



Manager Selection Report with Structured Interview

for **Suzanne Example**

10/14/02

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

Suzanne Example
Manager Selection Report 10/14/02

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

The following ASSESS report contains information that can aid you in making selection, placement or promotion decisions.

- 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 when he was 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: This report 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.

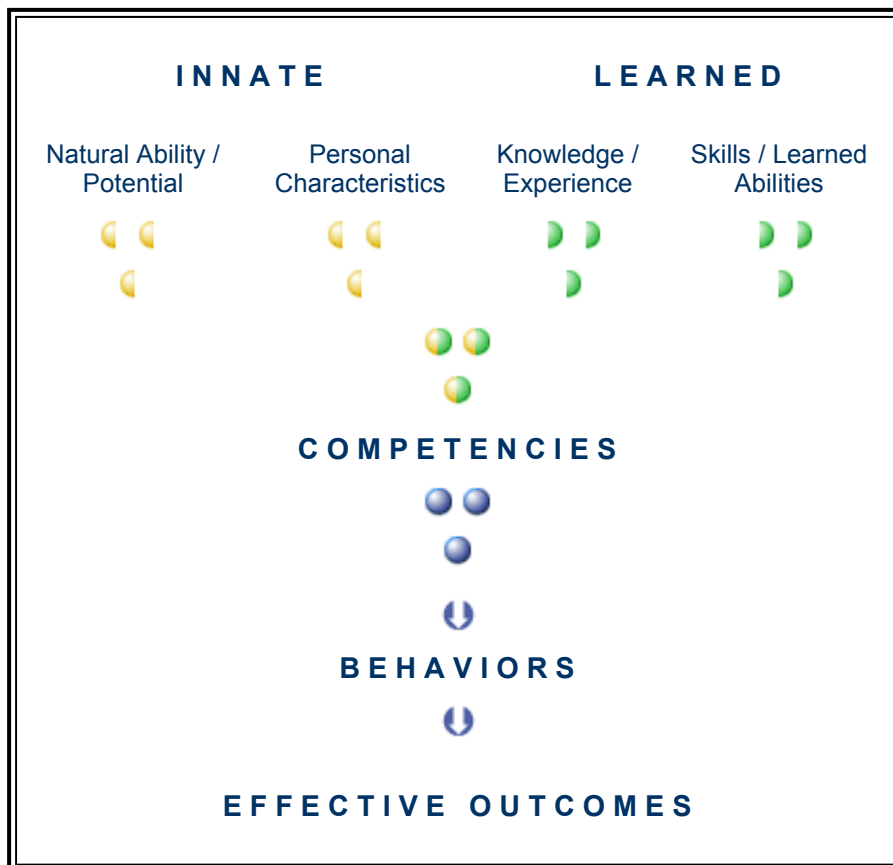
COMPETENCY OVERVIEW

Suzanne Example
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ABC Company has identified a set of competencies important to success as a Manager.

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 Manager Competency Model.

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

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

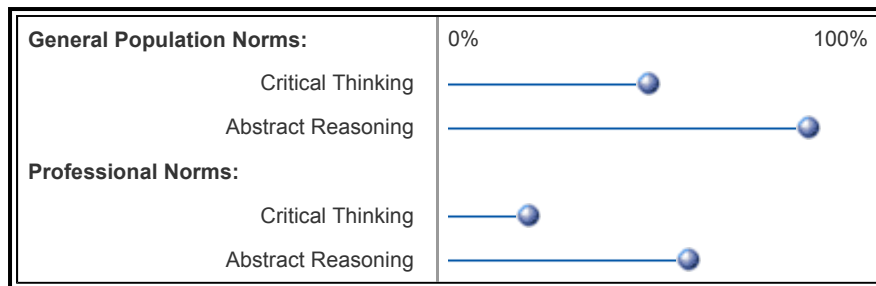
With a few exceptions, if this person is being considered for a position normally requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if she has limited formal education or if a college degree is not required, the general population comparisons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

The candidate completed the following ability test(s):

Critical Thinking The *Watson-Glaser Critical Thinking Appraisal* is a measure of five aspects of her ability to analyze complex, multifaceted written information and to draw accurate conclusions. These include drawing sound inferences, recognizing assumptions, reasoning by deduction, drawing conclusions, and evaluating arguments. These formal reasoning skills are generally developed through education and are often especially important in upper level jobs.

Abstract Reasoning The *Raven's Standard Progressive Matrices* is a measure of her ability to reason through complex, abstract, nonverbal information and to grasp new ideas. This capacity includes the ability to solve problems in new situations where one has little experience upon which to draw.

Intellectual Ability Scores Compared to:



Comments While her critical thinking abilities appear to be as good as or better than those of the average person, they may be lower than those of the typical professional. She may have difficulty understanding complex written problems or evaluating the merits of interpretations of the information presented in order to 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.

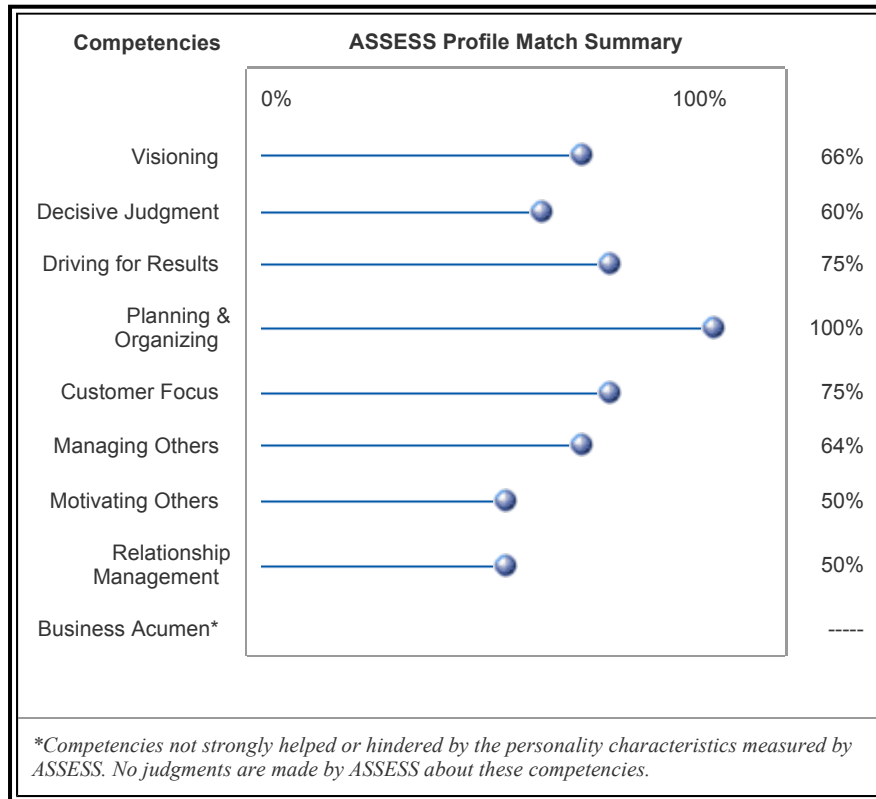
Special Note: The combined indications of good abstract reasoning but lower formal reasoning suggest that she is a capable person who either did not apply herself in school or did not obtain the type of advanced education that would develop her formal abilities. Within the limits of her education and training, she should be capable. However, in comparison to others with better education, she may have some difficulty grasping and using concepts that are dependent on the types of skills developed by a good formal education.

PERSONALITY SUMMARY

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Summary





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



PERSONALITY DETAIL

Suzanne Example
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Reading The Competency Graphs:

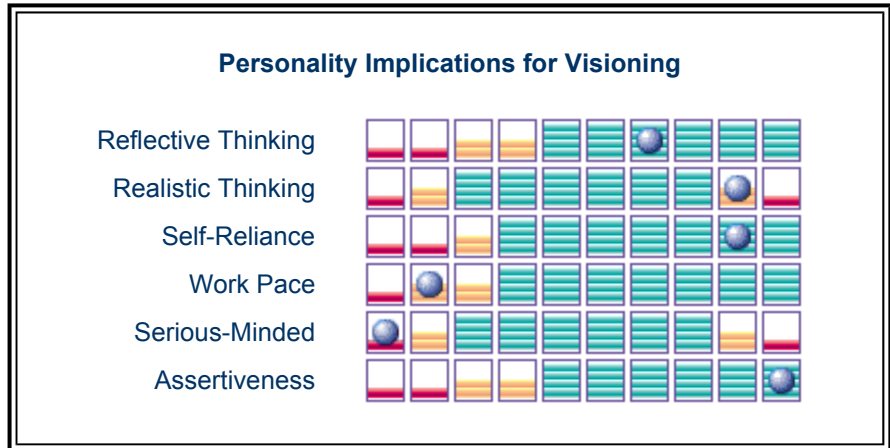
- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.
- This distribution is based on a professional norm group of over 30,000 respondents.
- The candidate's score on 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 help, potential concern and hinder 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 DETAIL

Suzanne Example
 Manager Selection Report 10/14/02

VISIONING:

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



Comments:

Helps

- As a result of her reflective style, she is likely to view issues from multiple perspectives. She should be capable of thinking broadly and considering long-term issues when setting goals and the direction of her group.
- Her self-reliant style will help her to show initiative in championing her (and others') ideas and vision.
- Her assertive nature should facilitate her ability to communicate and champion ideas.

Hinders

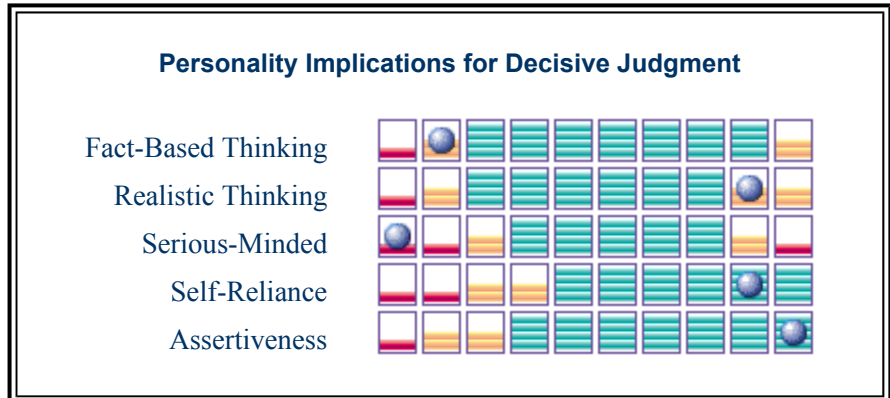
- Overly realistic at times, her approach may emphasize the practical at the expense of innovation and creativity.
- Her slow work pace may hinder her ability to generate and champion ideas.
- She is impulsive by nature. She will commit too quickly to an idea or direction without proper consideration.

PERSONALITY DETAIL

Suzanne Example
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DECISIVE JUDGMENT

Making good decisions in a timely and confident manner.



Comments:

Helps

- She is self-reliant and should be comfortable making decisions on her own.
- Her assertive style will help her to confidently communicate the reasons for and merits of her decisions.

Hinders

- More intuitive in her thinking than data-driven, she may fail to consider all of the facts when making decisions.
- Highly practical in her thinking, she may overrely on past solutions rather than looking for a new or different approach.
- Because of her very low level of restraint, she is likely to react quickly and impulsively without considering the consequences or outcomes of her decisions. This is likely to impact the quality of her judgment.

Special Note:

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

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

Suzanne Example
 Manager Selection Report 10/14/02

PLANNING AND ORGANIZING

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

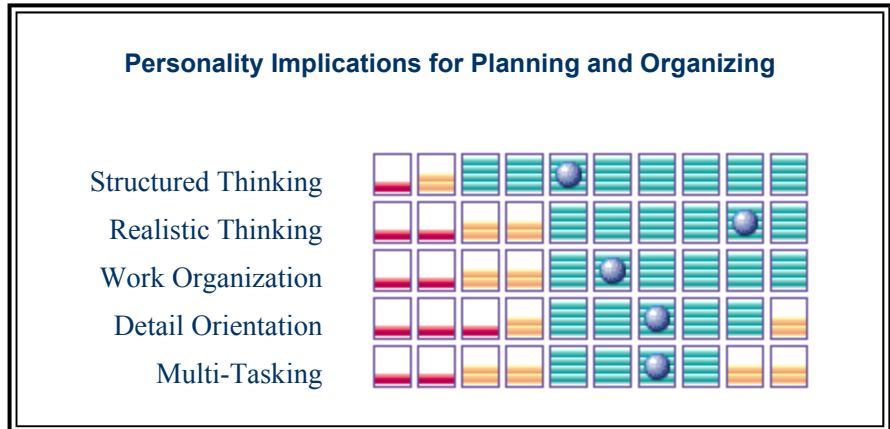
Comments:

Helps

- When needed, she should be capable of logical and structured thought. This should help her to conceptualize the steps needed to effectively plan and organize work activities.
- Strongly pragmatic by nature, she will set realistic goals and develop workable plans.
- She appears willing to plan and order her work. She should attend to these activities as needed.
- Her strong detail orientation should help her to manage and attend to the important details when planning and organizing activities.
- Her capacity for multi-tasking should facilitate her ability to plan and organize, especially when faced with multiple, competing demands.

Hinders

There are no areas identified as hindrances for this competency.

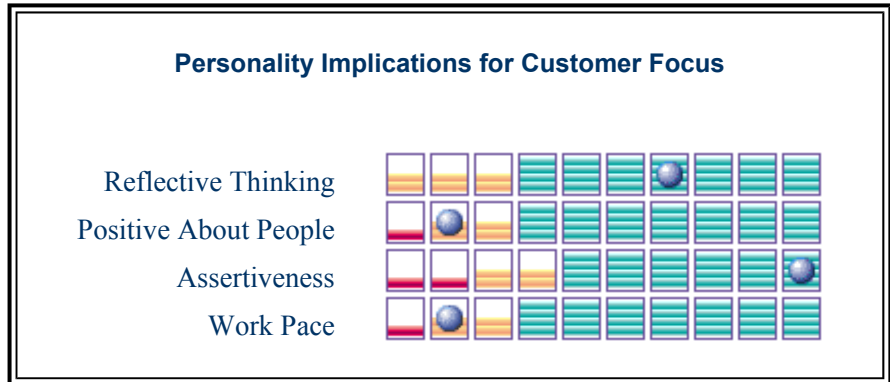


PERSONALITY DETAIL

Suzanne Example
 Manager Selection Report 10/14/02

CUSTOMER FOCUS

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



Comments:

Helps

- Thoughtful and reflective as most, she should be capable of thinking broadly. This should help her align business offerings with customer needs.
- Her assertive nature should facilitate her ability to effectively promote 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 might 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.

Special Note:

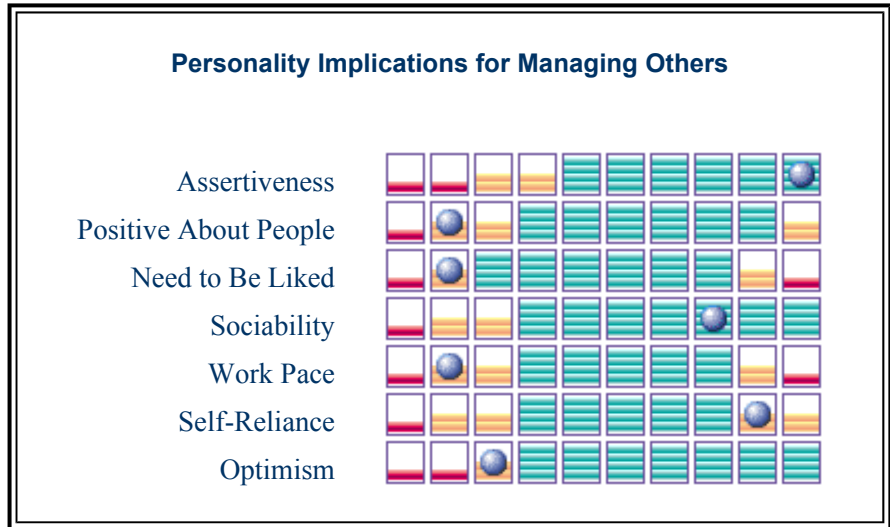
While the above scales are good indicators of part of what is required for a strong customer focus, ASSESS cannot evaluate her personal commitment to valuing the customer. Please take special care to consider this issue during the interview.

PERSONALITY DETAIL

Suzanne Example
 Manager Selection Report 10/14/02

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.
- Generally outgoing, she should be comfortable interacting with her subordinates.

Hinders

- She can be skeptical in her view of people. At times, this may interfere with her ability to be positive and constructive with subordinates.
- She has a low personal need to be liked. She may be disagreeable and have difficulty fostering a cooperative work environment among those she manages.
- Her work pace may be slower than desired. She may not be able to consistently exert the level of personal effort needed to effectively manage people.
- Self-reliant, she may not delegate as much as she should. As a result, she may fail to allow others to attempt the more challenging aspects of the work.
- Her somewhat more pessimistic than optimistic outlook may sometimes impact the morale of the group.

Special Note:

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

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.

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

Suzanne Example
 Manager Selection Report 10/14/02

MOTIVATING OTHERS

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

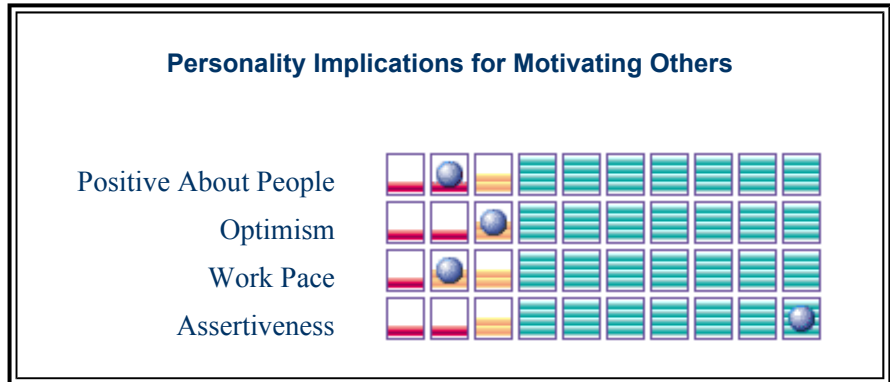
Comments:

Helps

- Assertive and forceful, she should be comfortable in the role of motivator.

Hinders

- Her negative 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 to perform.
- Somewhat more pessimistic than optimistic, she may not be able to generate enough personal enthusiasm to inspire others.
- Her work pace may be slower than desired to inspire others through her own effort and productivity.

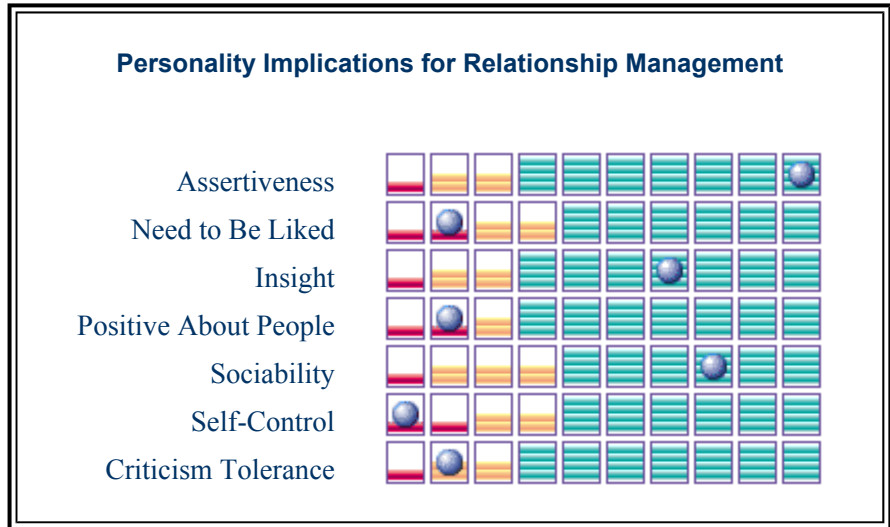


PERSONALITY DETAIL

Suzanne Example
 Manager Selection Report 10/14/02

RELATIONSHIP MANAGEMENT

Developing and maintaining positive relationships with individuals inside and outside of the organization.



Comments:

Helps

- Her high assertiveness suggests a high level of confidence. She should have little difficulty initiating new business relationships.
- Her strong interest in analyzing people should help her to recognize their perspectives and adapt her approach to better influence them. She may be more attuned to subtle social issues than most.
- Her social ease and comfort should allow her to develop and maintain relationships across the organization.

Hinders

- Her lack of concern for how she is perceived by people will interfere with her ability to build alliances. She is likely to be unnecessarily competitive even when collaboration would be more appropriate.
- Skeptical and cautious, she will be wary of the intentions of others. This will make it difficult for her to develop and maintain long-term work relationships based on trust.
- Her very low level of self-control is likely to be problematic. She may say or do things without appropriate care or tact.
- Her tendency to sometimes be sensitive to criticism may hinder her ability to be effective at this competency. Especially in difficult circumstances, she is likely to overpersonalize the issues.

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

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 Manager 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 manager's resource website at www.bigby.com/systems/assessv2/resources/manager.

Interview Date: _____

Before the Interview

Review the Manager 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

Opening the Interview

Your goal is to establish rapport and trust.

Introduce yourself and your position to the candidate.

Explain the interview's purpose.

Mention that you may be taking some notes to help you keep track of the candidate's answers.

INTERVIEW GUIDE

Suzanne Example
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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."

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Technical Abilities: What are the key technical skills and abilities required in this job? Use this part of the interview to ask about specifics that were not covered during discussions of education and prior work experience. For each, ask a good behavioral question and probe carefully to understand the level of skill and ability the candidate has previously displayed.

Examples of behavioral questions include:

- **Tell me about a specific situation where you [used a technical skill or ability] to solve a problem or achieve a result in your job.**
- **In your previous jobs, were you required to [use a technical skill or ability]? Describe some specific situations when you [used this skill or ability]. What were the circumstances? What did you do? What was the result?**

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

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

- **Tell me about a time when you were involved in setting the goals and direction for your group (or division, company). How did you approach it? What types of things did you consider?**
- **Describe an experience where you had to go against the "status quo" or the way things have been done in the past. Did others support you? How did you convince those who did not support you?**

Additional special probes based on ASSESS results:

- *High Realistic Thinking - Describe the most innovative idea or solution you came up with in your last role to make your group or business more competitive.*
- *Low Work Pace - Tell me about a situation where you had to come up with and implement a long-term strategy in a short period of time. How did you do this?*
- *Low Serious-Minded - Describe a time when you made a decision about a solution or direction too quickly or without serious deliberation.*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Decisive Judgment Making good decisions in a timely or confident manner.

- **Describe the last time you had to make a critical decision under time pressure. Tell me about your decision making process. What things did you consider?**

Additional special probes based on ASSESS results:

- *Low Fact-Based Thinking - Describe a situation where you made an error in judgment because you had overlooked important data or facts.*
- *High Realistic Thinking - Tell me about a time when you made a decision to try a new solution or approach.*
- *Low Serious-Minded - Give me an example of a time when you made a quick decision and it didn't go the way you expected.*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Driving for Results Challenging, pushing the organization and themselves to excel and achieve.

- **Describe a time when you set and met an aggressive goal for your group. What types of obstacles did you face?**
- **Describe a time when you failed to meet an aggressive goal.**

Additional special probes based on ASSESS results:

- *Low Work Pace - Tell me about a project or initiative that had a tight deadline for completion. How did you manage your and others' time when working on it? Did you meet the deadline?*
- *Low Frustration Tolerance - Describe a situation in which you became frustrated during a big project or initiative. What caused the frustration? How did you handle it?*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

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

- **Tell me about a successful project or initiative that you had responsibility for planning and organizing (or alternatively, a work group for whom you were responsible for planning and organizing work activities.) What went well?**
- **Tell me about a situation where you had responsibility for planning and organizing that did not go as smoothly.**

Additional special probes based on ASSESS results:

No additional probes were generated for this competency.

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Customer Focus Anticipating customer needs and designing, promoting or supporting the delivery of products and services that exceed customer expectations.

- **Tell me about the most successful customer initiative of which you were a part. What was your role? What was the response from the customer?**

Additional special probes based on ASSESS results:

- *Low Positive About People - Tell me about any negative response that your group or business has received from the customer regarding your product, service or a customer policy. What do you think caused this? How would you describe the difficulties that customer-oriented businesses face today?*
- *Low Work Pace - Describe a time when you had an urgent customer initiative that needed to be completed in order to meet customer demands. How would you describe the pace of the work during this time?*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Managing Others Directing and leading others to accomplish organizational goals and objectives.

- **Describe for me how your subordinates in your current or previous job would describe your management style.**
- **Tell me about a goal that you set out for your group. Give me specifics about how you operationally carried out or met this goal.**
- **Walk me through some specific situations where you have had to reward or discipline those who worked for you.**

Additional special probes based on ASSESS results:

- *Low Positive About People - Tell me about your poorest performing subordinate. Why do you think he/she struggles? How have you handled the situation?*
- *Low Need to Be Liked - Would you say that you promote more of a collaborative work environment or a competitive environment? What works best for you? Tell me how you encouraged your subordinates to work with each other.*
- *Low Work Pace - Tell me about a time when your group had a tight deadline to meet. How did you encourage timely output? What was your role in the actual day-to-day work that needed to be accomplished?*
- *High Self-Reliance - Tell me how you distribute the workload in your group. What types of tasks do you give others, and what types of tasks do you keep for yourself? Tell me about the most challenging task you have delegated to someone else recently. How did it go?*
- *Low Optimism - Everyone feels the pressure and stress of the job. Tell me about a time when you were negatively affected by stress which may have impacted your group.*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

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

- **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:

- *Low Positive About People - In your current or previous job, what specific things have you done to empower co-workers or direct reports? What was the result?*
- *Low Optimism - Tell me about a situation where you were feeling negative about work or a particular project and were expected to generate enthusiasm.*
- *Low Work Pace - Describe to me a time when you had to display a sense of urgency or put in a lot of effort to energize people for a project.*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Relationship Management Developing and maintaining positive relationships with individuals inside and outside of the organization.

- **Describe to me an important business relationship that you developed with someone (or with a group of people) in your current or last job. How did you build the relationship? What was the positive consequence of this relationship?**
- **Describe to me an important business relationship that you failed to develop in your current or last job that could have made your job more productive. What were the issues?**

Additional special probes based on ASSESS results:

- *Low Need to Be Liked - Tell me about a situation in which you had a competitive relationship with someone with whom you worked (or another group/department). Did this help or hurt your effectiveness?*
- *Low Positive About People - Give me an example of a situation in which you were somewhat skeptical or cautious of someone (or a group) that you worked with. Were you proven wrong? Right?*
- *Low Self-Control - We've all said things that we later regretted. When did this last happen to you in a work relationship? What happened and how did it impact your relationship?*
- *Low Criticism Tolerance - Describe a time when you had a disagreement or a debate with someone at work. How did you handle this difference of opinion?*

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Business Acumen Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective in a current or future job role.

- **Describe for me an experience in which you were involved in the financial planning of the business or your department. What did you take into consideration? What type of data/resources did you use to determine the best direction for the organization?**

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

Special Probe: *Low Critical Thinking*

This person scored somewhat low on the measure of critical thinking ability. People often develop critical thinking abilities as a result of college studies, but some people who have college backgrounds can still have poor skills (they have just never learned to think critically). A low score suggests weak critical thinking skills; however, strong abilities in other areas can contribute to an individual being an effective problem-solver at work.

- During the interview, attempt to assess whether his test performance is consistent with other indicators of intellectual capacity (for example grades in school).
- Ask him to describe the types of problems he enjoys solving versus those he finds difficult to handle. Listen for responses that suggest he may not do well in situations that require him to logically sort through complex verbal or written information.
- Ask him to describe what he feels are his major strengths and weaknesses in solving problems. In what types of situations is he at his best, and in what types of situations is he not as effective?

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

INTERVIEW GUIDE

Suzanne Example
Manager Selection Report 10/14/02

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 THE DECISION

Suzanne Example
 Manager Selection Report 10/14/02

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 Manager Competency 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
Decisive Judgment	1	2	3	4	5
Driving for Results	1	2	3	4	5
Planning and Organizing	1	2	3	4	5
Customer Focus	1	2	3	4	5
Managing Others	1	2	3	4	5
Motivating Others	1	2	3	4	5
Relationship Management	1	2	3	4	5
Business Acumen	1	2	3	4	5

COMMENTS:

MAKING THE DECISION

Suzanne Example
Manager Selection Report 10/14/02

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
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OVERALL SUMMARY EVALUATION

1

2

3

4

5

COMMENTS:

MANAGEMENT SUGGESTIONS

Suzanne Example
Manager Selection Report 10/14/02

In this section of the ASSESS Selection Report we suggest ways to effectively manage this person. Each management suggestion identifies a potential problem area for this candidate and recommends an approach to optimizing his effectiveness on the job. For some suggestions, reference books and other resources are listed for additional recommendations.

Tempering Impulsiveness

The quality of her analysis and decisions could be improved by the development of more serious mindedness.

This May Impact:

- Visioning
- 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.

Remaining Fact-Based

Because she tends to be more intuitive and view situations and information from a personal or self-centered perspective, her thinking may need to be monitored to ensure she is considering more factual information.

This May Impact:

- Decisive Judgment

Suggestions

In conversations with her, ask for background information regarding her perceptions. Questions like "What about the situation brings you to this conclusion?" or "What specifically did you see or hear?" can provide information about her perspective and help determine if, or when, her perceptions are based on fact or feelings.

Read:

- [Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting](#) by Stephen D. Brookfield, Jossey-Basee, 1991.

Handling A Demanding 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
- 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.

The following are some books that may provide additional suggestions to help motivate this candidate and optimize her productivity:

- [Getting a Project Done on Time: Managing People, Time, and Results](#) by Paul B. Williams, AMACOM, 1996.



- [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.

Handling Criticism

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

This May Impact:

- Relationship Management

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.

To help provide feedback constructively, read:

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

Developing Restraint

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

This May Impact:

- Relationship Management

Suggestions

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

Encourage her to take additional time when responding to questions, objections, issues, etc. Have her write down what she would like to do or say and then critically evaluate the consequences of her behavior.

Developing Tact

Because of her strong assertive style, she could be abrasive and irritating to co-workers, customer and others.

This May Impact:

- Managing Others
- Motivating Others
- Relationship Management

Suggestions

We recommend that the quality of her work relationships be monitored to determine if her assertiveness turns too easily to aggression or excessive pushiness. If it does, she will need direct feedback and coaching from a strong manager to change her aggressive behaviors. This one-on-one coaching should be supplemented with human relations training and a course in positive assertiveness.

She should be given the explicit goal of learning how to present herself and accomplish objectives in a more agreeable and less intimidating manner. She should also be held accountable for using this new knowledge to behave less aggressively.

To help guide her, read:

- [Sharpen Your Team's Skills in People Skills](#) by Di Kamp, McGraw-Hill, 1998.

Avoiding Temperamental Outbursts

She is likely to respond to stress, or what she perceives as slights or personal attacks, with temper or other outward displays of emotion or anger. Sometime this "temper" may be displayed as aggressiveness toward others.

This May Impact:

- Managing Others
- Relationship Management

Suggestions

If aggressive or temperamental behavior is displayed on the job, it will be important for her manager(s) to firmly and consistently indicate these types of behaviors are not appropriate and should be kept under control.

She should be encouraged and rewarded for developing higher levels of personal self-control and for finding positive outlets for aggressiveness such as competitive sports or any type of intense aerobic exercise. Course work or training in positive assertiveness and anger management may also be helpful.

To help guide her, read:

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

Remaining Task-Focused

Her interpersonal style may be more energetic than her work style. As a result, she may overemphasize the interpersonal aspects of her job at the expense of actually completing work tasks, especially if the tasks require expending physical energy. (She may be more "talk" than "do.")

This May Impact:

- Driving for Results
- Customer Focus

Suggestions

Her productivity may need to be closely managed. Be certain to hold her to high performance standards to ensure that her "do" matches her "talk."

Use the resources in this book to help you in managing this aspect of her personality:

- [Why Employees Don't Do What They're Supposed to Do and What to Do About It](#) by Ferdinand Fournies, McGraw-Hill, 1999.

Becoming Less Critical

She may be exceedingly critical or faultfinding of others, and she is apt to voice her displeasure. As a result, others may find her a difficult person with whom to work, and morale may suffer.

This May Impact:

- Customer Focus
- Managing Others

Suggestions

Encourage her to develop realistic expectations for the performance of others and, if she has supervisory or management responsibilities, to recognize effort and to reward accomplishments.

Training and development in areas such as positive performance management would also be appropriate.

- Motivating Others
- Relationship Management

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.

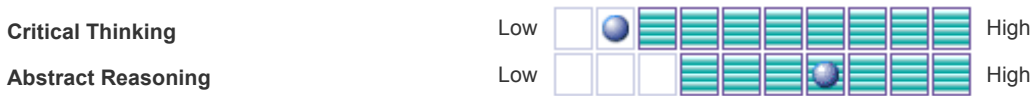
In addition, developmental suggestions for this person can be obtained from the *ASSESS Developmental Report*. This report is designed to provide constructive feedback and extensive developmental suggestions to the individual assessed (books to read, courses to take, developmental experiences or assignments to negotiate with the boss, etc.). You can use these developmental suggestions in coaching sessions to help him 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.

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S U C C E S S P R O F I L E

Suzanne Example
 Manager Selection Report 10/14/02

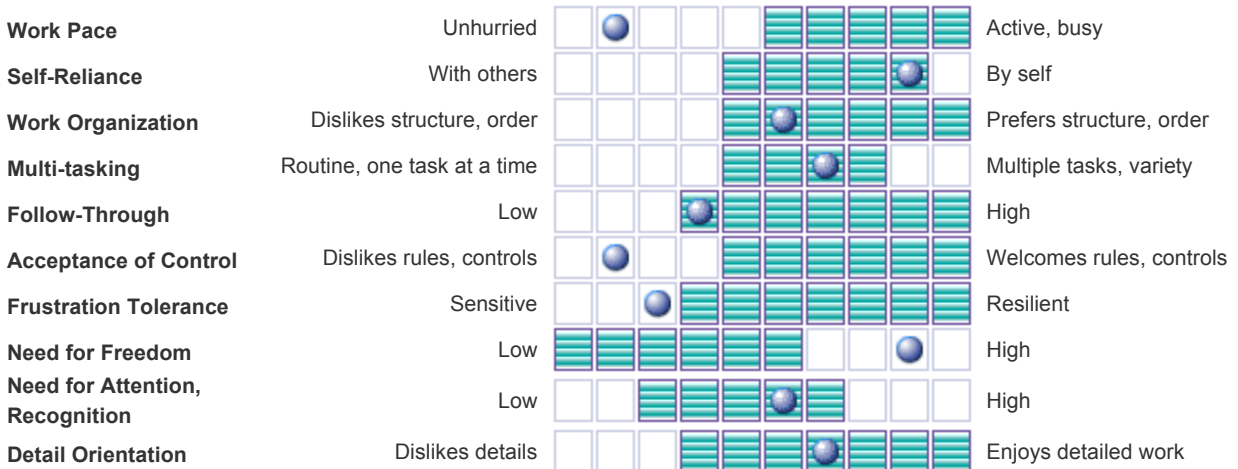
Abilities



Thinking



Working



Relating

