



General: Sales Manager Selection Report with Structured Interview

for Allison Example

10/8/2007

[Introduction](#)

[Competency Overview](#)

[Personality Detail](#)

[Interview Guide](#)

[Making the Selection Decision](#)

[Management Suggestions](#)

[Graphic Profile](#)



[PDF Report](#)



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Norms used for this report: US General Norm

SPECIAL NOTE

Allison Example
General: Sales Manager Selection Report 10/8/2007

SPECIAL NOTE: CANDID RESPONSE PATTERN

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

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

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

INTRODUCTION

Allison Example
General: Sales Manager Selection Report 10/8/2007

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

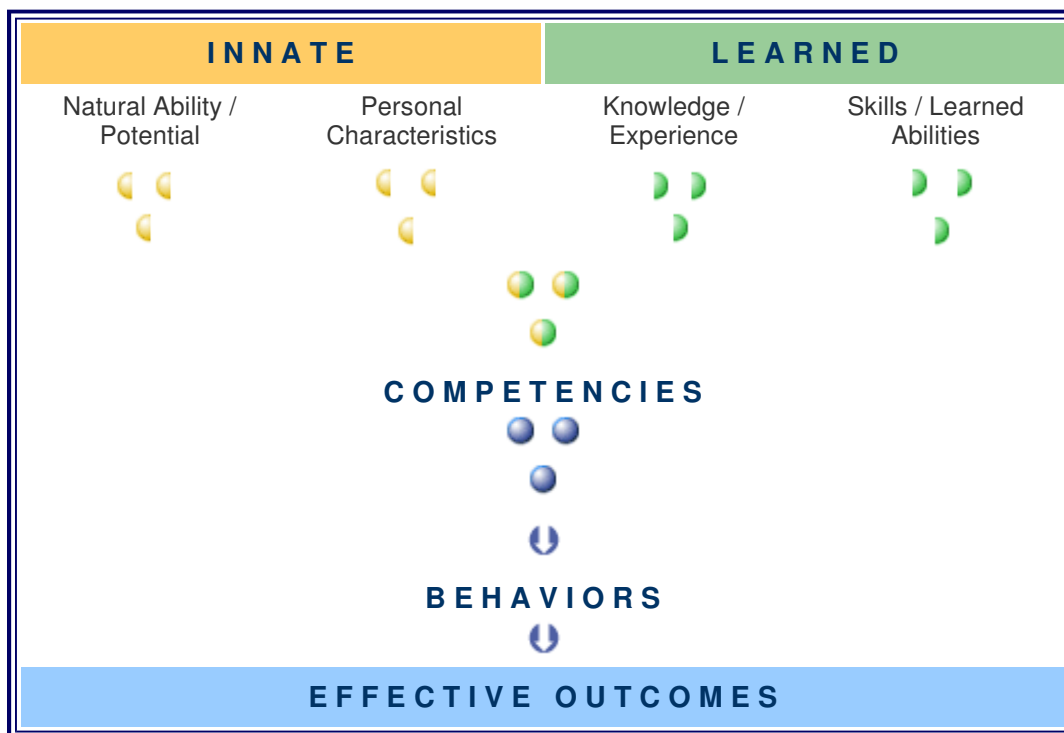
Allison Example
 General: Sales Manager Selection Report 10/8/2007

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.



Allison Example
General: Sales Manager Selection Report 10/8/2007

General: Sales Manager





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

PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Reading The Competency Graphs:

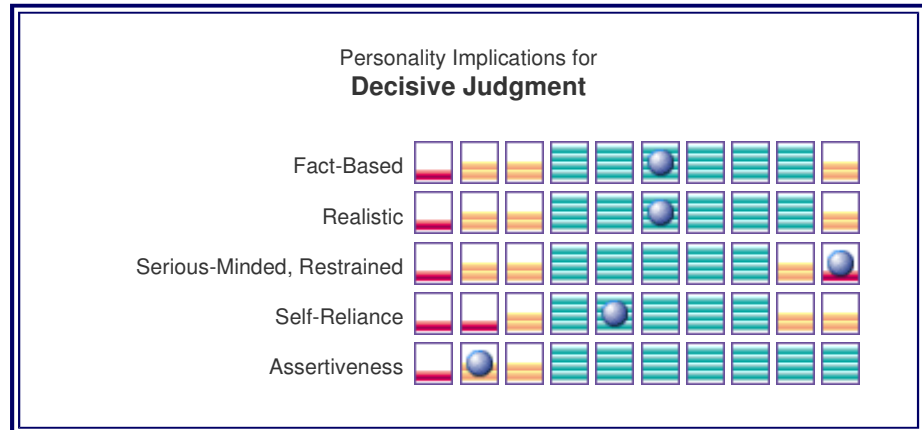
- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.
- This distribution is based on a professional norm group of approximately 40,000 respondents.
- The candidate's 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 DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Decisive Judgment

Making good decisions in a timely and confident manner.



Comments:

Helps

- She should show a balance between utilizing both facts and intuition in making decisions.
- She is likely to balance practical issues with the consideration of new possibilities in her decision-making.
- She will likely show a balance between depending on self and depending on others when making decisions. She should be willing to seek input from others before finalizing her course of action, and this should be an asset for most decisions, especially those that require buy-in or support from others afterwards.

Hinders

- Very careful and cautious in her thinking, she will be slow to commit on issues, even when an immediate action or decision is needed.
- Less outspoken and assertive than is desired, she may not be able to persuade others of the merits of her decisions.

PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Driving For Results

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

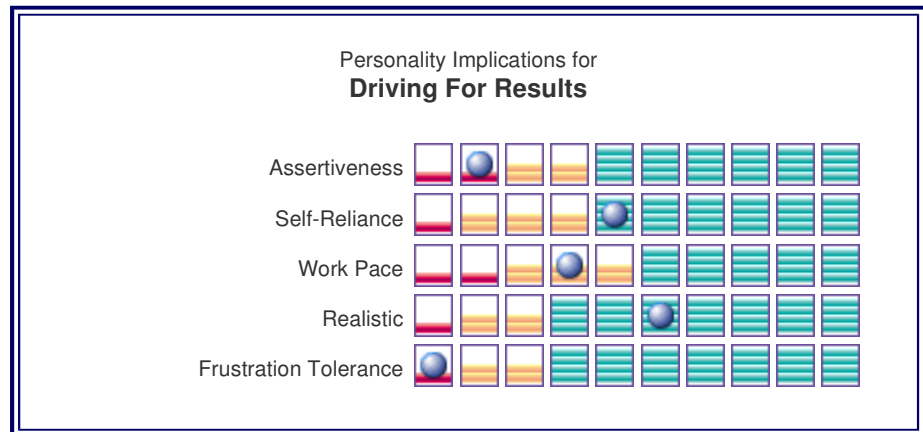
Comments:

Helps

- Self-reliant, she should be comfortable establishing goals and taking personal responsibility for their achievement with little support or direction from others.
- Generally practical and pragmatic in her approach, she should be able to focus on achieving tangible results.

Hinders

- Somewhat timid by nature, she may have difficulty challenging or pushing people to attain results.
- Her work pace is somewhat slower than is desired. Occasionally, this may hinder her from effectively driving results.
- Much less resilient in response to frustration than is ideal for this competency, she is likely to be easily discouraged and lack persistence.



PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Customer Focus

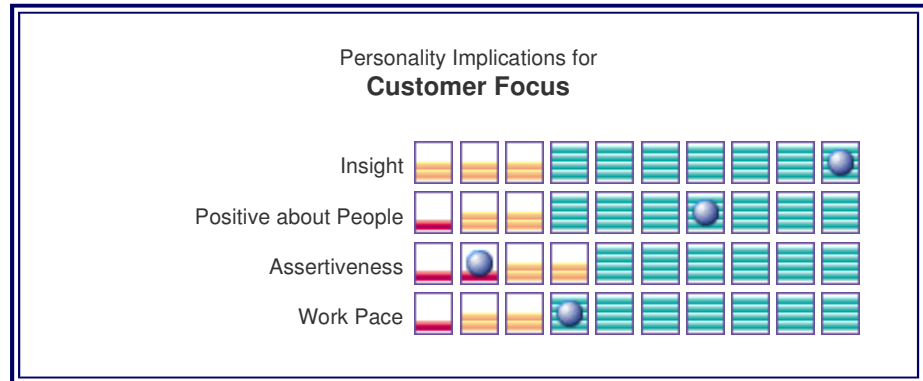
Anticipating customers' needs and designing, promoting or supporting the delivery of products and services that exceed customers' expectations.

Comments:

Helps

- Her thoughtful and reflective nature should enable her to think broadly. This should help her align business offerings with customer needs.
- Her generally positive outlook on others should give her a favorable outlook on the customer and permit her to be open to customer-first initiatives.
- Her good work pace should facilitate 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.



PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Resilience

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

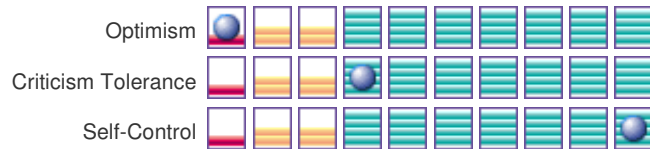
Comments:

Helps

- Objective in most situations, she should be able to accept criticism in a constructive manner without becoming overly defensive.
- When faced with problems and day-to-day pressure, she should have the self-control needed to restrain her words and actions. She will likely consider situations before reacting.

While her self-control will mask her emotions most of the time, under stress she may vent pent-up frustrations.

Personality Implications for **Resilience**



Hinders

- More pessimistic and negative than most people, she is likely to be affected by stress and frustration and have difficulty recovering from disappointments.

PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Persuading To Buy

Convincing others to buy a product or service.

Comments:

Helps

(There are no areas that were identified as Helps for this competency.)



Hinders

- Her lack of assertiveness will be a significant hindrance in a sales role. She will likely have difficulty dealing with challenging or powerful customers and will hesitate to ask for the sale. The customer may intimidate her.
- Less socially outgoing than many effective salespeople, she may be slower to develop rapport with the customer.
- Her low energy level (work pace) may not be adequate for top sales effectiveness. She may not consistently put 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.

PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Managing Others

Directing and leading others to accomplish organizational goals and objectives.

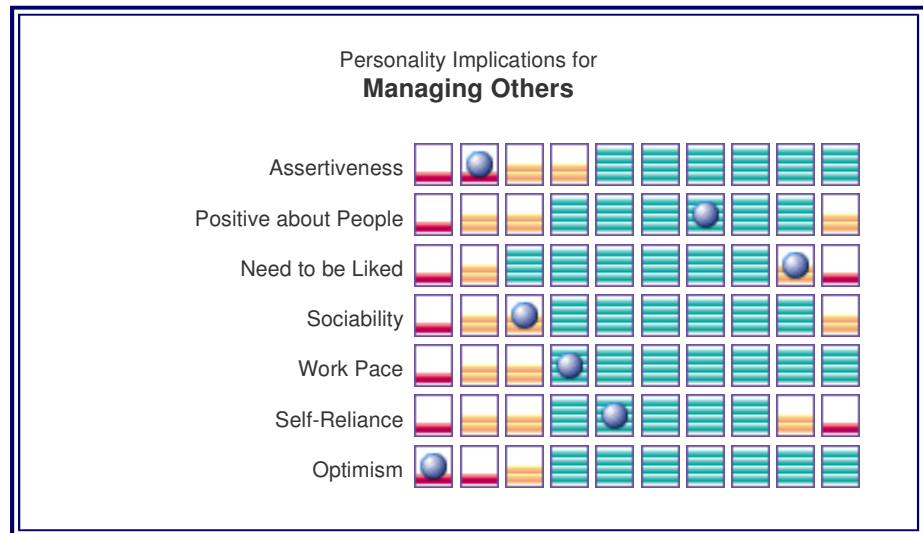
Comments:

Helps

- Her generally positive and trusting view of others should bring out the best in her subordinates. She should focus on others' strengths and value their contributions.
- Her level of personal effort (work pace) should be sufficient to effectively manage others.
- Not excessively self-reliant or excessively dependent upon support from others, she should be willing to do the work herself or allow subordinates to participate, as appropriate for the situation.

Hinders

- Not naturally assertive, she is likely to be uncomfortable in a leadership role. She may avoid taking charge and directing the actions of others, especially with forceful subordinates.
- Her concern for being well liked may be too high for some managerial roles. She may have difficulty making tough decisions or taking an unpopular position. She may sometimes avoid disciplining subordinates.
- Because of her somewhat low social interests, she may downplay the importance of casual interactions. If so, she may be perceived by her subordinates as being less approachable than they desire.
- Her pessimism may have a negative impact on the morale of her group.

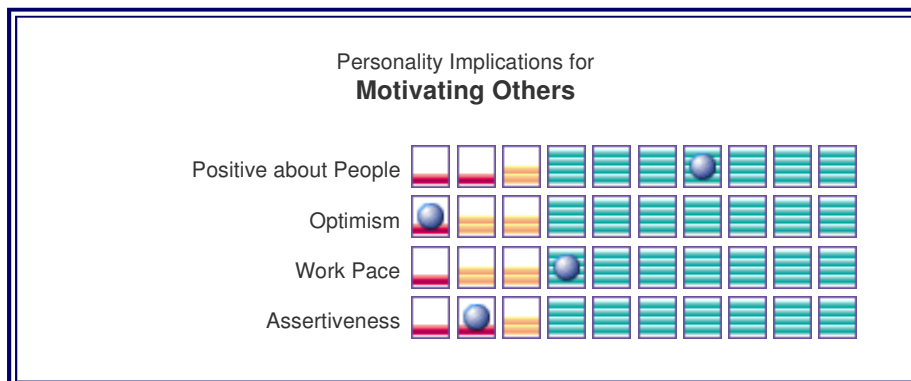


PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Motivating Others

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



Comments:

Helps

- Her tendency to trust and assume the best from other people should inspire them to rise to her high expectations.
- Her work pace and energy level should be sufficient to encourage and motivate others through her own personal effort.

Hinders

- Her pessimistic nature could hinder her ability to motivate others. She may tend to dwell on the negative rather than the positive. Her general impact on others may be more likely to inhibit enthusiasm than to create it.
- She may lack the personal power and self-confidence to motivate and inspire people. She will likely have difficulty challenging others to perform.

PERSONALITY DETAIL

Allison Example
General: Sales Manager Selection Report 10/8/2007

Negotiation

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

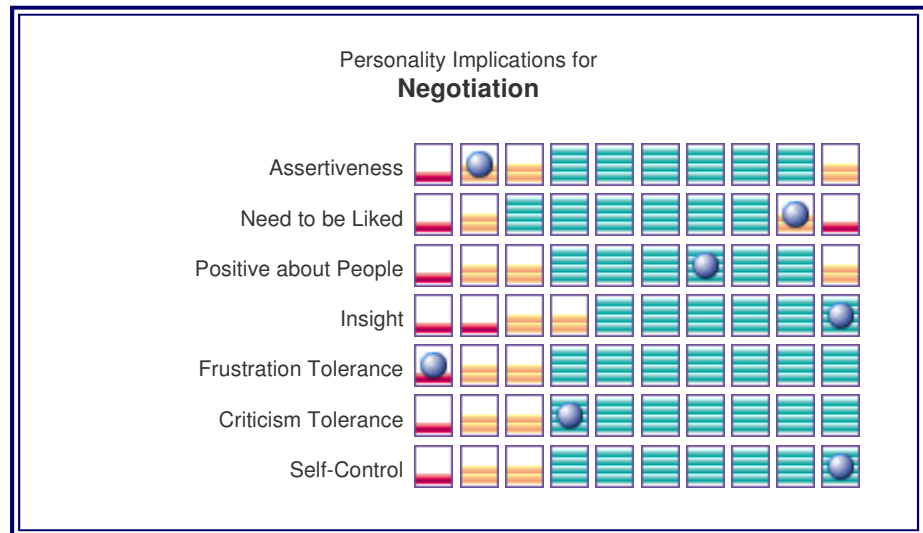
Comments:

Helps

- Her generally positive and trusting view of people should help her to enter into negotiations without prejudice.
- 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.
- Not overly sensitive to criticism, she should generally be able to remain objective and not allow her personal response to issues to influence her judgment during negotiations.
- Her reserved and careful approach should be an asset in many negotiations. She should be able to avoid doing or saying things in haste.

Hinders

- Less assertive than is optimal for this competency, she sometimes may have difficulty promoting and sustaining her position during negotiations, especially with more powerful or aggressive people. At these times, she may allow others to control the direction of the negotiation rather than adequately representing her point of view.
- Her need to be liked and willingness to accommodate others may be too high for what is required for effective negotiations. She may focus her efforts too much on pleasing everyone involved at the expense of negotiating a favorable agreement.
- She appears to be easily frustrated and may be negatively affected by the pressure and stress of negotiations. She may not be well suited to this role.



INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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

Allison Example
General: Sales Manager Selection Report 10/8/2007

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

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 hesitated too long in making a decision, and this had a negative impact. What was the time frame? (Listen for a reticence to decide or commit to a course of action.)
- Describe a situation where you had to make a decision that you knew would be unpopular. How did you convince others to agree, or did you? (Can the candidate influence others to agree with and follow decisions?)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 a time when you had to persuade others to commit to an objective or goal. What was your approach? How did they respond? (Listen for an ability to be forceful in persuading others when needed.)
- 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 a situation in which you were frustrated by the obstacles you faced when trying to achieve an important business outcome. What caused the frustration? How did you handle it? (Listen for an ability to persist despite frustration.)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 a time when you took the lead in promoting a customer-oriented program or message within your organization. What did you do? What obstacles did you face? What was the result? (Can the candidate be forceful enough to effectively promote a customer initiative within the organization?)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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:

- Tell me about two situations in which you were very frustrated at work and pessimistic about the outcome of the situations. What happened? What did you do? How would your co-workers have known how you felt? (Listen for excessive pessimism versus an ability to find the positive in tough situations.)
- Tell me about a time when you were angry at work but tried to hide your emotions. What happened to cause this? Did people sense your anger? Did you ever let others know your feelings? What was the result? (Does the candidate have occasional outbursts of pent-up frustrations?)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 time when you felt reluctant to press your point with a customer. What was the situation? What was the result? (Listen for an ability to be assertive when necessary.)
- What kind of things have you done in the past to network and build business opportunities? Which have been successful and which have not? How would you describe your networking style? (Listen for an ability to build rapport and for social smoothness in sales situations.)
- 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)

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 a time when you had to be forceful to influence your subordinates to accomplish their objectives. What did you do? What was the result? (Listen for an ability to be assertive or directive when necessary.)
- Give me several examples of positive feedback you have given to subordinates recently. Examples of negative feedback? What did you say? Why? (Was the feedback constructive or did the candidate avoid the difficult discussions?)
- Describe your typical style of interacting with subordinates. Give specific examples. How much time do you spend talking with them? What do you talk about? (Listen for a lack of emphasis on developing and maintaining smooth social relationships with subordinates.)
- Everyone feels the pressure and stress of the job. Tell me about several stressful situations you have faced recently. How did you respond to these situations? What effect did this have on your subordinates? (Listen for a level of pessimism that negatively affected the morale of the candidate's subordinates.)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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 a time when you were feeling negative and had a poor outlook about work. What effect did this have on others? Explain. (Listen for an ability to keep a positive face on the situation even when feeling down or negative.)
- Tell me about a time when you had to use your interpersonal skills to motivate or influence others to perform. What did you do? What was the outcome? Why? (Does the candidate have the interpersonal power to influence others? Under what circumstances?)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report 10/8/2007

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:

- Tell me about disagreements you have negotiated in which the other party was forceful and opinionated. How did you manage the situations? What were the results? (Listen for an ability to be assertive and manage difficult people when necessary.)
- Tell me about a situation where you were not able to resolve a conflict or negotiate an agreement because you could not please the other party. Would it have been better for the business to have reached a decision even if there might have been hard feelings? (Listen for an overemphasis on making sure everyone is happy.)
- Negotiating can be frustrating and stressful. Describe a situation in which you became extremely frustrated during a negotiation. What was the situation? How did you handle it? (Listen for an ability to appropriately handle frustration and stress.)

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

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report *10/8/2007*

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)

INTERVIEW GUIDE

Allison Example
General: Sales Manager Selection Report *10/8/2007*

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

Allison Example
General: Sales Manager Selection Report 10/8/2007

Good selection decisions require careful consideration of all the available information (education, training, experience, skills, abilities, personality, etc.) from as many different credible sources as possible (interviews, reference checks, background checks, ASSESS results, etc.) against a clear specification of what is needed or desired in the job.

Use the following chart to evaluate the candidate on each of the competencies of the Model. Carefully consider each competency before making your overall judgment.

	Very strong evidence competency not present	Strong evidence competency not present	Some evidence competency is present	Strong evidence competency is present	Very strong evidence competency is present
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
Overall Rating	1	2	3	4	5

MANAGEMENT SUGGESTIONS

Allison Example
General: Sales Manager Selection Report 10/8/2007

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.

High Serious-Minded Thinking

She may be so serious-minded and cautious in her style that she will be adverse to new, or what she perceives to be "risky" situations. She may hesitate too long, for fear of making a mistake and miss opportunities rather than take a chance.

This May Impact:

- Decisive Judgment

Suggestions:

When she is feeling uncomfortable, or unable to commit to a decision, suggest that she ask herself "What is the worst thing that could happen if we try this?" and "What is the worst thing that could happen if we do not?" Help her to get in the habit of taking small risks, in less important areas, to increase her comfort level. Remind her that it is sometimes better to do something than not do anything at all.

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
- Persuading To Buy

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 Frustration Tolerance

Her tendency to worry about things over which she has little control may cause her to be more affected by pressure and frustration than many professionals.

This May Impact:

- Driving For Results
- Negotiation

Suggestions:

If her job or work environment is high-pressure or constantly changing, stress management training or coaching could be helpful. Consider using the suggestions provided in the ASSESS *Development Report* to coach her in better stress management.

The following book may be helpful:

[Don't Sweat the Small Stuff at Work: Simple Ways to Minimize Stress and Conflict While Bringing Out the Best in Yourself and Others](#) by Richard Carlson, Hyperion, 1998.

Low Assertiveness

Suggestions:

She does not appear to be particularly assertive and may have difficulty dealing with stronger personalities. If the job requires her to lead, direct or influence others, she should make a conscious effort to develop her assertiveness skills.

This May Impact:

- Decisive Judgment
- Driving For Results
- Customer Focus
- Persuading To Buy
- Managing Others
- Motivating Others
- Negotiation

Encourage her to attend an assertiveness training course that includes role playing and skill building feedback exercises. Readings, courses or coaching in topics such as negotiation skills and positive discipline may also be helpful.

[Training Games for Assertiveness and Conflict Resolution: 50 Ready-To-Use Activities](#) by Sue Bishop, McGraw-Hill, 1996.

Low Optimism

Her negative outlook is likely to interfere with her ability to work cooperatively with co-workers, customers and others. She may be difficult to manage and may require more control and attention than most subordinates.

This May Impact:

- Resilience
- Managing Others
- Motivating Others

Suggestions:

We recommend that she be recognized and rewarded for learning to keep her feelings in check and for avoiding displays of negativity. Also, consider using the extensive suggestions provided in the *ASSESS Development Report* to coach her to improve her outlook.

The following book may be helpful:

[Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers](#) by Dick Grote, AMACOM, 1995.

Additional Suggestions

For coaching resources and additional suggestions on how to best manage and develop this person, please visit the *ASSESS Manager's Website* at www.bigby.com/systems/assessv2/resources/manager.

In addition, developmental suggestions for this person can be obtained from the *ASSESS Developmental Report*. This report is designed to provide constructive feedback and extensive developmental suggestions to the individual assessed (books to read, courses to take, developmental experiences or assignments to negotiate with the boss, etc.). You can use these developmental suggestions in coaching sessions to help the candidate capitalize on key strengths and compensate for potential weaknesses. Check with your test administrator or Human Resources representative to see how you may obtain a Developmental Report on this individual. The following 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

Allison Example
General: Sales Manager Selection Report 10/8/2007

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

Working

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

Relating

Assertiveness	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"/>	High
Sociability	Shy or uninterested	<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"/>	Outgoing
Need to be Liked	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Positive about People	Skeptical, cautious	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Trusting, positive
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"/>	Analyzes others
Optimism	Pessimistic	<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"/>	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Objective, thick-skinned
Self-Control	Expressive	<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"/>	Reserved, careful
Cultural Conformity	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"/>	High

Others

Positive Response Factor 1	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"/>	High
Positive Response Factor 2	Low	<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