



Leadership Selection Report with Structured Interview

for **Suzanne Example**

11/1/2008

[Introduction](#)

[Competency Overview](#)

[Personality Summary](#)

[Personality Detail](#)

[Interview Guide](#)

[Making the Selection Decision](#)

[Management Suggestions](#)

[Graphic Profile](#)



Copyright © 1998-2006 Bigby, Havis & Associates, Inc. and David G. Bigby, Ph.D. All rights reserved.

This report provided by McCormac Development & Training Limited, 07710278927, liz@assessmdt.com

Norms used for this report: UK (2007)

Confidentiality

Because of the nature of appraisal information and the dangers of its misuse, this report must be kept confidential and its contents restricted to those who have direct responsibility for decision making. This Selection Report should not be shown to or discussed with the candidate. The ASSESS Developmental Report has been designed for this purpose.

How To Use This Report

- Since everyone has strengths and weaknesses, special caution must be exercised to view this report as a whole. Be careful not to over emphasise specific statements, but rather consider this person's overall suitability for a particular position in your organisational 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 minimise 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 organisations 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 computerised 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 organisation 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 personalised developmental plan.

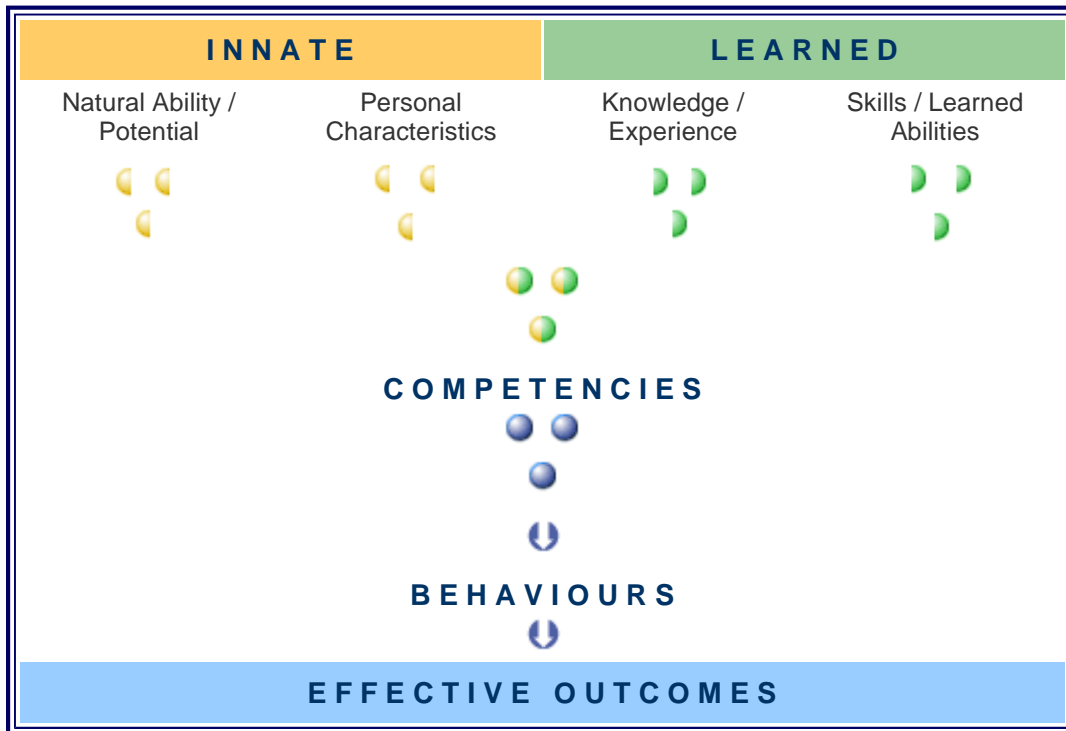
COMPETENCY OVERVIEW

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 (behaviours) 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 judgements 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.

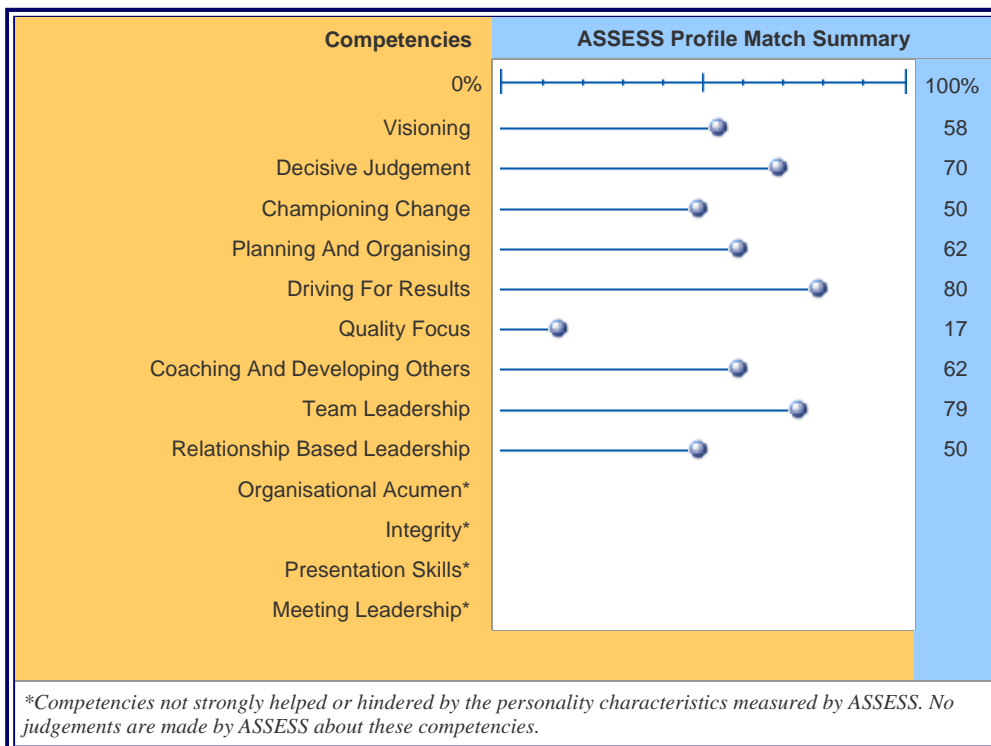


Summary





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.

Please consider the following when interpreting these results:

- The Match Summary presents the candidate's percent match of personality characteristics to the competency model. A strong match indicates a personality profile that tends to support the demonstration of competence. Conversely, a low match indicates a personality profile that may hinder the demonstration of competence in the specified area.
- Demonstration of competence is impacted by other factors in addition to personality -- such as knowledge, experience, natural ability, and learned skills. Thus, high personality match scores should not be regarded as a guarantee of competence. Likewise, low match scores do not prove a lack of competence.
- Avoid over-interpretation of scores. Match scores are provided as a general summary of results small score differences are unlikely to result in observable differences in behaviour.
- Match scores should not be interpreted as pass or fail indicators. Passing scores are not indicated nor should any be inferred.

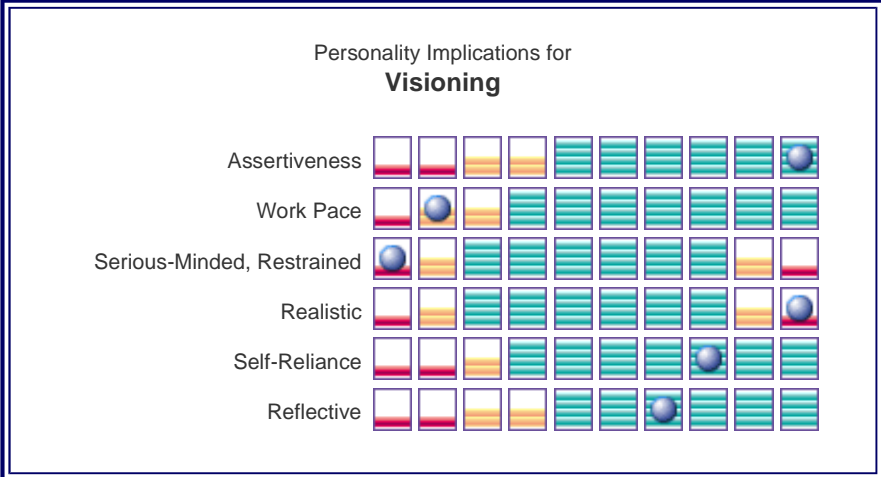


Reading The Competency Graphs:

- 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 large professional norm group across multiple industries and organisational levels.
- The candidate's score on each personality characteristic is represented by the graphic character .
- Overlaid on the normative distribution, the colours 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.

Visioning

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



Comments:

Helps

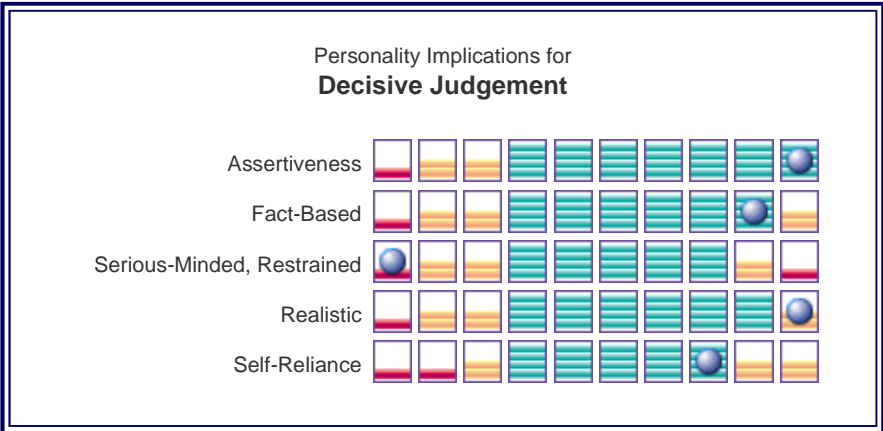
- Her assertive nature should be useful when championing new ideas or a change of direction. Her interpersonal forcefulness should help her to build the organisational support or buy-in to transform ideas into action.
- Her self-reliant style will help her to show initiative in championing her (and others') ideas and vision.
- As a result of her reflective style, she is likely to view issues from multiple perspectives. She should be capable of thinking broadly and considering long-term issues when setting goals and the direction of her group.

Hinders

- Her slow work pace may hinder her ability to generate and champion ideas.
- She is impulsive by nature. She will commit too quickly to an idea or direction without proper consideration.
- Her overly realistic nature may be a hindrance. Her approach will likely lack originality and innovation.

Decisive Judgement

Making good decisions in a timely and confident manner.



Comments:

Helps

- Her assertive style will help her to confidently convince others of the reasons for and merits of her decisions.
- Her fact-based orientation should lead her to analyse 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.

Hinders

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

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

Championing Change

Taking action to support and implement change initiatives effectively.

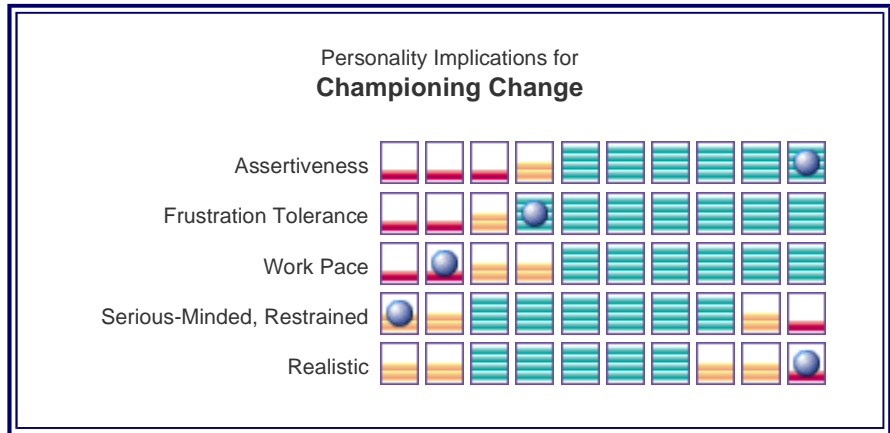
Comments:

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 energise herself and others during a change effort.
- 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.
- Her very pragmatic orientation may lead to an over reliance on how things have been done in the past. She may not be flexible and open-minded to new approaches or ideas.



Planning And Organising

Effectively organising and planning work according to organisational needs by defining objectives and anticipating needs and priorities.

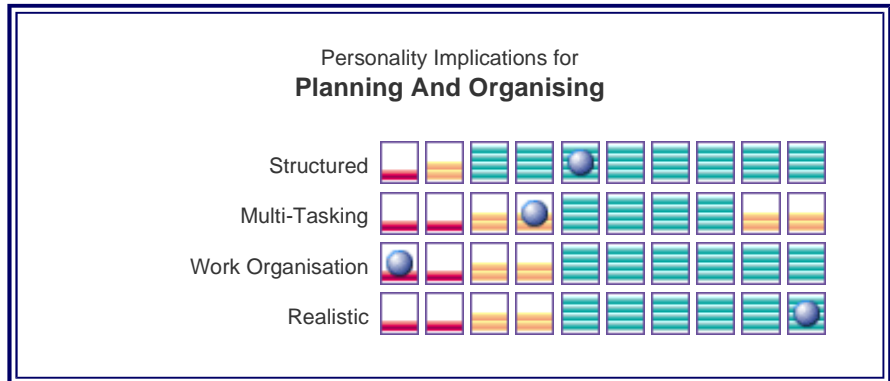
Comments:

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 conceptualise the steps needed to plan work activities.
- Strongly pragmatic by nature, she will emphasise realistic goals and the development of workable plans.

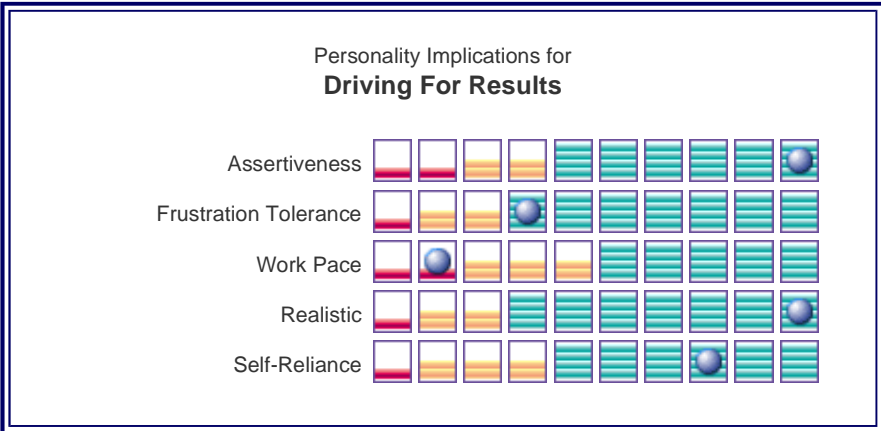
Hinders

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



Driving For Results

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



Comments:

Helps

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

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.

Quality Focus

Promoting and maintaining high standards of quality at work.

Comments:

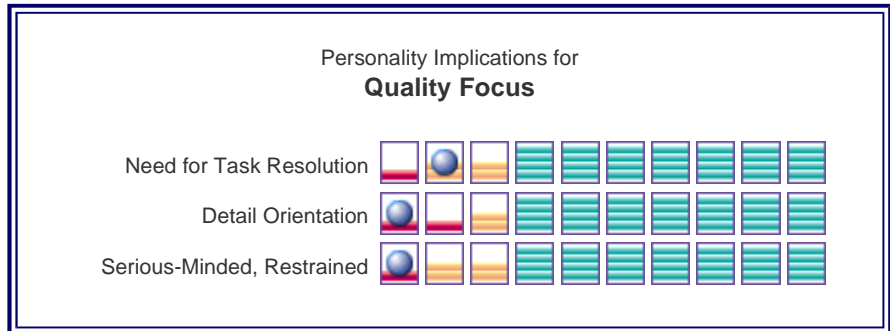
Helps

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

Hinders

- She sometimes may not work a task all the way to its thorough and complete end. This may detract from the quality of her work.
- Her dislike for the details may hinder her ability to produce high quality work. She may avoid the tedious and mundane.
- She may be too quick to commit to a course of action. Her undisciplined approach may negatively impact the quality of her work.

While the above scales are good indicators of part of what is required for a good quality orientation, ASSESS cannot evaluate her personal commitment to the critical importance of quality. Please take special care to evaluate this issue during the interview.



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:

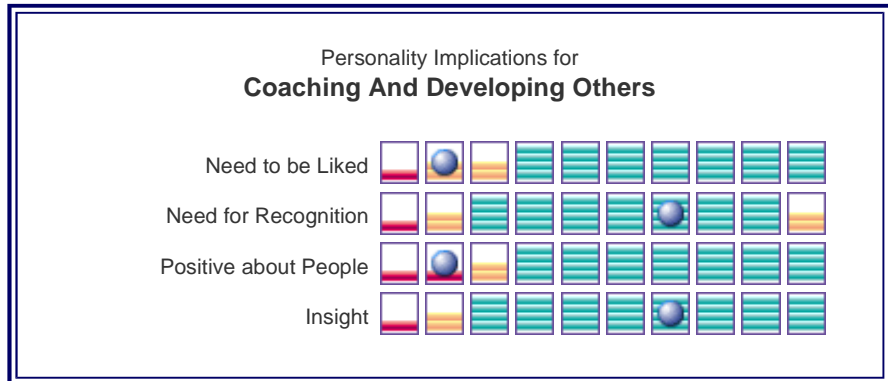
Helps

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

Hinders

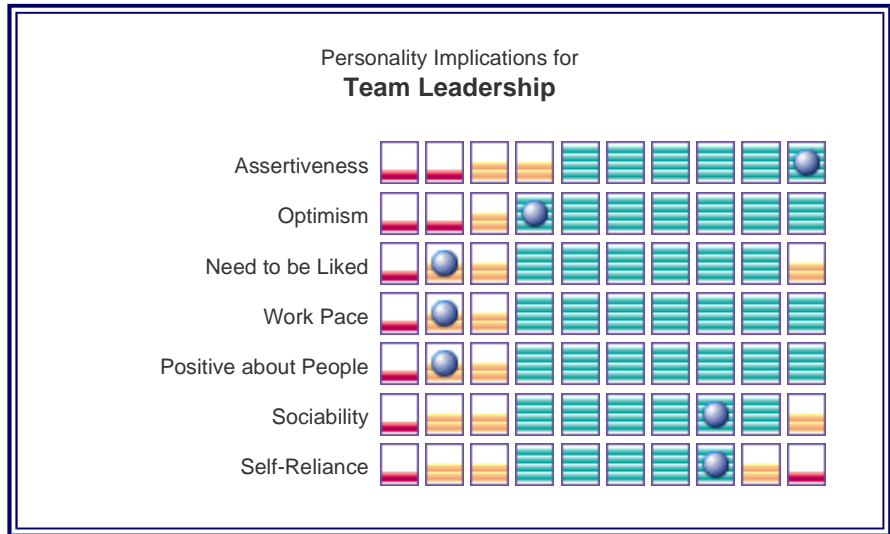
- Her relatively low need to please and be liked by others may interfere with developing a good coaching relationship. She may not be as supportive and giving of herself as would be optimal for this role.
- Her distrustful view of the intentions of others will likely interfere with or inhibit the type 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.

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 organisation. Please take special care in the interview to determine if she has knowledge and experience worth sharing.



Team Leadership

Leading others to accomplish team goals and objectives.



Comments:

Helps

- Naturally assertive, she will enjoy the leadership role. She should be capable of being forceful when necessary.
- Her generally optimistic outlook should have a positive impact on the morale of her team.
- Generally socially outgoing, she should be comfortable interacting with her team members on a personal level.
- Self-reliant, but not excessively so, she should be willing to do the work herself or ask others to help, as appropriate for the situation.

Hinders

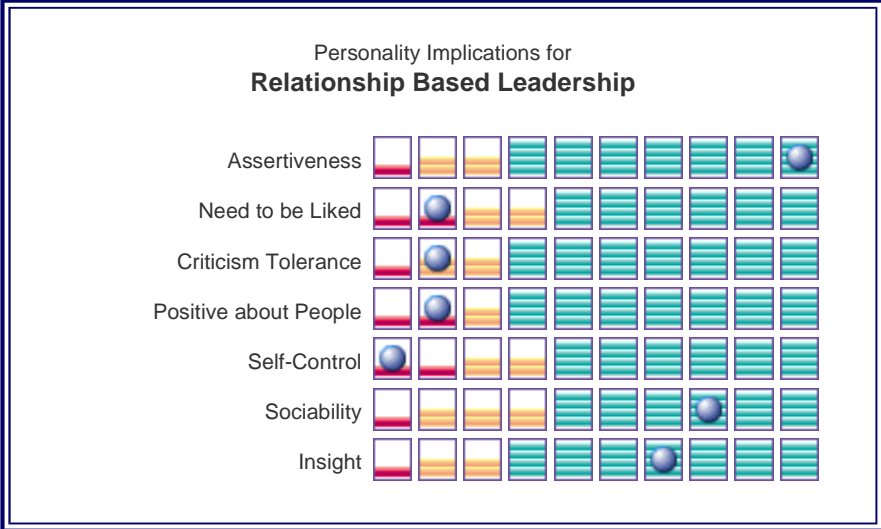
- Her low need to be liked will sometimes result in unnecessary disagreeableness. She may have difficulty fostering a cooperative work environment among team members.
- Her work pace may be slower than is desired. She may not be able to consistently exert the level of personal effort needed to set a good example and effectively lead a team.
- She can be sceptical 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 team members.

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 team to high levels of achievement, it could also lead to unnecessary conflict and detract from group morale if not properly controlled.

Relationship Based Leadership

Developing and maintaining positive relationships with individuals within and 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 interests in and comfort with the social aspects of work should allow her to develop and maintain relationships across the organisation.
- Her high interest in analysing people should help her to recognise their diverse perspectives and adapt her approach to fit the individual. She may be more attuned to subtle social issues than most.

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.
- Her tendency to be somewhat sensitive to criticism may occasionally hinder her ability to maintain good business relationships. Especially in contentious situations, she may over personalise the issues and become defensive.
- Sceptical 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 organisation as a whole. This may limit her ability to gain the respect of people who could provide important alliances.

The following structured interview will guide you through a series of behaviourally 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 behaviour-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 behaviours.

Review the candidate's CV 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 behaviours
- Postpone judgement: 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 any further education, 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 colleagues 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."

Visioning:

- Tell me about a time when you were involved in setting the long-term goals and direction for your group (or division, company). What was your approach? What types of things did you consider?
- Describe a time when you felt it was important for your group (department or company) to change direction and thinking, and you personally championed this change. What did you do? Were you successful? Why or why not?

Additional special probes based on ASSESS results:

- Tell me about a time when you had to quickly implement a new approach or strategy in your group (department, company). How did you manage to do this while maintaining your normal workload? (Listen to see if the candidate had the energy to do both or if one suffered at the expense of the other.)
- Describe a few situations in which you made a quick decision about a change of direction for your group that you later regretted. What were the circumstances? (Listen for a tendency to commit too quickly to an idea or direction.)
- Give me some examples of your most innovative business ideas. (Listen for creativity.)

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

Decisive Judgement:

- 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 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?)
- 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 over reliance on past solutions?)

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 organisation. 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 committed to a change effort but realised afterwards that it was the wrong thing to do. What did you not anticipate? (Listen for a tendency to adopt changes without careful consideration.)
- 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?)

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

Planning And Organising:

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

Additional special probes based on ASSESS results:

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

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)

Quality Focus:

- Give me examples from your recent work experience in which you contributed to improving the quality of a process, product or service. What was the situation? What did you do? Why? What was the outcome?
- In the past, have you developed or helped to develop and implement quality standards and quality measurement processes? Explain the situation. What was your personal involvement?
- What special training, education or experience do you have in the area of Quality?

Additional special probes based on ASSESS results:

- Tell me about a time when you did not thoroughly complete something, or ensure that someone else completed it, and the quality of the work suffered. What happened? Why? (Listen for a tendency to not be thorough in the completion of important tasks.)
- Tell me how you feel about working with details. Give me examples from your previous jobs of details you think were important and others you thought were unimportant. Why? (Listen for a tendency to overlook or avoid the tedious or mundane details at the expense of quality.)
- Tell me about two times when you made an important decision or took an action without considering the consequences for the quality of the outcome. What were the circumstances? What was the impact on quality? (Listen for an undisciplined approach that could adversely affect quality.)

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 organisation. What do you have to offer, and how willing are you to share this with others?

Additional special probes based on ASSESS results:

- 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?)
- 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?)

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

Team Leadership:

- (If not previously covered) Walk me through your experience leading groups or teams. In each situation, tell me what your group did and what your job responsibilities were. Did you have formal or informal leadership responsibilities?
- Give me some examples of situations in which a group you lead successfully accomplished something difficult. What were the circumstances? What did you do? Why was the group successful?
- Give me some examples of situations in which a group you lead was unsuccessful or had difficulty meeting a goal. What were the circumstances? What did you do? Why was the group unsuccessful?
- Describe for me any formal leadership training you have received. Have you had mentors? What did you learn from these courses or mentors?

Additional special probes based on ASSESS results:

- Give me several examples of positive feedback you have given to team members 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 energise the activities of others?)
- Tell me about the poorest performing members of your team. Why do you think they struggle? What have you done to help them improve their performance? (Listen for a tendency to expect others to fail.)
- 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)

Relationship Based Leadership:

- Give me several examples of important business relationships you have developed with people from other parts of your organisation or with people outside the organisation 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 organisation 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?)
- Describe several situations in which you were criticised 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?)
- 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 sceptical 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.)

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

Organisational 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?

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.)

Meeting Leadership*:

- Describe the level of your experience in leading small and large meetings. Give several examples of the types of meetings you typically lead. What is their purpose and what is the typical outcome?
- What role do you play in meetings? What roles do others play? What expectations do you have for yourself and others? How do you manage time and outcomes?
- Describe any formal training you have completed to better manage or participate in meetings or other group efforts.

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 judgement.

	Very strong evidence competency not present	Strong evidence competency not present	Some evidence competency is present	Strong evidence competency is present	Very strong evidence competency is present
Visioning	1	2	3	4	5
Decisive Judgement	1	2	3	4	5
Championing Change	1	2	3	4	5
Planning And Organising	1	2	3	4	5
Driving For Results	1	2	3	4	5
Quality Focus	1	2	3	4	5
Coaching And Developing Others	1	2	3	4	5
Team Leadership	1	2	3	4	5
Relationship Based Leadership	1	2	3	4	5
Organisational Acumen*	1	2	3	4	5
Integrity*	1	2	3	4	5
Presentation Skills*	1	2	3	4	5
Meeting Leadership*	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 optimising 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:

- Visioning
- Decisive Judgement
- Championing Change
- Quality Focus

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 programmes or initiatives.

The following resource(s) should be helpful:

Books

[Why Employees Don't Do What They're Supposed to Do and What to Do About It](#) Fournies, Ferdinand. [Overview](#)

Low Work Pace

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

This May Impact:

- Visioning
- Championing Change
- Driving For Results
- Team Leadership

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 \(Motivation and Goal Setting\)](#) Cairo, Jim. [Overview](#)

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

[Patterns of High Performance: Discovering the Ways People Work Best](#) Jerry L. Fletcher. [Overview](#)

Low Work Organisation

She may have a tendency to take action before she develops a plan or organises 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 Organising

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.

Low Positive About People

She may be critical and find fault in others. Her tendency to be negative could hinder her work relationships.

This May Impact:

- Coaching And Developing Others
- Team Leadership
- Relationship Based Leadership

Suggestions:

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

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 Based Leadership

Suggestions:

In correcting her, her boss should make a special effort to criticise the behaviour, not the person -- that is, correct her in a manner where the focus is on observed behaviour and where clear suggestions for changes in behaviour 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](#) Weisinger, Hendrie Davis. [Overview](#)

[Think Like a Shrink : 100 Principles for Seeing Deeply into Yourself and Others](#) Emmanuel Dr. Rosen. [Overview](#)

[Becoming a Forgiving Person: A Pastoral Perspective](#) Emmanuel Dr. Rosen. [Overview](#)

On-line Learning

[Feedback for performance - Giving and receiving information](#) Videoarts.com. [Overview](#)

Low Self-Control

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

This May Impact:

- Relationship Based Leadership

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:

Books

[Anger and Conflict in the Workplace: Spot the Signs, Avoid the Trauma](#) McClure, Lynne. [Overview](#)

[Games People Play : The basic handbook of transactional analysis](#) ERIC MD BERNE. [Overview](#)

[Emotional Intelligence: Why It Can Matter More Than IQ](#) Daniel Goleman. [Overview](#)

On-line Learning

[Emotional intelligence - Managing your own and other people's emotions](#) Videoarts.com. [Overview](#)

[Emotional Intelligence Pocketbook Management pocketbook](#) Videoarts.com. [Overview](#)

[Listen! The most important communication](#)



[skill](#) Videoarts.com. [Overview](#)
[Tools for Handling Control Issues: Developing Self-Control](#) Coping.org. [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 <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 capitalise 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 organisation.

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 Tulgan.

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
Leadership Selection Report 11/1/2008

