiently concerned with creating win-win agreements that satisfy all parties to a negotiation.
- She is less positive in her view of others than may be ideal for this competency. She may not always give others the benefit of the doubt or believe that their intentions are honorable. This may detract from her ability to engage in constructive negotiations.
- Her personal sensitivity to criticism may occasionally interfere with her ability to be objective during negotiations. When this happens, she may overpersonalize the situation.
- Her very low self-control may interfere with her ability to negotiate successfully. She may say or do things without proper consideration.

*The combination of her low need to be liked and her high assertiveness is concerning. She may be overly aggressive, competitive and harsh when negotiating with others. She is likely to be a "win-lose" negotiator rather than a "win-win" negotiator.*

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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## 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)

## 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.)
- 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)

## Customer Focus:

- Tell me about the most successful customer initiatives of which you were a part. What did you do that contributed to their success?
- Tell me about the least successful customer initiatives of which you were a part. What was your role? Why were they unsuccessful?

### *Additional special probes based on ASSESS results:*

- Tell me about any negative response that you, your group, or your company received from the customer regarding your product, service or a customer policy. What do you think caused this response? What is your general view of the mindset of the customer and their expectations? (Listen for a negative perspective that might prejudice customer initiatives.)
- Describe a time when you were responsible for a customer initiative that others thought should be implemented quickly. What did you do? What was the result? (Will the candidate accept a sense of urgency and expend the energy required to make an initiative happen quickly?)

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

## Resilience:

- Tell me about two situations in which you experienced pressure and stress at work. What were the circumstances? How did you react? How would someone else know you were under stress?
- Tell me about two work situations in which you were rejected, turned down, or had some other frustrating setback. What happened? How did you react? How long did it take for you to recover?

### *Additional special probes based on ASSESS results:*

- Describe several situations in which you were criticized unfairly. What was said, by whom? What impact did it have on you? (Can the candidate accept criticism constructively rather than react defensively?)
- In your past jobs, tell me about situations when you became angry or upset with another person. What upset you? How did you respond? What was the result? (Listen for the self-discipline to avoid saying or doing things the candidate would later regret.)

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

## Persuading To Buy:

- (If not previously covered) Walk me through your sales experience. What types of things did you sell? What was the typical sales process? How did you prospect, develop the relationship, and make the close? What did you do well? What was your weakest area?
- What type of formal sales training have you had? What did you learn? What have you learned from other experienced sales people?
- Tell me about some of your most successful sales experiences. What did you do? Why were you successful?
- Tell me about the times when you were unsuccessful. What happened? What could you have done differently?

### *Additional special probes based on ASSESS results:*

- Tell me about a typical week for you. How many prospects do you contact, how many meetings do you have, etc.? How do you set your schedule? (Does the candidate have the personal stamina and work commitment to be successful?)

**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)

## Motivating Others:

- Give me two examples of situations in which you have had to motivate people to perform. What were the circumstances? How would you describe your motivational style?
- Tell me about a time when you have had to motivate people in different ways or use different methods of motivation based on the person or situation.

### *Additional special probes based on ASSESS results:*

- Tell me about some of your co-workers or subordinates. Which ones are doing a good job and which ones are not? Why? What have you done or could you do to change the poor performers? (Listen for a tendency to be overly negative and faultfinding with little expectation of improvement.)
- Describe a time when you needed to inspire others to work harder, accomplish more, in a short timeframe. How did you do this? (Can the candidate exert the extra effort when it is needed?)

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

## Negotiation:

- Give me several examples of the types of negotiation you have done. Were you a direct participant in the negotiations or a third party facilitator? What were the issues? What steps or process did you follow to reach an agreement? Which party won? Why?
- Give me several examples of failed negotiations to which you were a party. Why did they fail? What did you do? What could you have done better?

### *Additional special probes based on ASSESS results:*

- Describe disagreements or negotiations you have had that were not well resolved or did not hold over time. What happened? What did you do? What would you do differently next time? (Listen for a tendency to try to force a solution on the other party.)
- In situations where you have resolved a conflict or negotiated an agreement, were the other parties happy with the result? Why or why not? (Listen for a concern that the other party be satisfied with the outcome.)
- Tell me about a time when you felt that the other party was trying to take advantage of you in a negotiation. What basis did you have to feel this way? How did your feelings impact the negotiation? (Listen for a tendency to assume that the other party will try to take advantage.)
- Describe a time when you became upset in a negotiation because you felt the other party was criticizing you personally. What happened? What was your response? (Listen for a tendency to be overly sensitive to criticism and to be defensive.)
- We have all acted in haste at some point. Tell me about situations in which you said or did something during a negotiation that you later regretted. What happened? (Listen for an ability to control actions and words when necessary.)
- Have you ever found yourself in a negotiation situation where winning became more important than the issue itself or the people involved? How did it get to that point? What happened as a result? (List for tendency to be overly aggressive, competitive or harsh in the interest of winning.)

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

## 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.)

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

## 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 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
Driving For Results	1	2	3	4	5
Customer Focus	1	2	3	4	5
Resilience	1	2	3	4	5
Persuading To Buy	1	2	3	4	5
Managing Others	1	2	3	4	5
Motivating Others	1	2	3	4	5
Negotiation	1	2	3	4	5
Presentation Skills*	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 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:**

- Driving For Results
- Customer Focus
- Persuading To Buy
- Managing Others
- Motivating 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.

[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 Positive About People**

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

**This May Impact:**

- Customer Focus
- Managing Others
- Motivating Others
- Negotiation

**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.*

**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,

**This May Impact:**

- Resilience
- Negotiation

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
- Negotiation

**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](http://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.

**Abilities**

Critical Thinking	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
Abstract Reasoning	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

**Thinking**

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

**Working**

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

**Relating**

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

**Others**

Positive Response Factor 1	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
Positive Response Factor 2	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