



General: Manager Selection Report with Structured Interview

for **Suzanne Example**

5/7/2012

[Introduction](#)

[Competency Overview](#)

[Personality Detail](#)

[Interview Guide](#)

[Making the Selection Decision](#)

[Management Suggestions](#)

[Graphic Profile](#)



[PDF Report](#)

This report can be viewed in the following languages:



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Norms used for this report: US General Norm

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 in the same manner that an organizational psychologist would. The reports are designed to be read by managers without regular assistance from a professional. Occasionally, however, you may need additional interpretation assistance. See the ASSESS coordinator for your organization to make arrangements.

Feedback to the Individual

Developmental Report: In addition to the Selection Report, a Developmental report is available. It is designed to be given directly to the individual and provides constructive feedback on test results, specific developmental suggestions, and a guide for writing a personalized developmental plan.

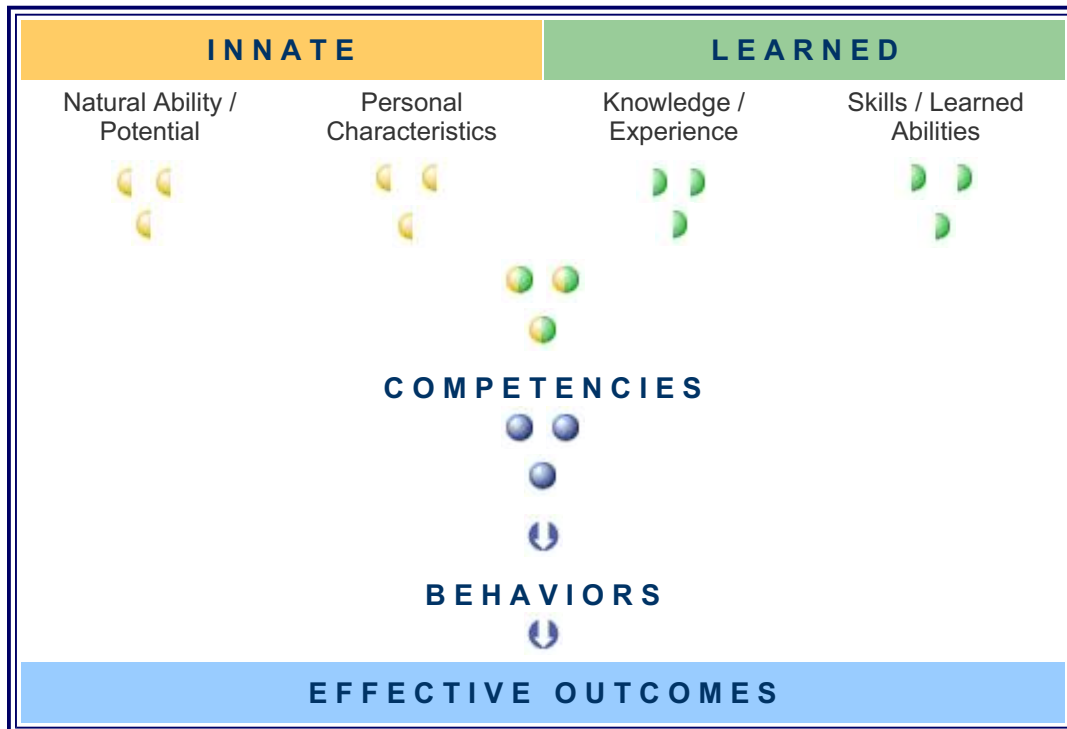
COMPETENCY OVERVIEW

Your company has identified a set of competencies important to job success.

Competency in an area is the result of many factors working together, which include innate characteristics (natural ability, personality) and learned characteristics (knowledge, experience and skills) as is presented in the following chart. People who have the right competencies or who have a good potential for developing these competencies will be able to do the right things (behaviors) to produce the desired results (effective outcomes).

The ASSESS system has evaluated this candidate's work related personality and abilities (if ability tests were administered) in relation to the Competency Model described on the following pages.

The following report provides detailed results and judgments about how these innate characteristics may facilitate or hinder the display or development of the desired competencies and, ultimately, job effectiveness. Also provided is a competency-oriented interview protocol to use to evaluate the skills, knowledge and other learned characteristics important to this job, as well as a general model for making a good decision from all sources of information.







General: Manager

| | |
|---------------------------------------|--|
| Decisive Judgment | Making good decisions in a timely and confident manner. |
| Championing Change | Taking action to support and implement change initiatives effectively. |
| Planning And Organizing | Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities. |
| Driving For Results | Challenging, pushing the organization and themselves to excel and achieve. |
| Managing Others | Directing and leading others to accomplish organizational goals and objectives. |
| Coaching And Developing Others | Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth. |
| Relationship Management | Developing and maintaining positive relationships with individuals outside their work group. |
| Business Acumen* | Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective. |
| Integrity* | Upholding a high standard of fairness and ethics in everyday words and actions. |
| Written Communication* | Having the skills to communicate to others in a written format. |

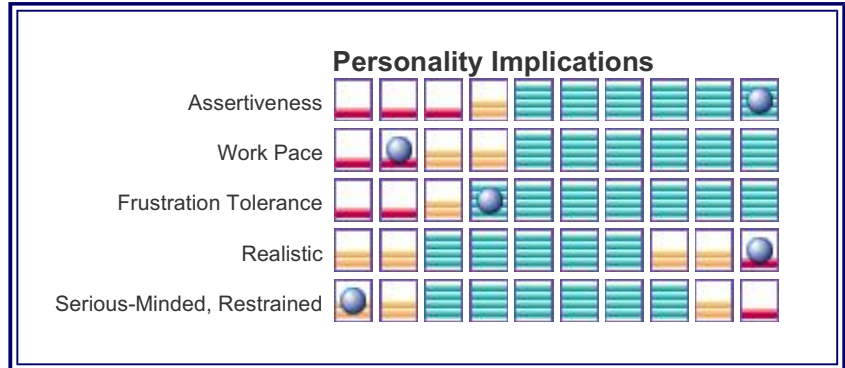
**Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

Reading The Competency Graphs:

- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.
- This distribution is based on a professional norm group of approximately 40,000 respondents.
- The candidate's score on each personality characteristic is represented by the graphic character .
- Overlaid on the normative distribution, the colors and shading on the graph represent desirable and undesirable ranges on each characteristic for a particular competency.
- Ranges in which a characteristic may hinder are marked with least shading ().
- Ranges in which a characteristic may be a potential concern are marked in intermediate shading ().
- Ranges in which a characteristic may help are marked with most shading ().
- You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.
- Also notice that the *Helps* and *Hinders* ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

Championing Change

Taking action to support and implement change initiatives effectively.



Comments:

Helps

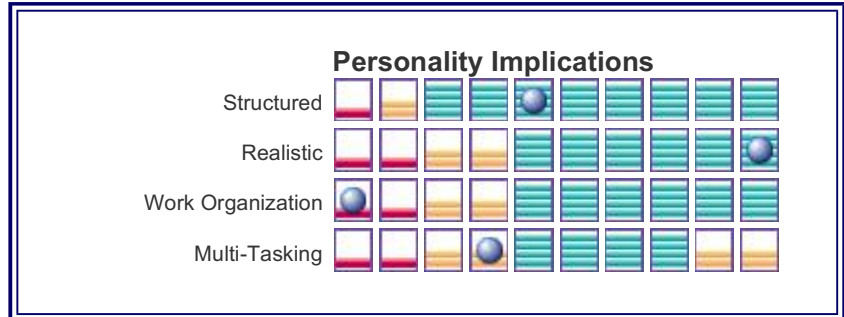
- Her assertive style should help her to lead change efforts. She should be capable of influencing and persuading people to adopt new courses of action.
- She should remain positive and resilient even under difficult circumstances.

Hinders

- Her slow work pace will inhibit her ability to energize herself and others during a change effort.
- Her very pragmatic orientation may lead to an overreliance on how things have been done in the past. She may not be flexible and open-minded to new approaches or ideas.
- Because of her low level of restraint, she may have a tendency to react too quickly. She may adopt or reject ideas without full consideration.

Planning And Organizing

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



Comments:

Helps

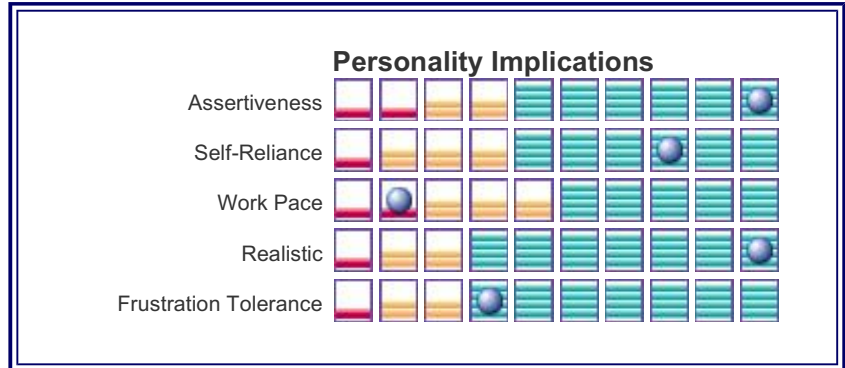
- When needed, she should be willing to apply a certain amount of logical and systematic thought to the planning process. Within the limitations of her abilities and education, this should help her to conceptualize the steps needed to plan work activities.
- Strongly pragmatic by nature, she will emphasize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

Hinders

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

Driving For Results

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



Comments:

Helps

- Assertive and forceful, she should be able to challenge or push people to attain results.
- Highly self-reliant, she should be comfortable establishing goals and taking personal responsibility for their achievement with little support or direction from others.
- Practical and pragmatic by nature, she should emphasize tangible results and immediate outcomes.
- As resilient as most people, she should be able to persist despite frustration in most situations.

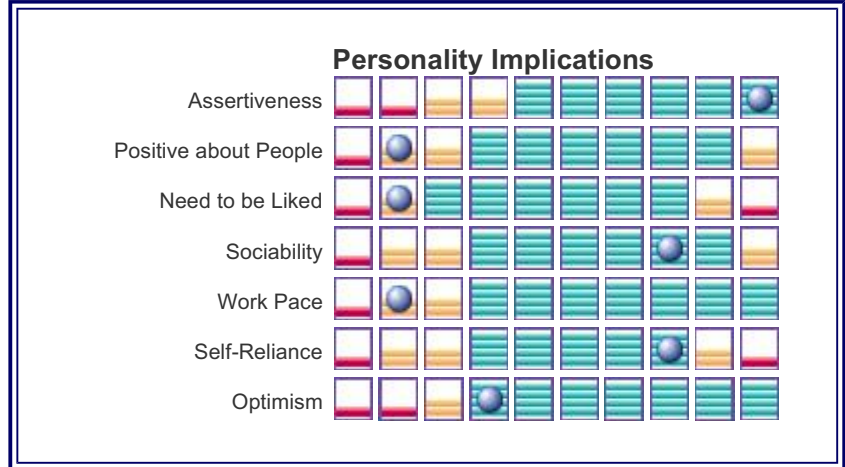
Hinders

- Her slow work pace may interfere with her ability to achieve high levels of personal work output and inhibit her ability to inspire high effort levels in others.

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

Managing Others

Directing and leading others to accomplish organizational goals and objectives.



Comments:

Helps

- Naturally assertive, she will enjoy the leadership role. She should be capable of being forceful and directive when necessary.
- Socially outgoing, she should be comfortable interacting with her subordinates on a personal level.
- Self-reliant, but not excessively so, she should be willing to do the work herself or allow subordinates to participate, as appropriate for the situation.
- Her generally optimistic outlook should have a positive impact on the morale of her group.

Hinders

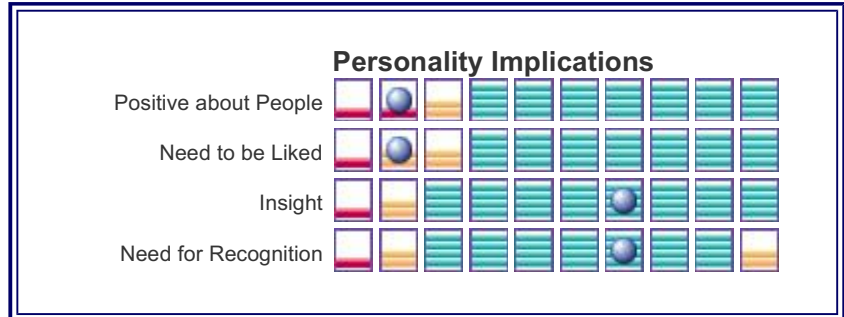
- She can be skeptical in her view of people. At times, this may lead her to be critical and faultfinding rather than positive and constructive in her interactions with subordinates.
- Her need to be liked is low for a managerial role. At times, she may be unnecessarily disagreeable and may have difficulty fostering a cooperative work environment among those she manages.
- Her work pace may be slower than is desired for a management role. She may not be able to consistently exert the level of personal effort needed to effectively manage people.

The combination of her assertive style and slow work pace may result in her being perceived as more "talk" than "do" by those she leads.

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

Coaching And Developing Others

Advising, assisting, mentoring and providing feedback to others to encourage and inspire the development of work-related competencies and long-term career growth.



Comments:

Helps

- Thoughtful and perceptive, she should be able to recognize subtle differences among people. She will likely take the time to understand the particular needs and motivations of each person she coaches.
- Personally motivated by attention and recognition, she is likely to recognize their importance to others. It is likely that she will use recognition as a motivational tool.

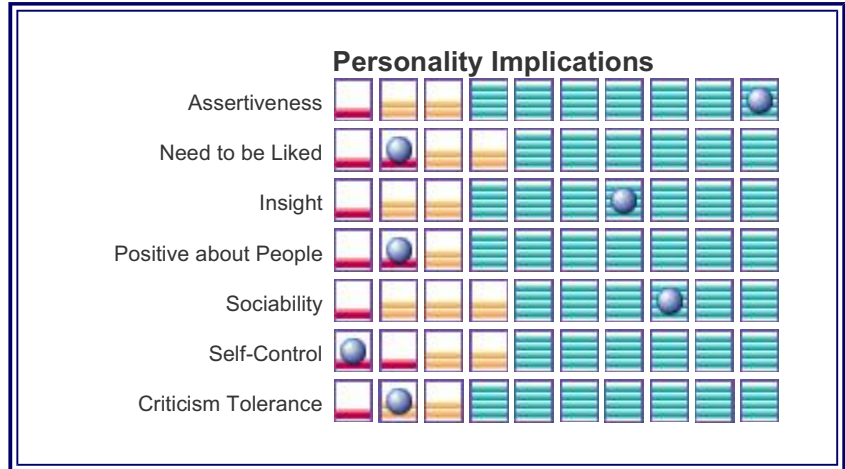
Hinders

- Her distrustful view of the intentions of others will likely interfere with or inhibit the type of personal relationship most appropriate in a coaching role. She may be negative in her expectations and hesitant to extend herself and support those she is to coach.
- Her relatively low need to please and be liked by others may interfere with developing a good coaching relationship. She may not be as supportive and giving of herself as would be optimal for this role.

While the dimensions measured by ASSESS can address a desire or willingness to coach and develop others, they cannot evaluate whether she has the requisite knowledge and experience to truly guide someone's development in your organization. Please take special care in the interview to determine if she has knowledge and experience worth sharing.

Relationship Management

Developing and maintaining positive relationships with individuals outside their work group.



Comments:

Helps

- Her assertiveness score suggests a high level of self-confidence. She should have little difficulty initiating new business relationships.
- Her high interest in analyzing people should help her to recognize their diverse perspectives and adapt her approach to fit the individual. She may be more attuned to subtle social issues than most.
- Her interests in and comfort with the social aspects of work 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, her wariness of the intentions of others may make it difficult for her to develop and maintain long-term business relationships based on trust. She may be reluctant to forge business relationships with people that she does not know well.
- Her very low level of self-control is likely to be problematic. She is likely to say or do things without appropriate consideration of how she will be perceived by others and by the organization as a whole. This may limit her ability to gain the respect of people who could provide important alliances.
- Her tendency to be somewhat sensitive to criticism may occasionally hinder her ability to maintain good business relationships. Especially in contentious situations, she may overpersonalize the issues and become defensive.

INTERVIEW GUIDE

Suzanne Example
General: Manager Selection Report 5/7/2012

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

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."

Decisive Judgment:

- Describe some of the decisions you have made recently that had important effects on your business or the people involved. How did you make your decisions? How did you balance the pressures of timeliness and making the right decision? Did you change your decision after making it? Why or why not?

Additional special probes based on ASSESS results:

- Tell me about a time when you decided to use an existing solution when a new or different approach would have been better. Why did this happen? (Is there an overreliance on past solutions?)
- Tell me about a time when you made a decision quickly, and it did not go the way you expected. What factors did you miss? (Is there too much emphasis on responsiveness at the expense of a quality decision?)

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

Championing Change:

- Tell me about two situations in which you took personal responsibility for ensuring that an important change occurred in your organization. What was the issue? What did you do? What was the outcome? What would you do differently next time?

Additional special probes based on ASSESS results:

- Describe the challenges you faced when implementing a change initiative quickly. In what time frame did you accomplish this? (Does the candidate have the energy necessary to successfully champion an initiative?)
- Tell me about a time when you felt it was better to continue with a way of doing something rather than championing a new approach. (Is there a stubborn resistance to trying new things?)
- Tell me about a time when you committed to a change effort but realized afterwards that it was the wrong thing to do. What did you not anticipate? (Listen for a tendency to adopt changes without careful consideration.)

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

Planning And Organizing:

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

Additional special probes based on ASSESS results:

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

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

Driving For Results:

- Describe a time when your group set and met an aggressive goal. What types of obstacles did you face? How did you overcome them?
- Describe a time when your group failed to meet an aggressive goal. Why did this happen?

Additional special probes based on ASSESS results:

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

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

Managing Others:

- (If not previously covered) Give me a history of your management experience. For each step along the way, tell me what your group did, how many people you managed and how you assigned work and organized the group to get the job done.
- Tell me how goals were set for the group and each of the individuals in the group for these situations. How did you manage people to achieve these goals?
- How do you discipline and reward people who work for you? Give me specific examples of both.

Additional special probes based on ASSESS results:

- Tell me about your poorest performing subordinates. Why do you think they struggle? What have you done to improve their performance? (Listen for a tendency to expect others to fail.)
- Give me several examples of positive feedback you have given to subordinates recently. Examples of negative feedback? What did you say? Why? (Was the negative feedback constructive or overly harsh?)
- Tell me about a time when your group had a tight deadline to meet and was successful. What did you do to ensure the deadline was met? What about a time when your group missed the deadline? What did you do to try to achieve the missed deadline? (Does the candidate have the energy level to set a good example and energize the activities of others?)
- Describe a situation where you, or others, thought you pushed your group too hard. How did it affect the group and their performance? Looking back, would you change how you handled the situation? (Listen for a tendency to be overly competitive to the detriment of group morale.)

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

Coaching And Developing Others:

- Tell me about a time when you successfully helped develop or coach an individual to reach their potential. What was the situation? What did you do? What difficulties did you overcome to help this individual?
- Tell me what things you have done in the past to ensure people who worked with you or for you were given the resources and opportunities to grow.
- Describe those aspects of your experience, knowledge or background that are valuable to the development of others in your organization. What do you have to offer, and how willing are you to share this with others?

Additional special probes based on ASSESS results:

- Tell me about people you have chosen to help or coach at work. How are they different from the ones you did not or would not help? Give some specific examples. (Can he bring a positive outlook on people to a coaching situation?)
- What is your approach to helping someone learn something you know? Use a current example to tell me what kinds of things you say or do. How have others responded to your help? (Will the candidate be willing to extend himself or herself to help others?)

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

Relationship Management:

- Give me several examples of important business relationships you have developed with people from other parts of your organization or with people outside the organization that have helped you to meet your business objectives.
- How did you form these relationships, and what have you done to maintain them?

Additional special probes based on ASSESS results:

- In your experience, when do you find internal competition helps the organization move forward, and when is collaboration better? Give me some personal examples. (Will the candidate be competitive and, if so, will this interfere with building relationships?)
- In what business situations have others misled you or taken advantage of you? Explain what happened. How do you prevent this from happening again? (Listen for a tendency to be excessively skeptical and cautious and to expect the worst from others.)
- Describe a work situation where you had to be very delicate in how you responded to a situation? Why was it important to be so careful? What happened? (Listen for an ability to exert enough self-discipline to choose words and actions carefully.)
- Describe several situations in which you were criticized unfairly by others outside your immediate work group. What was said, by whom? What impact did it have on you? (Can the candidate remain effective despite criticism?)

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

Business Acumen*:

- What general business skills do you have? How much experience or education do you have in accounting, finance and marketing? Please give examples.
- How much experience do you have in writing general business plans, capital and operating budgets, and forecasting income and expenses? Please give examples and highlight your personal involvement.
- How much experience do you have in conducting formal performance reviews of subordinates, budgeting for salary expenses and allocating annual raises and bonuses? Please give examples and highlight your personal involvement.

Integrity*:

- Describe for me an ethical business dilemma that you have faced. What were the circumstances? What did you do? Why?
- Tell me about two situations in which you have seen others be unfair or dishonest. What happened? What would you have done differently? Why?

Written Communication*:

- Describe the types of written communications you produced in previous jobs. Did you write them by yourself or did others typically assist you? Can you provide examples?
- (Review all examples for the quality of the message, clarity, grammar and an ability to adjust the style and vocabulary to the audience.)

Closing the Interview

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

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

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

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

MAKING DECISIONS

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

Use the following chart to evaluate the candidate on each of the competencies of the Model. Carefully consider each competency before making your overall 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 |
| Championing Change | 1 | 2 | 3 | 4 | 5 |
| Planning And Organizing | 1 | 2 | 3 | 4 | 5 |
| Driving For Results | 1 | 2 | 3 | 4 | 5 |
| Managing Others | 1 | 2 | 3 | 4 | 5 |
| Coaching And Developing Others | 1 | 2 | 3 | 4 | 5 |
| Relationship Management | 1 | 2 | 3 | 4 | 5 |
| Business Acumen* | 1 | 2 | 3 | 4 | 5 |
| Integrity* | 1 | 2 | 3 | 4 | 5 |
| Written Communication* | 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 |

While the ASSESS *Development Report* for this competency model provides detailed suggestions for helping this person to manage potential problem areas, in this section of the *Selection Report* we provide a few additional recommendations to help you to effectively manage this person. Each of the following management suggestions identifies a potential problem area for this candidate and recommends an approach to optimizing his/her effectiveness on the job. For some suggestions, reference books and other resources are listed for additional recommendations.

Low Serious-Minded Thinking

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

This May Impact:

- Decisive Judgment
- Championing Change

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.

The following resource(s) should be helpful:

Books

[Crucial Conversations Tools for Talking When Stakes are High](#) Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2012. [Overview](#)

On-line Learning

[Practical Coaching Skills for Managers: Tips and Techniques for Effective Coaching](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)

Low Work Pace

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

This May Impact:

- Championing Change
- Driving For Results
- Managing 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 resource(s) should be helpful:

Books

[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others](#) Jim Cairo, 2009. [Overview](#)

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

[Motivation in the Workplace: Inspiring Motivation in the Workplace](#) Lydia Banks, 2005. [Overview](#)

[Getting a Project Done on Time: Managing People, Time, and Results](#) Paul B. Williams, 2005. [Overview](#)

Multimedia

[Three Keys to Effective Execution](#) Harvard Business

Online, 2010. [Overview](#)
[The Practical Coach](#) Advanced Training Source, 2005. [Overview](#)
[Targeting For Performance](#) AIM Learning Group, 2005. [Overview](#)

On-line Learning

[Setting Performance Goals and Expectations](#) QuicKnowledge, 2005. [Overview](#)
[Managing Performance](#) Cornell University, 2010. [Overview](#)

Public Courses

[Coaching and Mentoring for Improved Performance](#) ESI International, 2011. [Overview](#)
[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2012. [Overview](#)

Low Work Organization

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

This May Impact:

- Planning And Organizing

Suggestions:

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

The following resource(s) should be helpful:

Books

[Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others](#) Jim Cairo, 2009. [Overview](#)
[Coaching for High Performance](#) Vivette Payne, 2009. [Overview](#)

Multimedia

[The Harvard ManageMentor Management Essentials Package](#) Harvard Business Online, 2010. [Overview](#)
[Three Keys to Effective Execution](#) Harvard Business Online, 2010. [Overview](#)
[Managing Yourself and Others](#) Harvard Business Online, 2010. [Overview](#)

On-line Learning

[Managing People Issues to Stay Focused on Priorities](#) Cornell University, 2012. [Overview](#)

Public Courses

[Improving Your Managerial Effectiveness](#) American Management Association, 2012. [Overview](#)
[Coaching and Mentoring for Improved Performance](#) ESI International, 2011. [Overview](#)

Low Positive About People

She may be critical and faultfinding of

Suggestions:

Encourage her to develop realistic expectations for the

others. Her tendency to be negative could hinder her work relationships.

This May Impact:

- Managing Others
- Coaching And Developing Others
- Relationship Management

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.

The following resource(s) should be helpful:

Books

[Love 'Em or Lose 'Em: Getting Good People to Stay](#) Beverly L. Kaye, Sharon Jordan-Evans, 2010. [Overview](#)
[Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers](#) Dick Grote, 2009. [Overview](#)

Low Criticism Tolerance

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.

The following resource(s) should be helpful:

Books

[The Power of Positive Criticism](#) Hendrie Weisinger, 2012. [Overview](#)

Multimedia

[Inner Work Life: Understanding the Subtext of Business Performance](#) Harvard Business Online, 2010. [Overview](#)
[Feedback That Works](#) Harvard Business Online, 2011. [Overview](#)
[Managing Yourself and Others](#) Harvard Business Online, 2010. [Overview](#)
[Productive Business Dialogue \(Simulation\)](#) Harvard Business Online, 2010. [Overview](#)
[How to Supervise People](#) Fred Pryor Seminars & CareerTrack, 2009. [Overview](#)

On-line Learning

[Effective Criticism & Discipline Skills for Managers](#) National Seminars Group, 2009. [Overview](#)
[Coaching for High Performance](#) American Management Association, 2011. [Overview](#)
[Practical Coaching Skills for Managers: Tips and Techniques for Effective Coaching](#) Fred Pryor Seminars & CareerTrack, 2005. [Overview](#)
[Managing Performance](#) Cornell University, 2010. [Overview](#)

Public Courses

[Coaching for Managers](#) Cornell University, 2012. [Overview](#)

[Coaching and Counseling for Outstanding Job Performance](#) American Management Association, 2012. [Overview](#)

Low Self-Control

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.

The following resource(s) should be helpful:

Public Courses

[Dealing with Difficult People](#) Fred Pryor Seminars & CareerTrack, 2011. [Overview](#)

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

