Quality Control Manager- Selection Report with Structured Interview

for Suzanne Example

4/15/2003

INTRODUCTION

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.
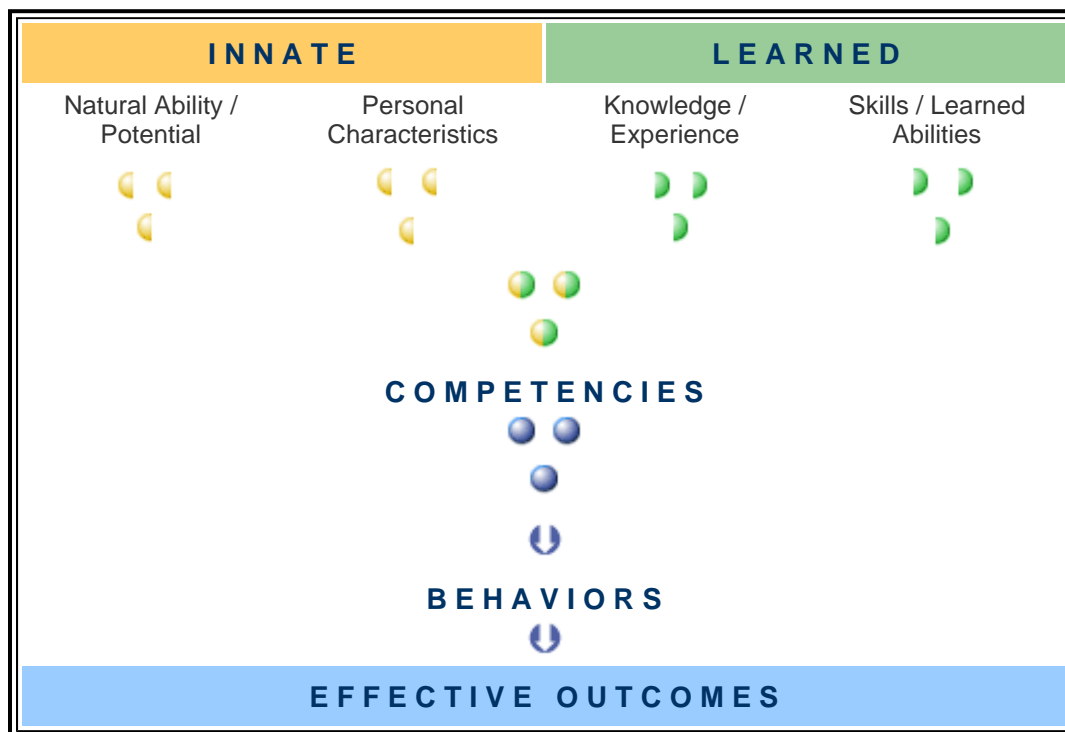
C O M P E T E N C Y   O V E R V I E W

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

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.

INNATE		LEARNED	
Natural Ability / Potential	Personal Characteristics	Knowledge / Experience	Skills / Learned Abilities

C O M P E T E N C I E S

B E H A V I O R S

E F F E C T I V E   O U T C O M E S

A B I L I T Y   R E S U L T S

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 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 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):

- The **Thurstone Test of Mental Alertness** is a measure of her language skills and her quantitative skills. It also provides an indication of her ability to shift quickly back and forth from one problem type to another.

- The **Watson-Glaser Critical Thinking Appraisal** is a measure of her ability to analyze complex, multifaceted written information and to draw accurate conclusions. This capacity includes the ability to evaluate information and to recognize assumptions, facts, and situations where there is not enough information to arrive at a valid conclusion.

- The **Raven's Standard Progressive Matrices (Abstract Reasoning)** 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:
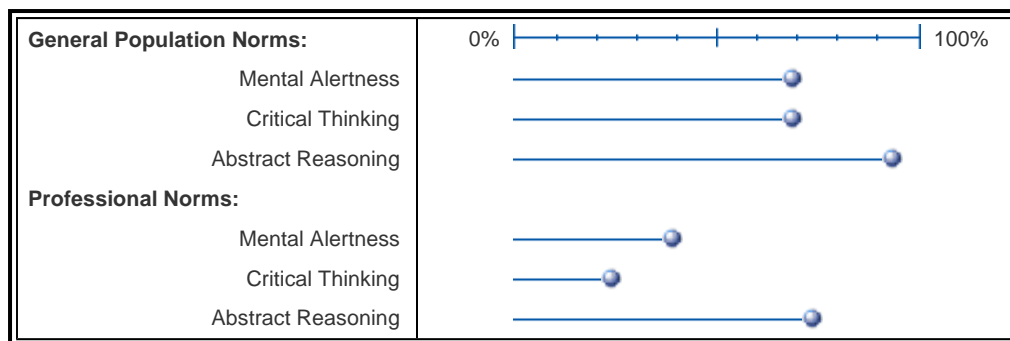
Comments: While she should be able to reason through verbal and quantitative information to solve problems more quickly than the average person, she may be somewhat slower or less skilled than the typical professional.

While her critical thinking abilities appear to be better than those of the average person, they may be somewhat lower than those of the typical professional. Occasionally, she may have some difficulty understanding some 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.

The combined indications of good abstract reasoning but lower formal reasoning suggest that she is a capable person who either did not apply herself strongly 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 occasional difficulty grasping and using concepts that are dependent on the types of skills developed by a good formal education.

Suzanne Example

P E R S O N A L I T Y   S U M M A R Y

Quality Control Manager- Selection Report *4/15/2003*

Summary

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

Competencies	ASSESS Profile Match Summary	
	0% — 100%	
Quality Improvement	●—————	38
In-Depth Problem Solving And Analysis	●—————————	62
Planning And Organizing	●—————————	62
Delivering Results	●——————————	70
Teamwork And Collaboration	●——————————	70
Influencing And Persuading	●————————	50
Courage Of Convictions*		
Quality Control Knowledge And Skills*		

*Competencies not strongly helped or hindered by the personality characteristics measured by ASSESS. No judgments are made by ASSESS about these competencies.

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

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.

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

Suzanne Example
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Quality Improvement

Seeking opportunities to improve current processes, systems and methods to promote reliability, quality and efficiency of output.

Personality Implications for
Quality Improvement

Realistic
Detail Orientation
Work Organization
Need for Freedom

Comments:

Helps

● Her pragmatic orientation should help her to focus on modifications and improvements that are tangible and practical.

Hinders

● Her strong dislike of the details is a limitation for this competency. She will have a tendency to overlook the importance of details and the concern for accuracy that are the basis for high standards and continuous improvement.

● Her reluctance to apply organization to her personal work may interfere with her ability to closely follow the types of defined procedures usually associated with process improvement.

● Because of her need for personal independence and freedom she may not always accept the imposition of closely defined process improvement procedures, especially when she does not agree with their value or necessity.

While the above scales are good indicators of part of what is required for this competency, ASSESS cannot evaluate her commitment to the critical importance of quality or improvement in processes. Please take special care to probe for this competency during the interview.

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

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

In-Depth Problem Solving And Analysis

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

Personality Implications for
In-Depth Problem Solving And Analysis

Reflective

Realistic

Fact-Based

Serious-Minded, Restrained

Comments:

Helps

● Her reflective style will lead her to delve below the surface when analyzing situations. This should help her to recognize important subtleties and better understand underlying issues.

● Her fact-based orientation should lead her to analyze data and objective information before drawing conclusions.

Hinders

● Highly practical and pragmatic in her thinking, when faced with problems that require a novel approach she may have difficulty putting aside past solutions.

● Unrestrained and impulsive by nature, she will probably not be as cautious as desired for this competency. She is likely to draw conclusions or make decisions without sufficient deliberation.

Her tendency to be impulsive and unrestrained may reduce the value of her reflective nature. At times, she may decide or act without fully considering the underlying issues.
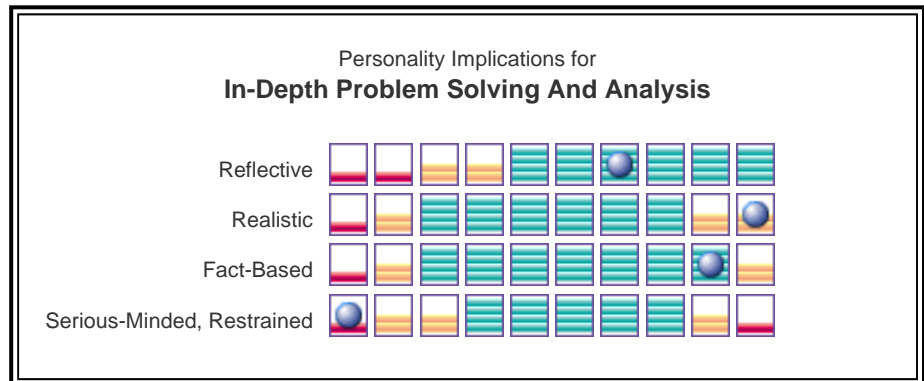
P E R S O N A L I T Y   D E T A I L

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

Planning And Organizing

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

Personality Implications for
Planning And Organizing

Structured

Realistic

Work Organization

Multi-Tasking

Comments:

Helps

● When needed, she should be willing to apply a certain amount of logical and systematic thought to the planning process. Within the limitations of her abilities and education, this should help her to conceptualize the steps needed to plan work activities.

● Strongly pragmatic by nature, she will emphasize realistic goals and the development of workable plans.

Hinders

● In her day-to-day work activities, she is likely to be disorganized.

● Her preference for the routine and working on only a few tasks at a time may interfere with her ability to plan and organize when faced with multiple, competing demands.
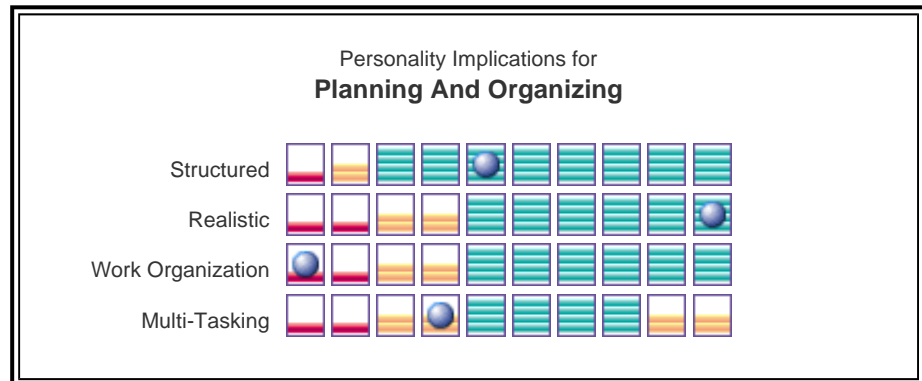
P E R S O N A L I T Y   D E T A I L

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

Delivering Results

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

Personality Implications for
Delivering Results

Work Pace
Self-Reliance
Follow-Through
Realistic
Frustration Tolerance
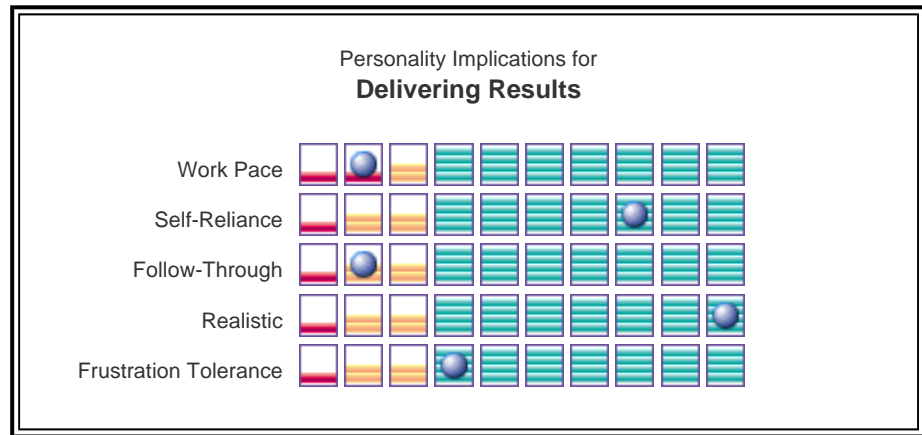
Comments:

Helps

● Highly self-reliant, she should be comfortable working on her own with little support or direction.

● Practical and pragmatic by nature, she should emphasize tangible results.

● As resilient as most people, she should be able to persist despite frustration in most situations.

Hinders

● Her slow work pace and low energy level may prevent her from achieving high levels of work output and being timely.

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

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

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

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

Teamwork And Collaboration

Effectively working and collaborating with others toward a common goal.

Personality Implications for
Teamwork And Collaboration

Sociability
Positive about People
Need to be Liked
Optimism
Self-Reliance
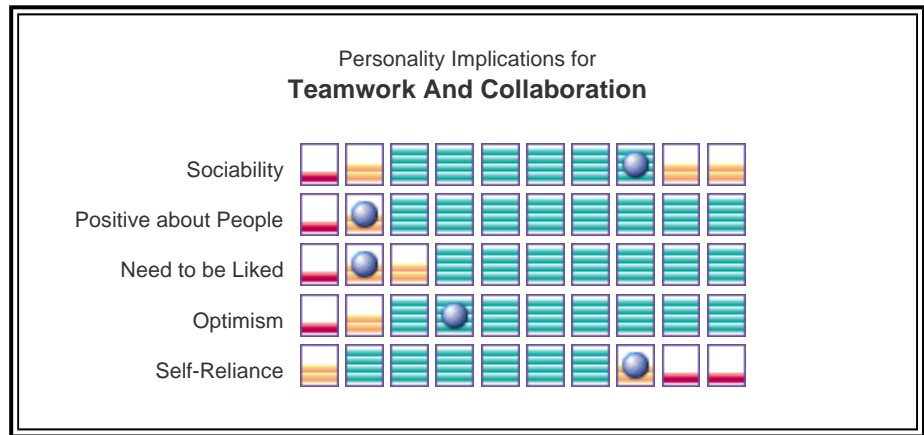
Comments:

Helps

● Her general comfort in most social situations should be an asset. She is likely to enjoy interacting with team members and should put others at their ease.

● Her outlook should generally contribute to rather than detract from team morale.

Hinders

● More negative and guarded in her view of people than is optimal for this competency, her wariness may sometimes interfere with developing and maintaining collaborative work relationships. She may not always value the contributions of others.

● Getting along with others is not a strong concern of hers. For this reason, she may sometimes be disagreeable or uncooperative.

● Her high self-reliance may lead her to decide or act independently, sometimes to the detriment of good coordination and collaboration.

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

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

Influencing And Persuading

Effectively persuades others to follow protocol and inspires accountability throughout the plant. Influential in driving change initiatives for quality improvement.

Comments:

Personality Implications for
Influencing And Persuading

Assertiveness
Sociability
Work Pace

Helps

● Her high level of social comfort (sociability) should allow her to interact smoothly with most people. She should be able to build rapport in persuasive situations.

Hinders

● Highly assertive, she may be too forceful in promoting her point of view. At these times, people may resist what they perceive as an overly aggressive approach.

● Her low energy level (work pace) may hinder her ability to actively generate the enthusiasm needed to persuade others.

While the above dimensions can address part of what is needed to effectively persuade or influence others, ASSESS cannot evaluate her oral communication ability nor the quality of her arguments. Please take special care to evaluate these issues in the interview.

I N T E R V I E W   G U I D E

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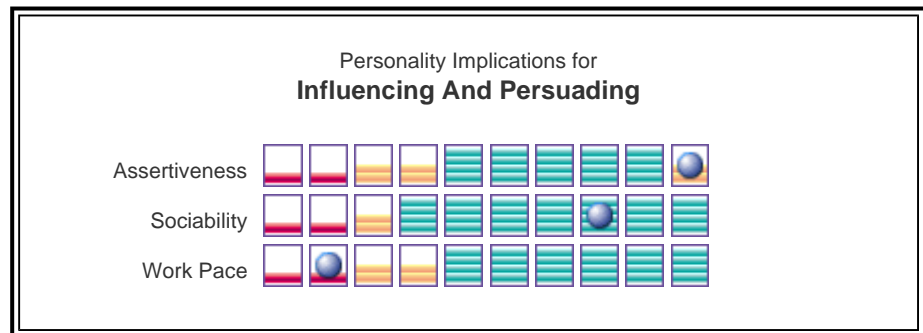
Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

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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
http://www.bigby.com/systems/assessv2/System/Reports/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

I N T E R V I E W   G U I D E

BACKGROUND & HISTORY

Start the interview by discussing the details of the candidate's educational and work history.

Walk me through your educational background.

Listen and probe for accomplishments, grades, how he/she chose college/major, classes he/she liked or disliked, involvement in outside activities, work experience during school, etc., and probe for how they relate to the job.

Walk me through your work history.

Listen and probe for milestones, accomplishments, relationships with co-workers and supervisors, tasks he/she liked or disliked, work environments he/she liked or disliked, reasons for leaving each job, etc. and probe for how prior experience has prepared him/her for this job.

NOTES:

Suggested transition to competency-oriented interview questions: "I'm now going to ask you to describe some specific situations from your past experience. For each, tell me about the situation itself, what you did specifically, and the results or outcome of your actions."

I N T E R V I E W   G U I D E

Quality Improvement: Seeking opportunities to improve current processes, systems and methods to promote reliability, quality and efficiency of output.

- Give me several examples from your recent work experience in which you improved a process or procedure. What did you do? Why?

- In the past, have you developed or helped develop work processes, process measurement procedures or performance metrics? Explain the situation(s) and your involvement.

- What special training, education or experience do you have in the areas of Process Improvement, Continuous Improvement and Quality?

Additional special probes based on ASSESS results:

- Give me some examples from your work of specific activities that could be changed or improved to bring about higher standards or improvements. (Listen for the candidate's ability to see and identify the type of details that are the basis for high standards and continuous improvement.)

- Tell me about the most recent process changes affecting your work. What steps did you take to implement these? What was the result? (Listen for how the candidate's organizational ability, or lack thereof, impacts the ability to adapt and implement changes.)

- Tell me about a time when you felt frustrated by excessive rules or restrictive policies in your work. What was the situation? What did you do? (Listen for an ability to follow prescribed rules and procedures, even if inconvenient.)

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

I N T E R V I E W   G U I D E

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Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

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In-Depth Problem Solving And Analysis: Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.

- Tell me about two complex and difficult work problems you have faced. What were the circumstances? What steps did you take to solve the problems? What analyses did you make? How did you make your final decisions? What were the outcomes of your decisions?

Additional special probes based on ASSESS results:

- Tell me about a complex problem you recently faced in an area in which you did not have prior experience. How did you find a solution? (Listen for an ability to look for new and different approaches rather then simply modifying or using current practices.)

- Describe a situation where you were too quick to draw a conclusion in your problem analysis. What were the circumstances and the result? (Listen for a tendency to find a quick solution.)

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

INTERVIEW GUIDE

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Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

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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. What did you do? Why was this project successful?

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

Additional special probes based on ASSESS results:

- Describe a situation that illustrates the kind of techniques that you use to stay organized and focused in your own work. (Listen for an ability to keep work organized.)

- Tell me about a time when you had to coordinate and manage several projects at once. What was challenging? How did you prioritize? How successful were you? (Listen for difficulty juggling multiple tasks at once.)

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

I N T E R V I E W   G U I D E   **Suzanne Example**
Quality Control Manager- Selection Report *4/15/2003*

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

- Describe two recent situations in which you met an aggressive goal. What types of obstacles did you face? How did you overcome them?

- Describe a situation in which you were unable to meet an aggressive goal. Why did this happen?

Additional special probes based on ASSESS results:

- Tell me about one of your projects that had an aggressive deadline for completion. How did you get it done? (Listen for an ability to accomplish things quickly.)

- Describe two situations in which you were unable to thoroughly complete a project. What happened? Why? (Listen for an ability to follow-through on commitments.)

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

I N T E R V I E W   G U I D E

Teamwork And Collaboration: Effectively working and collaborating with others toward a common goal.

- Describe for me your last assignment in which you were part of a team. What was your role? What aspects of working as part of a team did you do well? With what aspects were you less successful? Why?

- In what types of situations do you prefer to work independently and in what types of situations do you prefer to work as part of a team? Why?

Additional special probes based on ASSESS results:

- In your previous jobs, have other people done their share of the work? Did you get fair credit for your efforts? (Listen for a tendency to be critical of others, or expect others to not perform.)

- We all have conflict or disagreements when working closely with others. Tell me about two situations in the past where you had a conflict with a co-worker or team member. How did the conflict affect your relationships and your work effectiveness? (Listen for a tendency to be disagreeable versus cooperative.)

- Give me several recent examples of work situations in which you asked others for assistance and situations in which you could have asked for assistance but did not. In each case, why or why not? (Does the candidate avoid collaboration?)

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

I N T E R V I E W   G U I D E

Influencing And Persuading: Effectively persuades others to follow protocol and inspires accountability throughout the plant. Influential in driving change initiatives for quality improvement.

- Tell me about a recent work situation in which you were able to convince a group of people to do something that they did not want to do. How did you do this? What would you do differently next time?

- Tell me about a recent work experience in which you tried to persuade someone of something and failed. What was the situation? What did you do? What would you do differently next time?

Additional special probes based on ASSESS results:

- Describe a time when you tried to convince your boss to do something he or she did not want to do. What did you do? What was the result? (Listen for a tendency to be too forceful or pushy.)

- Tell me about a time when you needed to really excite people about your ideas in order to persuade them. How did you do it? Tell me about a time when you failed to generate enthusiasm. (Does the candidate have the energy to generate enthusiasm, and will he/she do the work to convince others?)

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

I N T E R V I E W   G U I D E

Courage Of Convictions*: Having the personal courage to address difficult issues in the face of potential opposition.

- Tell me about your values at work. What sorts of things are important to you about how you and others behave and about how business should be conducted?

- Give me several examples of business situations in which you said or did things you thought were right when others disagreed.

- Give me several examples of business situations in which your work group initially opposed your ideas, but you were able to turn their point of view because of your tenacity.

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

I N T E R V I E W   G U I D E

Quality Control Knowledge And Skills*: Having the ability to develop, implement, and audit the quality programs necessary to ensure consistent adherence to established quality specifications.

- Please describe for me how your education and training have prepared you for this job. What courses have you taken and how do they apply to this job?

- Please describe your previous job experience and how it prepares you for the technical requirements of this job. Try to give specific examples of what you have learned and how you learned it.

- What are you doing on an on-going basis to maintain and improve your technical skills and abilities?

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

INTERVIEW GUIDE
                                                                                                          Suzanne Example
                                                                           Quality Control Manager- Selection Report *4/15/2003*

Closing the Interview

Your goal is to bring the interview smoothly to a close.

Ensure that the candidate feels that he/she has been able to give you a complete and accurate picture of him/herself.

Explain the next steps in the process and timeframe as appropriate.

Thank the candidate for his/her time and close the interview.

M A K I N G   D E C I S I O N S

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

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

Use the following chart to evaluate the candidate on each of the competencies of the Model. Carefully consider each competency before making your overall 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
Quality Improvement	1	2	3	4	5
In-Depth Problem Solving And Analysis	1	2	3	4	5
Planning And Organizing	1	2	3	4	5
Delivering Results	1	2	3	4	5
Teamwork And Collaboration	1	2	3	4	5
Influencing And Persuading	1	2	3	4	5
Courage Of Convictions*	1	2	3	4	5
Quality Control Knowledge And 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

M A N A G E M E N T   S U G G E S T I O N S

Suzanne Example
Quality Control Manager- Selection
Report *4/15/2003*

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:
- In-Depth Problem Solving And Analysis

Suggestions:

Encourage her to record her first thoughts or "instincts," then have her return to them later and ask "tough" questions about their usefulness. Suggest she play "devil's advocate" for herself to critique her ideas or plans (and thereby improve them). Encourage her to ask others to help generate alternatives and to judge these against her first ideas. If necessary, require her to obtain approval before launching new programs or initiatives.

Low Work Pace

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

This May Impact:
- Delivering Results
- Influencing And Persuading

Suggestions:

If this position demands high productivity in limited time frames, she is likely to need external pacing, time deadlines and specific work goals to be effective.

Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others (Motivation and Goal Setting) by Jim Cairo, Career Press, 1998.
Motivation in the Workplace: Inspiring Motivation in the Workplace by Lydia Banks, Amer Media Inc., 1997.

Low Work Organization

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

This May Impact:
- Quality Improvement
- Planning And Organizing

Suggestions:

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

High Need For Freedom

Suggestions:

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

This May Impact:
- Quality Improvement

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

Low Positive About People

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

This May Impact:
- Teamwork And Collaboration

Suggestions:

Encourage her to develop realistic expectations for the performance of others and, if she has supervisory or management responsibilities, to recognize effort and reward accomplishments. Training and development in areas such as positive performance management would also be appropriate.

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 http://www.bigby.com/systems/ASSESSv2/resources/welcome.asp.

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.

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G R A P H I C   P R O F I L E

Suzanne Example
Quality Control Manager- Selection Report *4/15/2003*

Abilities

Trait	Low											High
Mental Alertness				●								
Critical Thinking			●									
Abstract Reasoning								●				

Thinking

Trait	Left											Right
Reflective	Low need to probe						●					Thoughtful, philosophical
Structured	Avoids step-by-step				●							Logical, systematic
Serious-Minded, Restrained	Quick to decide ●											Serious, careful, cautious
Fact-Based	Intuitive								●			Factual
Realistic	Imaginative										●	No-nonsense, pragmatic

Working

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

Relating

Trait	Left											Right
Assertiveness	Low										●	High
Sociability	Shy or uninterested							●				Outgoing
Need to be Liked	Low	●										High
Positive about People	Skeptical, cautious	●										Trusting, positive
Insight	Does not analyze others						●					Analyzes others
Optimism	Pessimistic			●								Positive, optimistic
Criticism Tolerance	Subjective, sensitive	●										Objective, thick-skinned
Self-Control	Expressive ●											Reserved, careful
Cultural Conformity	Low			●								High

Others

Trait	Low											High
Positive Response Factor 1					●							
Positive Response Factor 2						●						