



CONFIDENTIAL ASSESS SELECTION REPORT

Suzanne Example
Team Leader
 Your Company
 10/15/1998

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 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.

Other Reports:

Developmental The *Developmental 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.

Career Manager For individuals considering a position or career change. The *Career Manager Report* includes suggestions for managing personality during a job search and activities to help evaluate "fit" to job and career opportunities.



READING THE ASSESS REPORT

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 diamonds 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.
- (*Note: The Graphic Profile is printed separately from this report.*)



SUMMARY OF KEY CHARACTERISTICS

This section of the ASSESS report provides a quick summary of those areas in which Ms. Example 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.
- 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 limited.
- She appears to be impulsive and likely to make decisions too quickly.
- She appears to be a somewhat subjective thinker who may sometimes let her feelings influence her judgment.
- Her drive and energy level 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 appears to be detail-oriented.



DETAILED ASSESS RESULTS

Intellectual Abilities & Potential

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 (see the diamond shaped marks) 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:

Critical Thinking

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. An evaluation of her results on this test suggests the following conclusions:

- Compared to GENERAL POPULATION norms, her score on the *Watson-Glaser* is HIGH AVERAGE (60th to 74th percentile).
- Compared to PROFESSIONAL norms, her score on the *Watson-Glaser* is WELL BELOW AVERAGE (1st to 9th percentile).
- While her critical thinking abilities appear to be as good as or better than those of the average person, they are likely to be much lower than the abilities of the typical professional. She may have difficulty understanding complex written problems and evaluating the merits of various interpretations of the information presented in order to come to sound conclusions.

Abstract Reasoning The *Raven's Standard Progressive Matrices* 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. An evaluation of her results on this test suggests the following conclusions:

- Compared to GENERAL POPULATION norms, her score on the *Progressive Matrices* is WELL ABOVE AVERAGE (90th to 99th percentile).
- Compared to PROFESSIONAL norms, her score on the *Progressive Matrices* is HIGH AVERAGE (60th to 74th percentile).
- 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.

Summary 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 Style Within the range of her intellectual skills, she appears to like to probe deeply into issues or problems but can be impulsive. When she disciplines herself, she probably can be insightful and capable of reflective thought; however, in many situations she may decide before thoroughly thinking through the situation.

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.

While she appears to be realistic in her outlook, the results suggest that she is more subjective than objective in how she reacts to situations. That is, she appears prone to evaluating information from a personal perspective and may have difficulty disciplining her feelings. Consequently, she may allow feelings to influence her judgment. Her decisions are probably most effective when she can rely on someone else's judgment of the facts to compensate for her tendency toward subjectivity.

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

Since her thoughtful and reflective thinking style is not balanced with objectivity, the usefulness of her solutions to problems may be low. She may be best suited for a position in which she can follow well-developed rules and strategies or rely on the judgment of an experienced superior.

Work Style & Motivations 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.

Apparently much more thinking-oriented than action-oriented, she may be better suited to a position in which it is legitimate to emphasize thinking over doing and in which there is little pressure to act quickly.

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

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.

She seems to enjoy personal involvement in activities calling for exactness and precision.

Emotional Style She presents herself to be as emotionally optimistic and cheerful 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 shows an average ability to handle stress and pressure; she should recover from setbacks with average speed.

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

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.

Interpersonal Style 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 express her attitudes and opinions freely. This may occasionally result in unnecessary conflict.

Although she appears to have a reasonably thoughtful and perceptive orientation regarding people, her perspective is likely to be negative. Her assessments of others may be excessively critical, faultfinding and picky. She may underestimate people.

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.

**Interpersonal
Influence &
Control**

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

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

- Aggressiveness or excessive competitiveness
- A capacity for displaying anger or a temper
- Sensitivity to criticism
- Low concern for people
- Immaturity or speaking before she thinks
- Suspiciousness of others
- Uncooperativeness and disagreeableness

**INTERVIEW & REFERENCE PROBES**

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.

**Low
Energy**

This person appears to have a low energy level 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.
- Ask her to describe what she does for leisure time activities. Red flags would include mentioning only things like taking naps and watching TV. If the activities described tend to be sedentary, then ask follow-up questions that will allow you to determine whether she is too tired to do much else at the end of the day, or if she just happens to like quiet activities such as reading.
- 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?"
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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 When talking with her references ask the following types of questions.

Probe
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?)"
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**Low
Objectivity**

This person scored low on the measure of objectivity. Nonobjective people sometimes have a self-centered perspective in how they evaluate information and tend to make decisions based on personal beliefs or attitudes. Also, they 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 separate herself from situations and accurately assess facts. Ask her to describe confrontations or differences of opinion with others.
- 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?"

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 put her personal feelings aside and make objective decisions? How about dealing with other people in a fair-minded, objective manner?"
 - "How does this person respond to constructive criticism?" (Probe: "Would you describe her as thin-skinned or thick-skinned?")
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**Low
Interpersonal
Trust**

This person scores somewhat low on the measure of 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 American 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 Agreeableness

This person scores somewhat low on the measure of friendliness or agreeableness. 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 When talking with her references ask the following types of questions.

*Probe
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?"

**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?"

**Very Low
Critical
Thinking**

This person scores very 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?

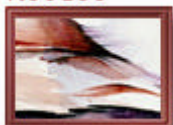
Reference When talking with her references ask the following types of questions.

Probe

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.)

ASSESS



ADVICE

MANAGEMENT SUGGESTIONS

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.

*Tempering
Impulsiveness*

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

*Remaining
Objective*

Since she tends to view situations and information from a personal or self-centered perspective, the objectivity of her thinking may need monitoring. In conversations with her, ask for background information regarding her perceptions. Questions like "What about the situation brings you to this conclusion?" or "What specifically did you see or hear?" can provide information about her perspective and help to determine if, or when, her perceptions are accurate.

Handling

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

- A Demanding Work Pace* position demands high productivity in limited time frames, she is likely to need external pacing, time deadlines and specific work goals to be effective.
- Handling 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.
- Developing Restraint* She appears to be expressive and may be excessively spontaneous in voicing her opinions, ideas, etc. She should be encouraged to think before she speaks and to exercise more restraint in her actions.
- 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 supervisor 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.
- 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 supervisor(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.
- 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."
- Becoming Less Critical* She may be exceedingly critical or fault-finding 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.
- Additional Suggestions* Additional suggestions on how to best manage and develop this person can be obtained from the *ASSESS Developmental Report*. This version of the ASSESS 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 her capitalize on

etc.). You can use these developmental suggestions in coaching sessions to help her 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.