Confidential ASSESS Selection Report

for **Suzanne Example**

Date: 1/12/2000

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 Development Report has been designed for this purpose.

How To Use This Report

The following ASSESS report contains information that can aid you in making selection, placement or promotion decisions.

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.

To minimize chances of erroneous decisions, you should combine the contents of this report with information from other sources (for example; interview impressions, references, work experience, job competence, work habits, personal background, etc.). Occasionally, you may encounter a statement that surprises you. Information from these other sources should help to determine whether the statement is more reflective of important work behaviors or of attributes not important to, or readily observable on, the job.

Over time, people and organizations change. If several years have passed since the date of this report, its findings must be carefully weighed and modified by new information. Remember, this person was evaluated when she was at a particular age, stage of development, level of experience, etc. With the passage of time, the characteristics measured by ASSESS may have changed.

Interpretation Assistance

ASSESS is a computerized expert system that interprets test scores and writes reports for our clients in the same manner that Bigby, Havis & Associates psychologists would. The reports are designed to be read by managers without regular assistance from a professional. Occasionally, however, you may need additional interpretation assistance. See the ASSESS coordinator for your organization to make arrangements.

Feedback to the Individual

The Development Report is designed to be given directly to the individual and provides constructive feedback on test results, specific developmental suggestions, and a guide for constructing a personalized developmental plan.

The Report

In reviewing the ASSESS report, keep the following in mind:

- The results are based on the candidate's self-perceptions and may be influenced by her favorable or unfavorable self-image. Others may see her differently than she sees herself.

- We have compared her raw scores on the ability tests and the personality profiles to a professional norm group (people who work in jobs which, for the most part, require education or training beyond the high school level) to make the statements and suggestions you will find in this report. It may be useful to think "Compared to most professionals" as you read each.

- The report does not consider her background, training, technical skills or experience. Therefore, the results do not measure her personal effectiveness nor the quality of her performance; rather, they describe abilities and characteristics that (along with these other factors) may influence her job performance.

- Many of the characteristics described in this report could be assets in some circumstances and liabilities in others. For maximum benefit, her results should be considered in the context of a particular job or work environment.

The Graphic Profile

When reviewing the graphic profile, keep in mind that:

- The profile is a quick summary that will allow you to see large differences from one dimension to the next. Do not pay much attention to small differences.

- High scores are not necessarily good; low scores are not necessarily bad. Read the entire report for an in-depth interpretation.

- The small, darkened rectangles indicate the candidate's percentile scores compared to professional norms. A percentile score of 60, for example, indicates she scored higher than 60% of the people in the professional norm group and lower than 40% of the people in the norm group.

- The shaded bars indicate the 25th to 75th percentile range of another comparison group. This "template" is an indication of how most people in the comparison group scored. The comparison group used for this report is listed at the top of the ASSESS graphic profile.

- ASSESS can provide templates for many specific professional positions (e.g., accountant, sales, etc.) as well as many managerial templates.

- To be successful in a job does not require that the scores fall within the shaded bars (typical range); however, on those characteristics where the score falls outside the bar, you may want to consider whether this is a strength or a potential weakness in this particular position.

This section of the ASSESS report provides a quick summary of those areas in which the candidate is notably different from the professional norm group. In general, many of these characteristics have been classified as potential strengths or potential weaknesses. However the importance of these characteristics may vary considerably from job to job and, for some jobs, a characteristic that has been classified a weakness by ASSESS may be a strength or vice versa.

Potential Strengths

- She has a solid ability to reason through abstract, nonverbal information and to solve problems in new situations.

- Her observations are likely to be objective and factual.

- She is self-reliant and is probably comfortable using her own judgment and assuming responsibility for her actions.

- She should be comfortable in most social situations.

- She is likely to be assertive and enjoy influencing others.

Potential Weaknesses

- Her ability to critically analyze complex, multifaceted written information may be somewhat limited.

- She appears to be impulsive and likely to make decisions too quickly.

- She may tend to be black-or-white in her thinking.

- She may be stubborn.

- She may not complete what she starts.

- Her drive and work pace appear to be lower than average.

- She may be more "talk" than "do."

- She may be somewhat sensitive or touchy when criticized.

- She may show a temper.

- She may be aggressive, competitive or disagreeable in her dealings with others.

- Her attitudes toward people appear to be negative. She is probably cautious and slow to trust people.

Other

- She may prefer not to have to do detail work personally.

The following results are based on the candidate's performance on standardized ability tests. They are presented as percentile comparisons to professional norms (people who, for the most part, have an education at or beyond the college undergraduate level) and to general population norms (people who, for the most part, have a high school education). Test scores have been plotted on the profile chart using professional norms. However, since people in the professional group tend to score much higher on the ability tests than the average person in the general population, it is often beneficial to also see the candidate's scores compared to general population norms.

With few exceptions, if this person is being considered for a position requiring a college degree, you should pay most attention to the professional norm group comparisons. However, if she has limited formal education or if a college degree is not required, the general population comparisons may be more appropriate.

Regardless, her results on the intellectual ability tests are only a partial indication of her ability to be successful at a job. Other factors such as education, technical training, job-related experience, personal accomplishments and character are different, but equally important, indicators of potential future success.

Scores were available for the following ability tests:

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

- The **Raven's Standard Progressive Matrices (Abstract Reasoning)** is a measure of her ability to reason through complex, abstract, nonverbal information and to grasp new ideas. This capacity includes the ability to solve problems in new situations where one has little experience upon which to draw.

Intellectual Ability Scores Compared to:

General Population Norms:	0% ———————————————— 100%
Abstract Reasoning	
Critical Thinking	
Professional Norms:	
Abstract Reasoning	
Critical Thinking	
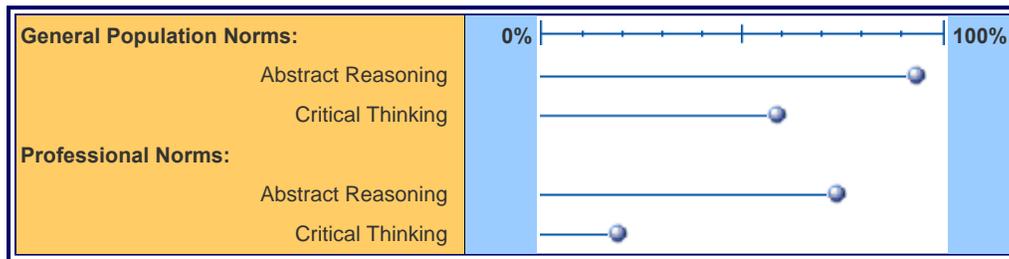
Comments:

While her critical thinking abilities appear to be as good as or better than those of the average person, they may be lower than those of the typical professional. She may have difficulty understanding complex written problems or evaluating the merits of interpretations of the information presented in order to come to sound conclusions.

She should have little difficulty solving problems that involve complex, abstract information. She should also be quick to grasp new ideas and solve problems that are outside her usual experience.

The combined indications of good abstract reasoning but lower formal reasoning suggest that she is a capable person who either did not apply herself in school or did not obtain the type of advanced education that would develop her formal abilities. Within the limits of her education and training, she should be capable. However, in comparison to others with better education, she may have some difficulty grasping and using concepts that are dependent on the types of skills developed by a good formal education.

Thinking

Within the range of her intellectual skills, she shows an average tendency to probe into issues or problems. When she disciplines herself, she may be capable of insightful and reflective thought; however, she can be impulsive. She may need to be encouraged to be more patient and disciplined in her decision making, and to deal with information or problems in a more thorough manner.

Apparently much less cautious and reserved than the typical professional, she is likely to make decisions and adopt courses of action without excessive deliberation. At her best, she probably will not waste effort on the evaluation of simple, straightforward decisions. At her worst, she may be undisciplined in her approach to complex problems or decisions that have serious consequences. She may be impulsive in selecting easy or first-available solutions, even in those situations that would be better addressed with more measured judgment. She may take unnecessary risks.

When she takes the time to think things through, she should be very realistic and objective in her thinking, and unlikely to let her feelings influence her judgment.

Her results suggest that she is as systematic and organized in her thinking as the typical professional.

Since she tends to be both thoughtful and reflective in her thinking, and practical and objective in her orientation, her approach to decision making should show a good and balanced concern for both the immediate usefulness of solutions to problems and the broader or longer term consequences of those solutions.

Working

She appears to have low drive and energy. She may be a spurt worker or someone who works more slowly and less energetically than most professionals. She probably does better when her work is externally paced.

She appears to be strongly self-reliant and to have an average need to be free of control. She is probably the type of person who assumes responsibility, takes initiative and handles things on her own, yet she does not mind working within the rules and policies of the organization.

A review of her results suggests she is similar to most professionals in her willingness to handle multiple demands and tasks at the same time. However, she also appears to be less organized than most and may tend to scatter her efforts or lose focus on important tasks when there are many things to do. She may need help to prioritize and complete important tasks.

While her self-reliant nature should help her to take initiative in her work, her results suggest that she may not emphasize task completion as much as the typical professional. This lack of emphasis on follow-through may cause her to be perceived as undependable.

She shows an average ability to handle pressure and frustration; she should recover from setbacks with average speed.

She expressed a moderately high need for personal attention and feedback; she is likely to be motivated by recognition but not excessively concerned about it.

Her results indicate that she does not enjoy personal involvement in activities requiring a strong detail orientation. This, in combination with her low interest in the planning and organizing aspects of work suggests that she will have difficulty with tasks or roles where accuracy and attention to detail are critical.

Relating

She describes herself as outgoing and social. She should be comfortable meeting people and probably prefers jobs with high levels of social interaction rather than working alone.

Apparently highly assertive as well as socially outgoing, she is likely to be an initiator of personal interactions. She should be able to control most encounters and should make a strong first impression in most situations.

She is likely to state her attitudes and opinions freely. This may occasionally result in unnecessary conflict.

Although she appears to have some tendency to analyze people and their motivations, her perspective is likely to be negative. Her assessments of others may be overly critical and faultfinding.

She describes herself as being less friendly and agreeable than many professionals and, in general, does not appear to worry about whether she pleases people or is liked by them. Without proper self-control, she may sometimes be unpleasant and disagreeable.

She also appears to be a competitive person who enjoys winning. If not moderated or controlled, this competitiveness may carry over into aggressive, me-first behavior.

She appears to have a capacity for displaying anger or a temper, and it may sometimes show.

She presents herself to be as positive in her outlook as most professionals, but less reserved or controlled than is typical. She will tend to show her feelings and be easy for others to read.

She is likely to be more sensitive to criticism than many professionals. She may tend to overreact to negative feedback. At these times, she may interpret it more personally than it is intended or she may respond defensively.

She appears to be about average both in her need to conform to conventional or traditional behavior codes and in her wish that others conform.

Influencing

She appears to very much enjoy dealing with people in a directive or persuasive manner and probably seeks opportunities to influence or manage others. Her style is likely to be strong, forceful and assertive.

In her dealings with others, she should be able to use the following tools, techniques and styles:

- Personal power

- Common sense

- Impartiality

Her dealings with people could be adversely affected by the following:

- Aggressiveness or excessive competitiveness

- Sensitivity to criticism

- Skeptical view of others

- Immaturity or speaking before she thinks

- Suspiciousness of others

- Uncooperativeness and disagreeableness

This section provides interview and reference probes for following up and obtaining more information regarding this candidate's potential problem characteristics. For each identified "Topic," ASSESS suggests several questions to assist you in interviewing the candidate. ASSESS also generates several questions to facilitate discussion of potential problem characteristics with the candidate's references.

Probes were generated for the following topics:

- Low Restraint

- Low Work Pace

- Low Work Organization

- Low Follow-Through

- Potential For Aggressiveness

- Low Need To Be Liked

- Capacity For Temper

- Low Positiveness About People

- Low Criticism Tolerance

- Low Critical Thinking

For additional, more detailed information on conducting good behavior-based interviews, please visit the ASSESS manager's resource website at www.bigby.com/systems/assessv2/resources/manager.

Very Low Restraint

This person appears to have a very low level of personal restraint. People who are low on this attribute can be spontaneous and, in some cases, creative; unfortunately, they also may be impulsive in their decisions and actions. They also may be extreme in their display of emotions.

Interview Probes:

- During the interview, attempt to assess her ability to think before she speaks or to show restraint in her actions. Ask her to describe what she does when she gets angry.

- Ask her to describe how she makes important decisions. Listen for indications of wisdom and maturity in her decision-making process. Probe for indications of composure under stress or time deadlines (for example, forcing herself to think things through or "sleep on it" before making a decision).

- If the candidate is young or has a limited job history, you may be able to assess her maturity by asking questions about how she selected the jobs she has had or how she decided to apply for this job. Also, if she went to college, ask her how she chose her college major or how she selected the college she attended. Listen for maturity and thoughtfulness in her selection and decision processes versus a more haphazard or spontaneous approach.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- Compared to her peers, to what extent does this person show maturity or restraint in her actions? (For example; Does she say whatever she thinks, without much thought about the impact it may have on others, or does she seem to think before she speaks?)

- Does this person stick with tasks to their proper completion? How about with routine or boring tasks? Is this person easily distracted?

- How well does she control the expression of her emotions? (For example; Does she lose her composure easily or does she tend to stay calm in difficult situations?)

Low Work Pace

This person appears to have a low work pace in comparison to the typical professional. This may mean that she has some difficulty keeping up with the work pace of others or that she must "work smart" and concentrate her efforts to be effective.

Interview Probes:

- During the interview, ask her to describe the type of pace that she prefers in her job and in her life in general. Probe for indications of effectiveness despite a lower than average energy level or work pace.

- Ask general interview questions about work such as: "In what types of situations are you at your best?" and "In what types of situations would you like to be more effective?" Listen for answers that suggest she does not do well when she must put in long hours, complete tasks quickly, handle multiple demands under time pressure, etc.

- Pay attention to her body language during the interview. Does she appear sluggish or lethargic, exceedingly relaxed, slow moving, -- or more energetic?

Reference Probe Questions:

When talking with her references ask the following types of questions.

- How does this person compare with her peers (people in similar jobs) in her ability to complete tasks on time?

- How does she compare with others in similar jobs in her ability to maintain her effectiveness while working long hours?

- How does her overall productivity compare with that of her peers?

Very Low Work Organization

This person scored very low on a measure of work organization. People with low scores may have difficulty planning and organizing their own and others work activities.

Interview Probes:

- During the interview ask the candidate to describe her work organization techniques and strategies.

- Ask the candidate to describe a complex project or assignment she completed recently. Ask her to explain how she planned and organized the work and to describe the effectiveness and timeliness of the end result.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- "How does this person compare with her peers in her ability to effectively plan and organize her work?"

- "In your experience working with her, would you consider her to be an organized person or an unorganized person?"

Low Follow-Through

This person scored low on a measure of follow-through. Some people with low scores on this measure tend to start projects but not complete them before moving on to the next project. Others tend to not complete assignments thoroughly or to miss deadlines.

Interview Probes:

- During the interview ask the candidate how she thinks a manager should handle an employee who misses deadlines or does not consistently follow through on her work. Listen for responses that indicate sympathy for the employee or unrealistic expectations for the manager.

- Ask the candidate to describe a time when she was unable to complete an assignment or could not follow through on what she promised she would do. Listen for responses that downplay the importance of following through on her commitments or excessive excuse making. Ask her what she would do differently in the future.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- "How does this person compare to her peers in her ability to follow through on tasks in a timely manner?"

- "Did she honor her commitments, or does she tend to let things slip?"

Potential For Aggressiveness

This person's results suggest that she may be aggressive and competitive in her dealings with others. While this could be an advantage, particularly in some sales jobs, people with this profile may have difficulty working cooperatively with others. At times, they may be overly unpleasant and domineering.

Interview Probes:

- During the interview, ask her to describe her work relationships and listen for responses that suggest an overbearing or excessively forceful style when dealing with others.

- Ask her to describe those individuals with whom she works most effectively and those individuals with whom she finds it difficult to work. Listen for responses that suggest intolerance or excessive aggressiveness toward others.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- How does this person compare to her peers (people in similar jobs) in her ability to be appropriately assertive while not being domineering or aggressive?

- In most of her dealings with people, would you say she is too forceful, not forceful enough, or uses the right amount of personal power?

- How does this person wear on people over the longer term? Does she tend to make a strong first impression, but then wear thin on people or does she tend to be able to maintain pleasant, amicable, 'win-win' types of relationships over the long term?

Low Need To Be Liked

This person scores somewhat low on the measure of needing to be liked. People who score low on this measure are sometimes quick to confront others or find it very easy and natural to respond to situations in a competitive fashion. If they do not moderate their competitive style, they can be seen as unnecessarily disagreeable and difficult.

Interview Probes:

- During the interview, attempt to assess this person's ability to get along with others and maintain reasonably amicable work relationships.

- Ask her to describe those situations where it is very important for her to win. Then ask her to describe those situations where she works toward compromise and a "win-win" outcome. It may be helpful to ask for specific examples.

- Ask her to describe a team of which she has been a member. How did she accomplish her goals within the team? How did other team members react to her? Ask her to describe interactions with specific team members. Try to determine her attitudes and general feelings about them.

- Ask her to describe her general style in dealing with people. Listen for responses that suggest friendliness, agreeableness and a concern for getting along with others versus responses that imply excessive competitiveness or a "me first" style.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- Compared to her peers (other people in similar positions), how would you describe this person's ability to get along with people in a pleasant manner?

- How would you describe her ability to work with others in a cooperative rather than competitive manner?

- Compared to other people in similar positions, would you say she has a notably strong need to win or is she willing to work with others toward 'win-win' outcomes?

- In general, how would you describe her style in dealing with people?

Capacity to Display a Temper

This person's results suggest a capacity to display a temper. Some people with this profile have a tendency to show aggression and may say or do things that they later regret.

Interview Probes:

- During the interview try to assess this person's ability to remain composed during conflicts or stressful situations.

- Ask her to describe a work situation where she became very angry or upset. What led up to this and what happened? How did she handle it?

- Ask her to describe a situation when she had a personality conflict with someone at work? What happened?

Reference Probe Questions:

When talking with her references ask the following types of questions.

- Compared to her peers (other people in similar jobs) how well does she control her temper?

- What things upset her in her past job?

- How well did she handle disagreements or conflicts with her peers?

Low Positiveness About People

This person scores somewhat low on the measure of positiveness or trust in other people. People who score low on this measure can be critical or unnecessarily suspicious of others.

Interview Probes:

- During the interview, ask her to describe her general style in managing people. Listen for responses that suggest she is excessively critical of others, she overmanages, or she is extremely wary of others.

- Ask her to describe the problems business is facing today. Responses that stress unmotivated people, people who are only out for themselves, people who do not care, etc. may suggest an unnecessarily negative view towards people in general.

- Ask her if she trusts others or if she tends to be a little suspicious, and why.

- Keep in mind that a recent traumatic event such as a burglary of her home, a messy divorce, or the loss of her job may have had a temporary negative effect on her perspective. If so, her outlook may improve over time.

Reference Probe Questions:

When talking with her references ask the following types of questions.

- How would most people with whom this person worked describe her?

- Compared to other people in similar positions (her peers), how would you describe this person's ability to get along with others and to maintain cooperative work relationships?

- In evaluating the work of other people, was she too critical, too lenient, or generally on track?

Low Criticism Tolerance

This person scored low on the measure of criticism tolerance. People who score low on this measure can be unnecessarily sensitive to criticism; however, some people with this profile have learned to control their sensitivity in most circumstances.

Interview Probes:

- During the interview, attempt to assess this person's ability to accept criticism and potentially negative feedback in a constructive fashion and use it to her advantage.

- Ask her to discuss performance reviews with previous bosses. Probe for good and not-so-good reviews. Listen for her reaction to negative feedback. Does she attempt to take an objective view by showing insight about her contribution to the problem, or does she describe the situation in terms of "personality conflicts?"

- Ask her to describe confrontations or differences of opinion with others. Does she perceive others as judging her unfairly? Is she overly concerned about how others perceive her? Does this impede her working relationships?

Reference Probe Questions:

When talking with her references ask the following types of questions.

- "How does this person respond to constructive criticism?" (Probe: "Would you describe her as thin-skinned or thick-skinned?")

- "How does this person compare with her peers in her ability to put her personal sensitivities aside and use feedback to her advantage?"

Low Critical Thinking

This person scores somewhat low on the measure of critical thinking ability. People often develop critical thinking abilities as a result of college studies, but some people who have college backgrounds can still have poor skills (they have just never learned to think critically). A low score suggests poor critical thinking skills; however, strong abilities in other areas can contribute to an individual being an effective problem-solver in her work.

Interview Probes:

- During the interview, attempt to assess whether her test performance is consistent with other indicators of intellectual capacity (for example grades in school).

- Ask her to describe the types of problems she enjoys solving versus those she finds difficult to handle. Listen for responses that suggest she may not do well in situations that require her to logically sort through complex verbal or written information.

- Ask her to describe what she feels are her major strengths and weaknesses in solving problems. In what types of situations is she at her best, and in what types of situations is she not as effective?

Reference Probe Questions:

When talking with her references ask the following types of questions.

- Compared to her peers (other people in similar positions), how would you describe this person's ability to critically evaluate complex information and draw conclusions which are accurate?

- Would you say that this person could comprehend complex information as well as most people in similar positions? Was she better? Was she worse? (Probe for examples.)

- In what types of problem-solving situations is (was) this person at her best, worst? (Probe for details.)

This section suggests ways to effectively manage this person. Each management suggestion identifies a potential problem area for this candidate and recommends an approach to optimizing her effectiveness on the job. For some suggestions, reference books and other resources are listed for additional recommendations.

Remaining Task-Focused

Her interpersonal style may be more energetic than her work style. As a result, she may overemphasize the interpersonal aspects of her job at the expense of actually completing work tasks, especially if the tasks require expending physical energy. (She may be more "talk" than "do.") Her productivity may need to be closely managed. Be certain to hold her to high performance standards to ensure that her "do" matches her "talk."

The following book may be helpful:

Why Employees Don't Do What They're Supposed to Do and What to Do About It by Ferdinand Fournies, McGraw-Hill, 1999.

Developing Restraint

The quality of her analysis and decisions could be improved by the development of more restraint. Encourage her to record her first thoughts, 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.

Handling A Demanding Work Pace

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

Motivation and Goal Setting: How to Set and Achieve Goals and Inspire Others (Motivation and Goal Setting) by Jim Cairo, Career Press, 1998.

Motivation in the Workplace: Inspiring Motivation in the Workplace by Lydia Banks, Amer Media Inc., 1997.

Developing More Self-Control

She appears to have low self-control in interpersonal situations and may be excessively spontaneous in expressing her feelings, reacting to situations, voicing her opinions, etc. She should be encouraged to consider her impact on other people and think before she speaks or acts.

Becoming Less Critical of Others

She may be exceedingly critical or mistrusting of others, and she is apt to voice her displeasure. As a result, others may find her a difficult person with whom to work, and morale may suffer. Encourage her to develop realistic expectations for the performance of others and, if she has supervisory or management responsibilities, to recognize effort and to reward accomplishments. Training and development in areas such as positive performance

management would also be appropriate.

Developing Tact

If she does not control her assertiveness, her strong style could be abrasive and irritating to co-workers, customers and others. We recommend that the quality of her work relationships be monitored to determine if her assertiveness turns too easily to aggression or excessive pushiness. If it does, she will need direct feedback and coaching from a strong manager to change her aggressive behaviors. This one-on-one coaching should be supplemented with human relations training and a course in positive assertiveness. She should be given the explicit goal of learning how to present herself and accomplish her objectives in a more agreeable and less intimidating manner. She should also be held accountable for using this new knowledge to behave less aggressively.

The following book may be helpful:

Sharpen Your Team's Skills in People Skills by Di Kamp & Dianne Kamp, McGraw-Hill, 1998.

Tolerating Criticism

She appears to be thin-skinned and prone to taking negative feedback more personally than it is intended. 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 book may be helpful:

The Power of Positive Criticism by Hendrie Davis Weisinger, AMACOM, 1999.

Avoiding Temperamental Outbursts

She is likely to respond to stress, or what she perceives as slights or personal attacks, with temper or other outward displays of emotion or anger. Sometimes this temper may be displayed as aggressiveness toward others. If any of these behaviors is displayed on the job, it will be important for her manager(s) to firmly and consistently indicate these types of behaviors are not appropriate and should be kept under control. She should be encouraged and rewarded for developing higher levels of personal self-control and for finding positive outlets for aggressiveness such as competitive sports or any type of intense aerobic exercise. Course work or training in positive assertiveness and anger management may also be helpful.

The following book may be helpful:

Anger and Conflict in the Workplace: Spot the Signs, Avoid the Trauma by Lynne McClure, Impact Publishing, 2000.

General Coaching Resources

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 Trainer´s Sourcebook by Anne F. Coyle, McGraw-Hill, 1996.

Coaching for Improved Work Performance by Ferdinand Fournies, McGraw-Hill, 2000.

GRAPHIC PROFILE

Template ▤ = *Mid-Manager, General*

Abilities

	25%		75%	
Critical Thinking	Low			High
Abstract Reasoning	Low			High

Thinking

	25%		75%	
Reflective	Low need to probe			Thoughtful, philosophical
Structured	Avoids step-by-step			Logical, systematic
Serious-Minded, Restrained	Quick to decide			Serious, careful, cautious
Fact-Based	Intuitive			Factual
Realistic	Imaginative			No-nonsense, pragmatic

Working

	25%		75%	
Work Pace	Unhurried			Active, busy
Self-Reliance	With others			By self
Work Organization	Dislikes structure, order			Prefers structure, order
Multi-Tasking	Routine, one task at a time			Multiple tasks, variety
Follow-Through	Low			High
Acceptance of Control	Dislikes rules, controls			Welcomes rules, controls
Frustration Tolerance	Sensitive			Resilient
Need for Freedom	Low			High
Need for Recognition	Low			High
Detail Orientation	Dislikes details			Enjoys detailed work

Relating

	25%		75%	
Assertiveness	Low			High
Sociability	Shy or uninterested			Outgoing
Need to be Liked	Low			High
Positive about People	Skeptical, cautious			Trusting, positive
Insight	Does not analyze others			Analyzes others
Optimism	Pessimistic			Positive, optimistic
Criticism Tolerance	Subjective, sensitive			Objective, thick-skinned
Self-Control	Expressive			Reserved, careful
Cultural Conformity	Low			High

Others

	25%		75%	
Positive Response Factor 1	Low			High
Positive Response Factor 2	Low			High