



General: Sales Professional Selection Report with Structured Interview

for **Suzanne Example**

5/7/2010

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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.

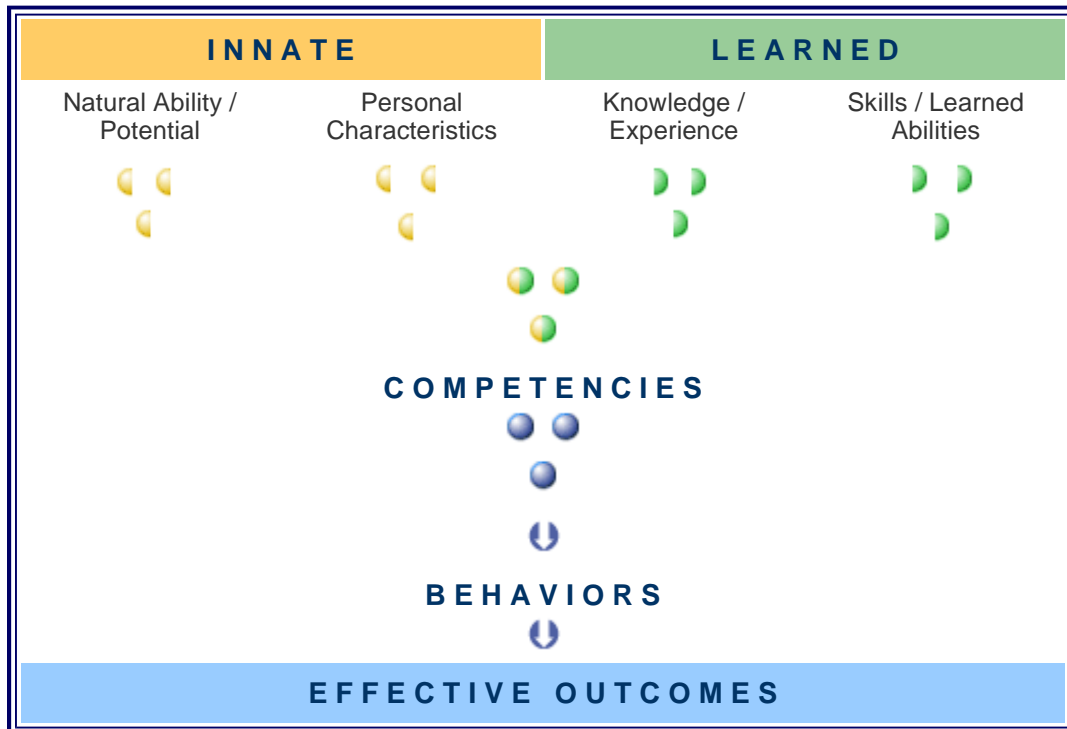
COMPETENCY OVERVIEW

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: Sales Professional

Decisive Judgment	Making good decisions in a timely and confident manner.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Customer Service	Recognizing and understanding customers' needs and delivering in a manner that exceeds 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.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
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.
Functional Acumen*	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.

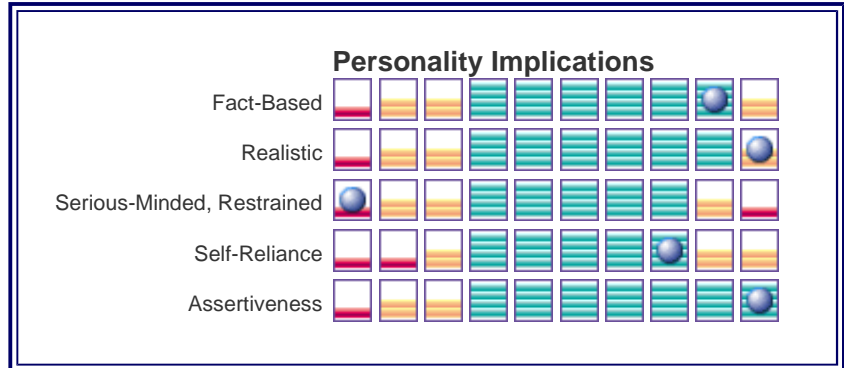
**Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

Reading The Competency Graphs:

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

Decisive Judgment

Making good decisions in a timely and confident manner.



Comments:

Helps

- Her fact-based orientation should lead her to analyze data and objective information before drawing conclusions.
- She is self-reliant and should be comfortable making decisions on her own. She should be willing to take responsibility for important decisions rather than relying excessively on others for support or guidance.
- Her assertive style will help her to confidently convince others of the reasons for and merits of her decisions.

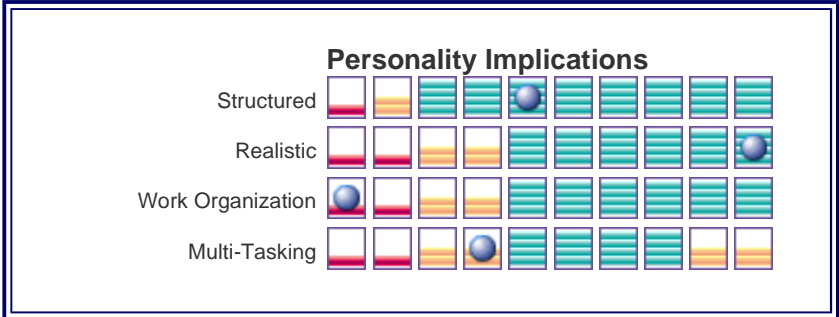
Hinders

- Highly practical in her thinking, she may overrely on past solutions rather than look for a new or different approach.
- Her low level of restraint may lead her to react without sufficiently deliberating the consequences or potential outcomes of her decisions.

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

Planning And Organizing

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



Comments:

Helps

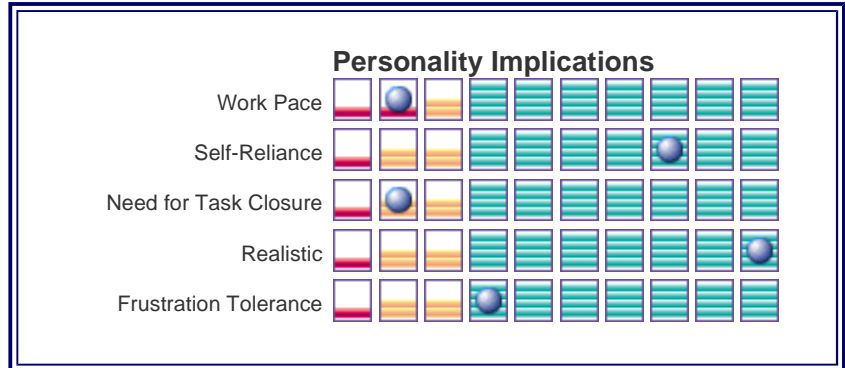
- When needed, she should be willing to apply a certain amount of logical and systematic thought to the planning process. Within the limitations of her abilities and education, this should help her to conceptualize the steps needed to plan work activities.
- Strongly pragmatic by nature, she will emphasize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

Delivering Results

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



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.

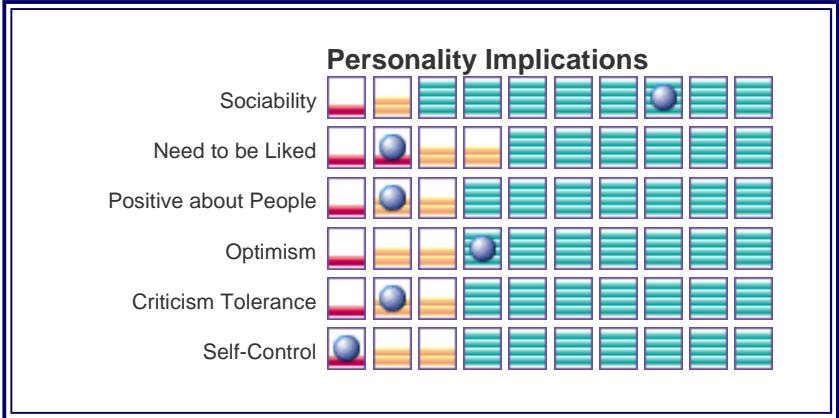
Hinders

- Her slow work pace and low energy level may prevent her from achieving high levels of work output and being timely.
- Her low need for task closure suggests that she is probably comfortable leaving some tasks unfinished. While this could be helpful in situations where priorities change frequently, in other types of situations this could be a hindrance. She may need to be careful not to leave an important task undone.

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

Customer Service

Recognizing and understanding customers' needs and delivering in a manner that exceeds customers' expectations.



Comments:

Helps

- She should be comfortable with the social interactions required in a customer service role.
- Her optimistic outlook should contribute to her ability to serve others. The customer should generally perceive her as having a positive attitude.

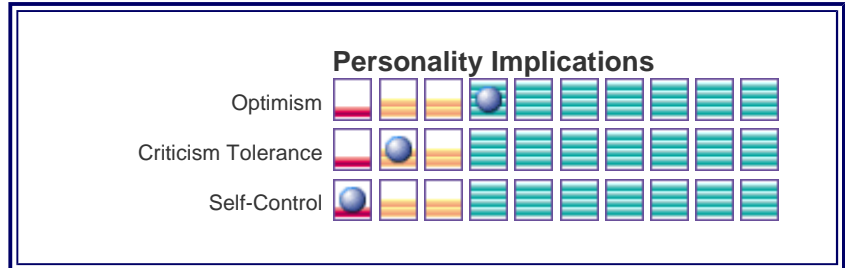
Hinders

- Her lack of concern for pleasing others will detract from her interactions with customers. Sometimes she may be rude or disagreeable.
- More cautious and skeptical of other people than is desired, she may be slow to trust customers. This may detract from establishing good customer relationships.
- Her somewhat sensitive nature may occasionally limit her ability to objectively evaluate customer criticisms and respond appropriately.
- Much less prone to control her reactions than most people, she may act or speak without proper consideration, even to the detriment of customer relations.

The combination of her distrusting nature and her low need to be liked may give a negative impression to customers. This is likely to be exacerbated by her low level of control over expressing her thoughts and feelings.

Resilience

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



Comments:

Helps

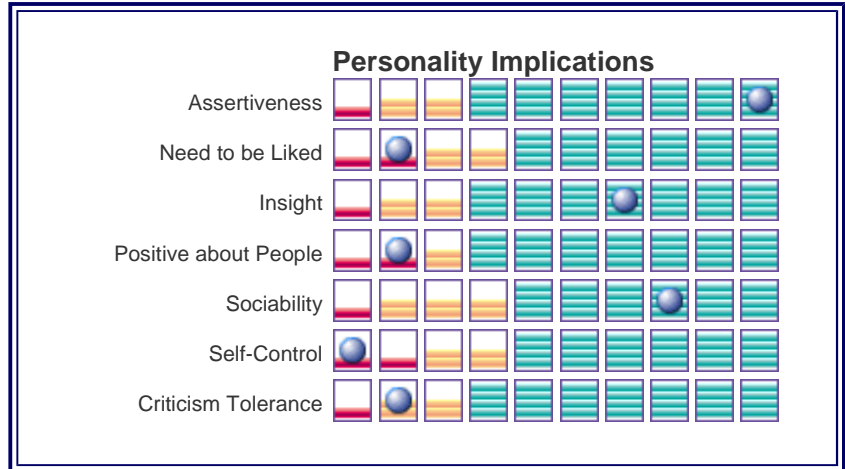
- Generally optimistic by nature, she should be able to maintain a positive outlook when faced with the everyday pressure and stress of the job.

Hinders

- Somewhat more sensitive and subjective than optimal, she sometimes may overpersonalize issues and may perceive criticism even when it is not intended.
- Much more expressive than most people, her emotions will be readily apparent to others. She may not be able to control the display of her feelings (positive or negative), even when it would be appropriate to do so.

Relationship Management

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



Comments:

Helps

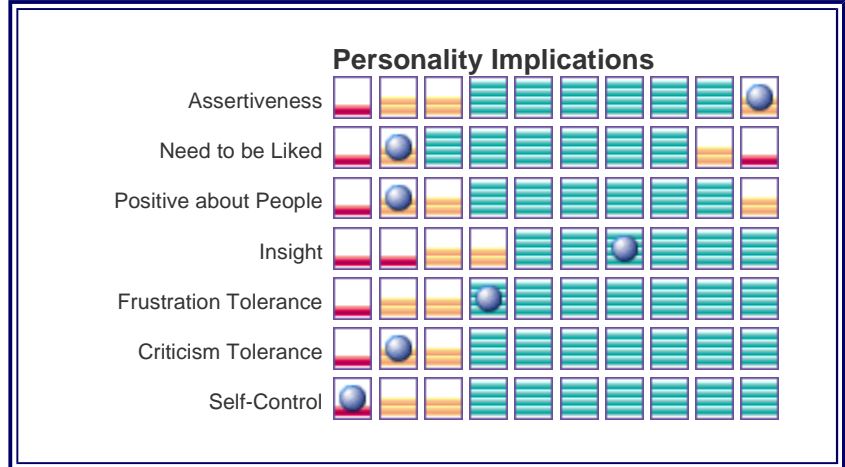
- Her assertiveness score suggests a high level of self-confidence. She should have little difficulty initiating new business relationships.
- Her high interest in analyzing people should help her to recognize their diverse perspectives and adapt her approach to fit the individual. She may be more attuned 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.

Negotiation

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



Comments:

Helps

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

Hinders

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

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

INTERVIEW GUIDE

Suzanne Example
General: Sales Professional Selection Report 5/7/2010

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)

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)

Delivering Results:

- 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 complete an important task or project. What happened? Why? (Listen for an ability to follow-through on commitments.)

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

Customer Service:

- Tell me about jobs you have had which required you to serve or otherwise interact with customers. What was your role? What did you do?
- Describe to me several situations where you delivered high quality service to a customer. What did you do? What was the customer's response?
- Describe several situations where you were unable to please a customer. What happened? How did you resolve the situation?

Additional special probes based on ASSESS results:

- Customers can be difficult at times. Tell me about two recent situations in which you dealt with a demanding, difficult customer. What happened? How did you handle the situation? (Did the candidate accommodate and soothe the customer, or did the candidate respond with anger or hostility?)
- Describe to me a time when you felt that a customer took advantage of you or the company. What was the situation? What could you or the company do to prevent this in the future? (Listen for a tendency to expect the worst from customers. Will the candidate guard against these expectations and be unwilling to extend special service?)
- Tell me about times when you felt the customer was criticizing you or the company unfairly. What were the situations? How did you handle them? (Listen for an ability to respond to criticism and negative feedback appropriately.)
- Tell me about times when you said or did something to a customer that you later regretted. What were the situations? What did you do or say? How did the customer respond? (Listen for an ability to control their words and actions when dealing with customers.)

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

Resilience:

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

Additional special probes based on ASSESS results:

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

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

Persuading To Buy:

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

Additional special probes based on ASSESS results:

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

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

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)

Negotiation:

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

Additional special probes based on ASSESS results:

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

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

Presentation Skills*:

- Describe the level of your experience making presentations to small and large audiences. What types of presentations have you typically made? For what purpose?
- How would you evaluate your ability to make good presentations to small groups and to large groups? What do you do well, and what do you do poorly?
- What type of training have you taken to prepare yourself to make good presentations?
- (If this competency is extremely important to the position, we recommend the candidate be asked to make a formal presentation to the selection committee to provide a sample of his/her skills.)

Functional Acumen*:

- 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?

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
Planning And Organizing	1	2	3	4	5
Delivering Results	1	2	3	4	5
Customer Service	1	2	3	4	5
Resilience	1	2	3	4	5
Persuading To Buy	1	2	3	4	5
Relationship Management	1	2	3	4	5
Negotiation	1	2	3	4	5
Presentation Skills*	1	2	3	4	5
Functional Acumen*	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

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 Confrontations](#) Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2009. [Overview](#)

Low Work Pace

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

This May Impact:

- Delivering 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.

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, 2008. [Overview](#)

[Getting a Project Done on Time: Managing People, Time, and Results](#) Paul B. Williams, 2008. [Overview](#)

Multimedia

[Three Keys to Effective Execution](#) Harvard Business Online, 2009. [Overview](#)

Low Work Organization

She may have a tendency to take action

Suggestions:

We recommend that her boss monitor her work activities to

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

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](#)

Multimedia

[Three Keys to Effective Execution](#) Harvard Business Online, 2009. [Overview](#)

Low Positive About People

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

This May Impact:

- Customer Service
- Relationship Management
- Negotiation

Suggestions:

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

The following resource(s) should be helpful:

Books

[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:

- Customer Service
- Resilience
- Relationship Management
- Negotiation

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, 2008. [Overview](#)

Multimedia

[Performance Matters: The Need for Constructive Criticism](#) Advanced Training Source, 2009. [Overview](#)

Public Courses

[Coaching and Counseling for Outstanding Job](#)

[Performance](#) American Management Association, 2010. [Overview](#)

Low Self-Control

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

This May Impact:

- Customer Service
- Resilience
- Relationship Management
- Negotiation

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, 2010. [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 resources may be useful in coaching this person or other people in your organization.

Books

[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.

[High Flyers: Developing the Next Generation of Leaders](#) by Morgan W. McCall Jr., 1997.

[Successful Manager's Handbook](#) by Susan Gebelein, Lisa A. Stevens, Carol J. Skube, David G. Lee (Editors), 2000.

[The Handbook of Leadership Development](#) by Cynthia D. McCauley, Ellen Van Velsor, Editors, 2003.

[Leader As Coach: Strategies for Coaching & Developing Others](#) by David B. Peterson & Mary Dee Hicks, 1996.

[The Manager's Pocket Guide to Effective Mentoring](#) by Norman H. Cohen, 1999.

[FAST Feedback™](#) by Bruce Tugan.

Multimedia

[How to Coach Your Employees](#) Harvard Business Online.

[The Coaching Collection](#) Harvard Business Online.

[The Practical Coach](#) Advanced Training Source.

Public Courses

[Coaching for Development](#) Center for Creative Leadership.

[Facilitative Leadership](#) York University.

[Leading and Coaching People to Higher Performance](#) Wisconsin-Madison, University of.

GRAPHIC PROFILE

Suzanne Example
General: Sales Professional Selection Report 5/7/2010

