General: Executive Selection Report with Structured Interview

for Michael Sample

6/24/2014

Norms used for this report: US General

Confidentiality

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

How To Use This Report

- Since everyone has strengths and weaknesses, special caution must be exercised to view this report as a whole. Be careful not to overemphasize specific statements, but rather consider this person's overall suitability for a particular position in your organizational environment.

- Many of the characteristics described in this report could be assets in some circumstances and liabilities in others. You will notice that a characteristic may appear as a strength in relation to one competency, but a weakness when considered in relation to another competency.

- The report does not take into account the candidate's background, training, or technical skills or experience. Therefore, the results do not measure personal effectiveness or the quality of job performance; rather, they describe characteristics that (along with these other factors) may influence job performance. To minimize the chances of erroneous decisions, the contents of this report should be combined with information from other sources (for example; interview impressions, references, work experience, job competence, work habits, background, etc.) to gain a complete picture of this person.

- Over time, people and organizations change. If several years have passed since the date of this report, it may be valuable to reassess the candidate. Remember, this person was evaluated at a particular age, stage of development, level of experience, etc. With the passage of time, the characteristics measured by ASSESS may have changed.

Interpretation Assistance

ASSESS is a computerized expert system that interprets test scores and writes reports in the same manner that an organizational psychologist would. The reports are designed to be read by managers without regular assistance from a professional. Occasionally, however, you may need additional interpretation assistance. See the ASSESS coordinator for your organization to make arrangements.
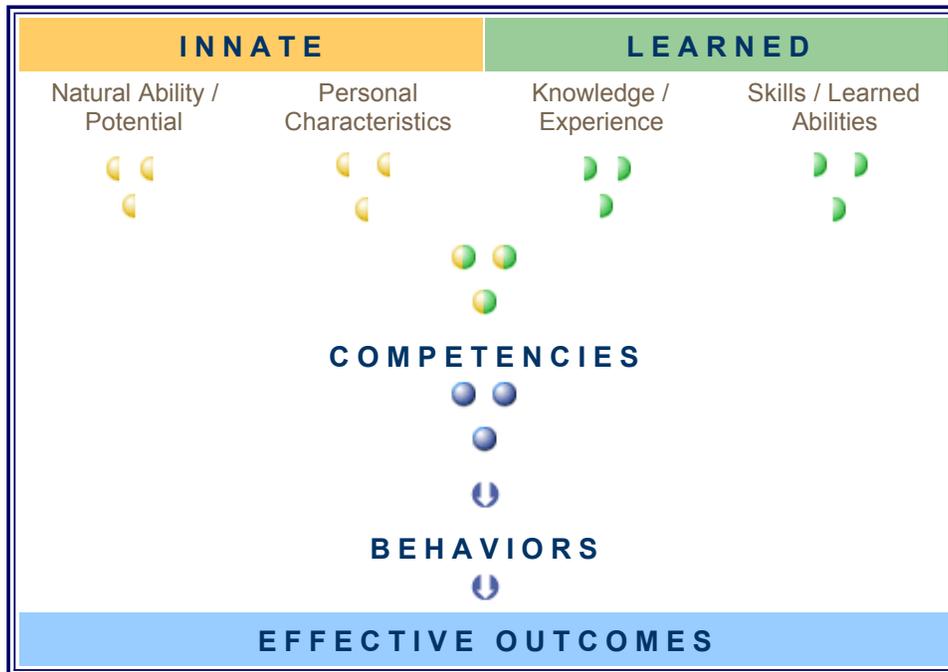
Feedback to the Individual

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

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

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

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

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

INNATE		LEARNED	
Natural Ability / Potential	Personal Characteristics	Knowledge / Experience	Skills / Learned Abilities

COMPETENCIES

BEHAVIORS

EFFECTIVE OUTCOMES

General: Executive

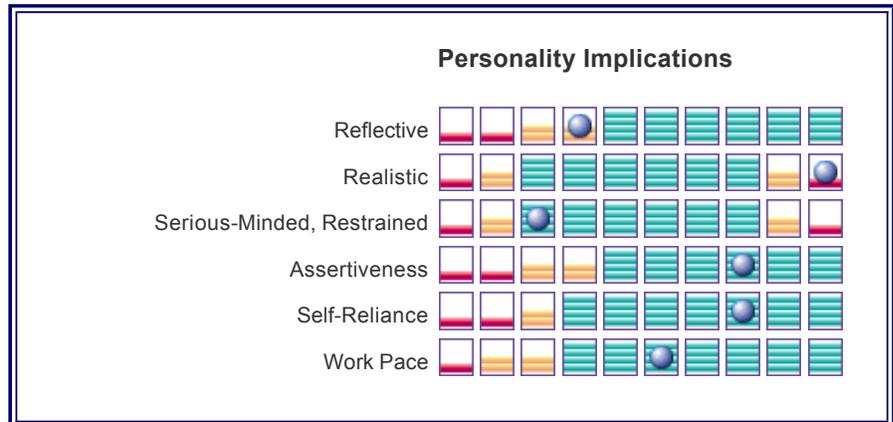|	
Visioning	Identifying long-term goals and championing the implementation of different or alternative ideas.
In-Depth Problem Solving And Analysis	Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.
Championing Change	Taking action to support and implement change initiatives effectively.
Driving For Results	Challenging, pushing the organization and themselves to excel and achieve.
Influencing And Persuading	Convincing others to adopt a course of action.
Managing Others	Directing and leading others to accomplish organizational goals and objectives.
Organizational Savvy	Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.
Business Acumen*	Understanding general business and financial concepts, understanding the company's business, and using both general and specific knowledge to be effective.
Integrity*	Upholding a high standard of fairness and ethics in everyday words and actions.
Courage Of Convictions*	Having the personal courage to address difficult issues in the face of potential opposition.
Presentation Skills*	Having the skills to effectively communicate to an audience in a formal setting.
Continuous Learning*	Striving to expand knowledge and refine skills through education and training. Inspiring others to develop and refine knowledge and skills relevant to their work.

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

Reading The Competency Graphs:

- For each personality characteristic, a distribution of possible scores (from less to more) is displayed in deciles (1-10% = 1st decile, 11-20% = 2nd decile, etc.) using ten graph blocks.

- This distribution is based on a professional norm group of approximately 40,000 respondents.

- The candidate's score on each personality characteristic is represented by the graphic character ● .

- Overlaid on the normative distribution, the colors and shading on the graph represent desirable and undesirable ranges on each characteristic for a particular competency.

- Ranges in which a characteristic may hinder are marked with least shading (▬).

- Ranges in which a characteristic may be a potential concern are marked in intermediate shading (▭).

- Ranges in which a characteristic may help are marked with most shading (▤).

- You will notice from the pattern of shadings that low scores are not necessarily bad and high scores are not necessarily good.

- Also notice that the *Helps* and *Hinders* ranges for a characteristic may differ by competency. For example, a higher level of assertiveness may be more desirable for one competency than another.

Visioning

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

Personality Implications

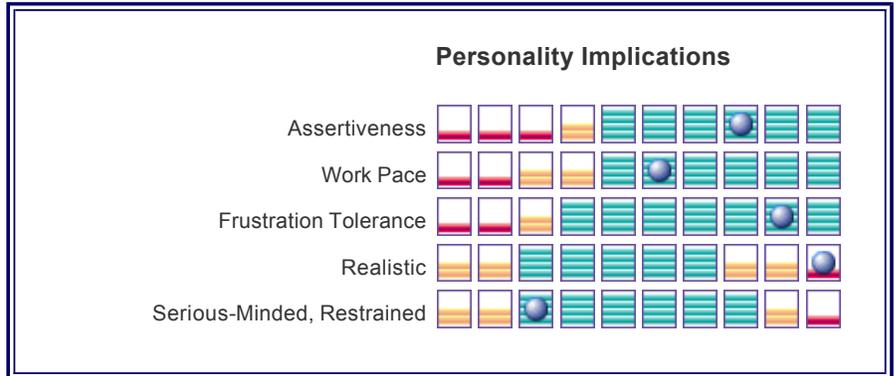|		
Reflective		
Realistic		
Serious-Minded, Restrained		
Assertiveness		
Self-Reliance		
Work Pace		

Comments:

Helps

● Because his level of restraint is somewhat low, he should be capable of committing quickly to a new idea or course of direction. He should be willing to take some risk to move the business forward.

● His assertive nature should be useful when championing new ideas or a change of direction. His interpersonal forcefulness should help him to build the organizational support or buy-in to transform ideas into action.

● His self-reliant style will help him to show initiative in championing his (and others') ideas and vision.

● His work pace and good energy level should facilitate his ability to generate and champion ideas.

Hinders

● He may be less reflective in his thinking than is desired. He may not consider issues from multiple perspectives or think broadly enough when setting the goals and direction for his group.

● His overly realistic nature may be a hindrance. His approach will likely lack originality and innovation.

In-Depth Problem Solving And Analysis

Solving difficult problems through careful and systematic evaluation of information, possible alternatives and consequences.

Personality Implications

Reflective

Realistic

Fact-Based

Serious-Minded, Restrained

Comments:

Helps

● His fact-based orientation should lead him to analyze data and objective information before drawing conclusions.

Hinders

● Less naturally inclined to reflect deeply on issues than might be optimal for this competency, at times he may fail to consider underlying causes or miss important subtleties when analyzing problems.

● Highly practical and pragmatic in his thinking, when faced with problems that require a novel approach he may have difficulty putting aside past solutions.

● Less cautious and restrained than is desired, he may tend to draw conclusions or make decisions without sufficient deliberation.

Championing Change

Taking action to support and implement change initiatives effectively.

Personality Implications

Assertiveness								●		
Work Pace					●					
Frustration Tolerance									●	
Realistic										●
Serious-Minded, Restrained			●							

Comments:

Helps

● His assertive style should help him to lead change efforts. He should be capable of influencing and persuading people to adopt new courses of action.

● His work pace should be sufficient for him to effectively energize a change effort.

● His positive and resilient personality should be a positive asset to a change initiative. He will be less affected than most by frustrations and irritations.

● He will not be overly cautious about change.

Hinders

● His very pragmatic orientation may lead to an overreliance on how things have been done in the past. He may not be flexible and open-minded to new approaches or ideas.

Driving For Results

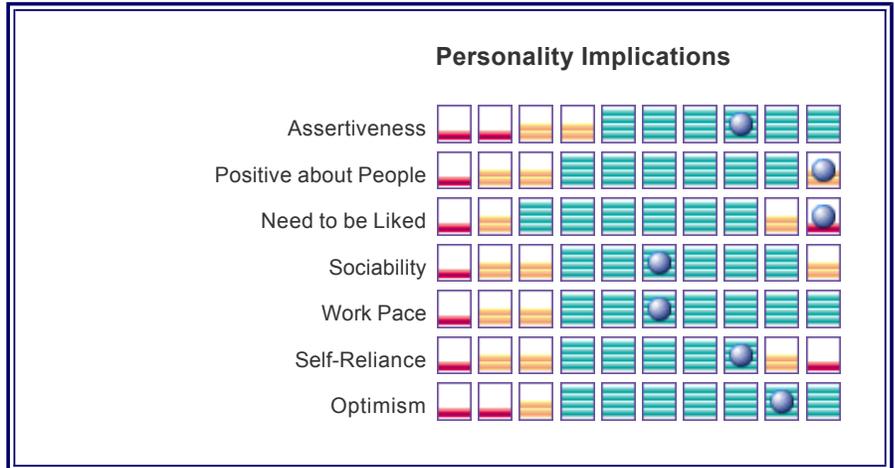*Challenging, pushing the organization and themselves to excel and achieve.*

Personality Implications

Assertiveness									●	
Self-Reliance								●		
Work Pace					●					
Realistic										●
Frustration Tolerance								●		
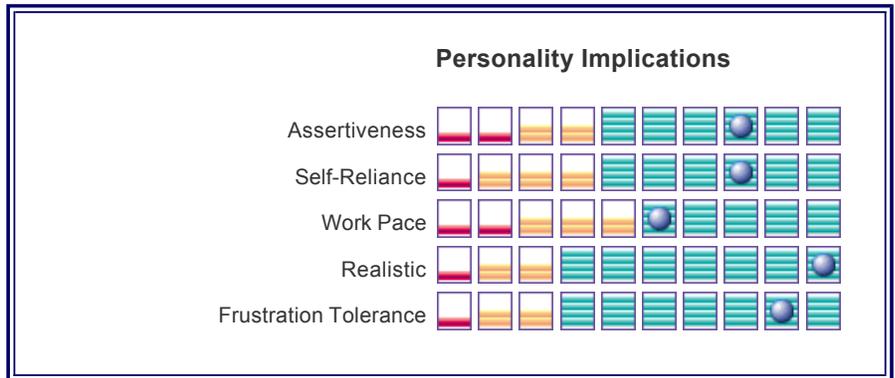
Comments:

Helps

● Assertive and forceful, he should be able to challenge or push people to attain results.

● Highly self-reliant, he should be comfortable establishing goals and taking personal responsibility for their achievement with little support or direction from others.

● His work pace should be such that he is capable of producing a high level of work output.

● Practical and pragmatic by nature, he should emphasize tangible results and immediate outcomes.

● Positive and resilient in the face of frustration, he should be able to persist in difficult and challenging situations.

Hinders

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

Influencing And Persuading

Convincing others to adopt a course of action.

Personality Implications

Assertiveness	
Sociability	
Work Pace	

Comments:

Helps

● Assertive by nature, he should enjoy persuading and influencing others. He will not hesitate to speak up and promote his point of view. He should have the interpersonal forcefulness to persuade people to adopt a course of action.

● His moderate level of social comfort (sociability) should allow him to interact smoothly with most people in most situations. He should generally be able to build rapport with those he is trying to persuade.

● He should have the energy level (work pace) to be able to generate the enthusiasm needed to persuade others.

Hinders

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

While the above dimensions can address part of what is needed to effectively persuade or influence others, ASSESS cannot evaluate his oral communication ability nor the quality of his arguments. Please take special care to evaluate these issues in the interview.

Managing Others

Directing and leading others to accomplish organizational goals and objectives.

Personality Implications

Assertiveness	
Positive about People	
Need to be Liked	
Sociability	
Work Pace	
Self-Reliance	
Optimism	

Comments:

Helps

● Naturally assertive, he will enjoy the leadership role. He should be capable of being forceful and directive when necessary.

● Generally socially outgoing, he should be comfortable interacting with his subordinates on a personal level.

● His level of personal effort (work pace) should be sufficient to effectively manage others.

● Self-reliant, but not excessively so, he should be willing to do the work himself or allow subordinates to participate, as appropriate for the situation.

● His strongly optimistic outlook should have a positive impact on the morale of his group.

Hinders

● He may be so positive and trusting in his view of people that he overlooks the limitations and overestimates the abilities of his subordinates.

● He may be so concerned about being well liked that he has difficulty making tough decisions or taking an unpopular position. He may avoid disciplining subordinates.

Organizational Savvy

Recognizing and understanding organizational politics and working within organizational dynamics to accomplish objectives.

Personality Implications

Assertiveness		
Need to be Liked		
Insight		
Sociability		
Self-Control		
Criticism Tolerance		
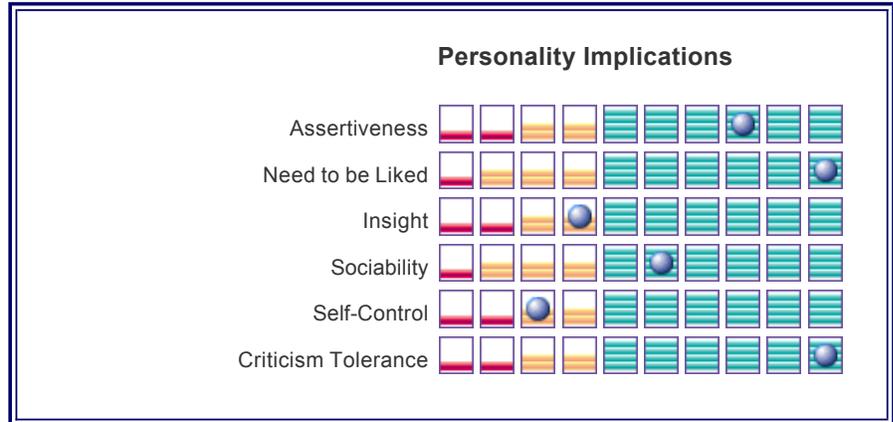
Comments:

Helps

● His high level of assertiveness suggests self-confidence. This should assist him to build relationships with powerful and influential people.

● His high need to be liked should display itself in a concerted effort to be positively received by people with whom he works. This will be an asset in building alliances across organizational boundaries.

● His generally outgoing, social nature should help him to develop and maintain contacts across the organization.

● Objective and thick-skinned, he should be able to interact with powerful and sometimes difficult people without becoming overly defensive or sensitive.

Hinders

● Less inclined to analyze others than is desired for this competency, he may occasionally fail to recognize their motives and adapt his approach accordingly.

● His level of self-control may be lower than ideal for this competency. He may occasionally say or do things without appropriate consideration of how he will be perceived by others and by the organization as a whole. This may detract from his ability to gain the respect of important and influential people.

While the dimensions addressed above by ASSESS are good indicators of the personality factors that will influence the effective display of this competency, perhaps the most important issues involve the understanding of the political and social environment of the organization. Please take special care to address these issues during the interview.

The following structured interview will guide you through a series of behaviorally based questions to help you better evaluate this candidate's ability to display each competency. It also provides additional interview suggestions based on this candidate's personality results. Take notes in the space provided and record your summary rating for each competency area.

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

Interview Date: _____

Before the Interview

Review the Competency Model definitions and representative behaviors.

Review the candidate's resume and be familiar with his/her background and experience.

Review the candidate's ASSESS results.

Review the interview questions and additional personality probes.

During the interview, remember to:

- Use open-ended questions
- Ask probing follow-up questions
- Focus on specific examples and behaviors
- Postpone judgment: don't rely on your first impression

BACKGROUND & HISTORY

Start the interview by discussing the details of the candidate's educational and work history.

Walk me through your educational background.

Listen and probe for accomplishments, grades, how he/she chose college/major, classes he/she liked or disliked, involvement in outside activities, work experience during school, etc., and probe for how they relate to the job.

Walk me through your work history.

Listen and probe for milestones, accomplishments, relationships with co-workers and supervisors, tasks he/she liked or disliked, work environments he/she liked or disliked, reasons for leaving each job, etc. and probe for how prior experience has prepared him/her for this job.

NOTES:

Suggested transition to competency-oriented interview questions: "I'm now going to ask you to describe some specific situations from your past experience. For each, tell me about the situation itself, what you did specifically, and the results or outcome of your actions."

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 failed to recognize or see the long-term impact of a decision regarding your groups' strategy. What happened and what was the result? (Can the candidate see broadly?)

- 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)

In-Depth Problem Solving And Analysis:

- Tell me about two complex and difficult work problems you have faced. What were the circumstances? What steps did you take to solve the problems? What analyses did you make? How did you make your final decisions? What were the outcomes of your decisions?

Additional special probes based on ASSESS results:

- Tell me about an analysis situation in which you overlooked a subtle, but critical piece of information that would have influenced your decision. What happened and what was the result? (Can the candidate look beneath the surface during problem analysis?)

- Tell me about a complex problem you recently faced in an area in which you did not have prior experience. How did you find a solution? (Listen for an ability to look for new and different approaches rather than simply modifying or using current practices.)

- Describe a situation where you were too quick to draw a conclusion in your problem analysis. What were the circumstances and the result? (Listen for a tendency to find a quick solution.)

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

Championing Change:

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

Additional special probes based on ASSESS results:

- 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)

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?

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

Influencing And Persuading:

- Tell me about a recent work situation in which you were able to convince a group of people to do something that they did not want to do. How did you do this? What would you do differently next time?

- Tell me about a recent work experience in which you tried to persuade someone of something and failed. What was the situation? What did you do? What would you do differently next time?

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

Managing Others:

- (If not previously covered) Give me a history of your management experience. For each step along the way, tell me what your group did, how many people you managed and how you assigned work and organized the group to get the job done.

- Tell me how goals were set for the group and each of the individuals in the group for these situations? How did you manage people to achieve these goals?

- How do you discipline and reward people who work for you? Give me specific examples of both.

Additional special probes based on ASSESS results:

- Tell me about your poorest performing subordinates. Why do you think they struggle? What have you done to improve their performance? (Listen for a tendency to give too many second chances.)

- Give me several examples of positive feedback you have given to subordinates recently. Examples of negative feedback? What did you say? Why? (Was the feedback constructive or did the candidate avoid the difficult discussions?)

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

Organizational Savvy:

- Give me several examples of important alliances and personal relationships you have developed across organization boundaries in your previous jobs. Were you able to use them to advance or facilitate important projects? Explain.

- Tell me about a time when it was helpful to know the "politics" of your organization. How did this help you? How did you get the information? What did you do with it?

Additional special probes based on ASSESS results:

- In your interactions with people, how you determine the other person's agenda? Their needs and motives? Give me an example of a time when you were accurate, and of a time when you were completely wrong about an individual. (Listen for an ability to be perceptive about powerful people.)

- 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)

Business Acumen*:

- What general business skills do you have? How much experience or education do you have in accounting, finance and marketing? Please give examples.

- How much experience do you have in writing general business plans, capital and operating budgets, and forecasting income and expenses? Please give examples and highlight your personal involvement.

- How much experience do you have in conducting formal performance reviews of subordinates, budgeting for salary expenses and allocating annual raises and bonuses? Please give examples and highlight your personal involvement.

Integrity*:

- Describe for me an ethical business dilemma that you have faced. What were the circumstances? What did you do? Why?

- Tell me about two situations in which you have seen others be unfair or dishonest. What happened? What would you have done differently? Why?

Courage Of Convictions*:

- Tell me about your values at work. What sorts of things are important to you about how you and others behave and about how business should be conducted?

- Give me several examples of business situations in which you said or did things you thought were right when others disagreed.

- Give me several examples of business situations in which your work group initially opposed your ideas, but you were able to change their point of view because of your tenacity.

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.)

Continuous Learning*:

- (If not previously discussed earlier in the interview process) In broad terms, describe to me your educational background. What degrees or coursework have you completed? At what stage(s) of your life?

- What additional formal and informal training have you completed? When?

- What new things have you learned in the last five years? What did you do to learn them? Why?

- What have you done recently to maintain or improve your skills or knowledge? What do you plan to do in the future? Why?

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.

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

Use the following chart to evaluate the candidate on each of the competencies of the Model. Carefully consider each competency before making your overall judgment.

	Very strong evidence competency not present	Strong evidence competency not present	Some evidence competency is present	Strong evidence competency is present	Very strong evidence competency is present
Visioning	1	2	3	4	5
In-Depth Problem Solving And Analysis	1	2	3	4	5
Championing Change	1	2	3	4	5
Driving For Results	1	2	3	4	5
Influencing And Persuading	1	2	3	4	5
Managing Others	1	2	3	4	5
Organizational Savvy	1	2	3	4	5
Business Acumen*	1	2	3	4	5
Integrity*	1	2	3	4	5
Courage Of Convictions*	1	2	3	4	5
Presentation Skills*	1	2	3	4	5
Continuous Learning*	1	2	3	4	5
	Very strong evidence he/she will not perform effectively on the job	Strong evidence he/she will not perform effectively on the job	Some evidence he/she will perform effectively on the job	Strong evidence he/she will perform effectively on the job	Very strong evidence he/she will perform effectively on the job
Overall Rating	1	2	3	4	5

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

Low Reflective Thinking *He may need help in going beyond the obvious in understanding both information and people.* **This May Impact:** ● Visioning ● In-Depth Problem Solving And Analysis	**Suggestions:** Encourage him to: a) seek information to build a broader understanding of issues and problems, b) seek insight from those with perspectives different from his, c) develop his analysis skills through training, and d) challenge his assumptions (play "devil's advocate") before developing a course of action. Providing him a role model, someone who is adept at both problem analysis and understanding people, may be useful as well.

Low Serious-Minded Thinking

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

This May Impact:
● In-Depth Problem Solving And Analysis

Suggestions:

Encourage him to record his first thoughts or "instincts," then have him return to them later and ask "tough" questions about their usefulness. Suggest he play "devil's advocate" for himself to critique his ideas or plans (and thereby improve them). Encourage him to ask others to help generate alternatives and to judge these against his first ideas. If necessary, require him to obtain approval before launching new programs or initiatives.

The following resource(s) should be helpful:

Books
Crucial Conversations Tools for Talking When Stakes are High Kerry Patterson, Joseph Grenny, Ron McMillan, & Al Switzler, 2011. **Overview**

On-line Learning
Effective Criticism & Discipline Skills for Managers National Seminars Group. **Overview**
The Supervisors' Guide to Giving On-Target Directions, Helpful Feedback & Constructive Criticism National Seminars Group. **Overview**

High Positive about People

He tends to have a positive and optimistic view of others, so much so that he may be somewhat naive or excessively trusting. If this is the case, try to pair him with a wise mentor who has a more balanced view.

This May Impact:
● Managing Others

Suggestions:

Encourage him to learn from this person and to try to develop his wisdom. If he has managerial responsibilities, we recommend coaching or course work in areas such as setting performance standards, and identifying and disciplining poor performers.

The following resource(s) should be helpful:

Books
Love 'Em or Lose 'Em: Getting Good People to Stay Beverly L. Kaye, Sharon Jordan-Evans, 2008. **Overview**
The Dynamics of Conflict Resolution: A Practitioner's Guide Bernard Mayer, 2012. **Overview**

Low Self-Control	**Suggestions:**

Low Self-Control

He appears to be expressive and may be excessively spontaneous in voicing his opinions, ideas, etc.

This May Impact:
- Organizational Savvy

Suggestions:

He should be encouraged to think before he speaks and to exercise more restraint in his actions.

The following resource(s) should be helpful:

Books
Humble Inquiry Edgar Schein, 2013. **Overview**

Additional Suggestions

For coaching resources and additional suggestions on how to best manage and develop this person, please visit the ASSESS *Manager's Website* at www.bigby.com/systems/assessv2/resources/manager.

In addition, developmental suggestions for this person can be obtained from the ASSESS *Developmental Report*. This report is designed to provide constructive feedback and extensive developmental suggestions to the individual assessed (books to read, courses to take, developmental experiences or assignments to negotiate with the boss, etc.). You can use these developmental suggestions in coaching sessions to help the candidate capitalize on key strengths and compensate for potential weaknesses. Check with your test administrator or Human Resources representative to see how you may obtain a Developmental Report on this individual. The following resources may be useful in coaching this person or other people in your organization.

Books

Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together by Robert Hargrove, Pfeiffer & Company, 1995.

Leader As Coach: Strategies for Coaching & Developing Others by David B. Peterson & Mary Dee Hicks, Personnel Decisions International, 1996.

Action Coaching: How to Leverage Individual Performance for Company Success by David L. Dotlich & Peter C. Cairo, Jossey-Bass, 1999.

Results-Based Leadership by David Ulrich, Jack Zenger, & Norman Smallwood, Harvard Business School Press, 1999.

Leadership: The ASTD Trainers Sourcebook by Anne F. Coyle, McGraw-Hill, 1996.

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

High Flyers: Developing the Next Generation of Leaders by Morgan W. McCall Jr., 1997.

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

The Handbook of Leadership Development by Cynthia D. McCauley, Ellen Van Velsor, Editors, 2003.

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

The Manager's Pocket Guide to Effective Mentoring by Norman H. Cohen, 1999.

FAST Feedback ™ by Bruce 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

Thinking

Trait	Left Anchor	Position	Right Anchor
Reflective	Low need to probe	3	Thoughtful, philosophical
Structured	Avoids step-by-step	7	Logical, systematic
Serious-Minded, Restrained	Quick to decide	2	Serious, careful, cautious
Fact-Based	Intuitive	7	Factual
Realistic	Imaginative	9	No-nonsense, pragmatic

Working

Trait	Left Anchor	Position	Right Anchor
Work Pace	Unhurried	4	Active, busy
Self-Reliance	With others	7	By self
Work Organization	Dislikes structure, order	2	Prefers structure, order
Multi-Tasking	Routine, one task at a time	9	Multiple tasks, variety
Need for Task Closure	Low	8	High
Acceptance of Control	Dislikes rules, controls	7	Welcomes rules, controls
Frustration Tolerance	Sensitive	8	Resilient
Need for Freedom	Low	2	High
Need for Recognition	Low	1	High
Detail Orientation	Dislikes details	5	Enjoys detailed work

Relating

Trait	Left Anchor	Position	Right Anchor
Assertiveness	Low	7	High
Sociability	Shy or uninterested	5	Outgoing
Need to be Liked	Low	9	High
Positive about People	Skeptical, cautious	9	Trusting, positive
Insight	Does not analyze others	3	Analyzes others
Optimism	Pessimistic	8	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	9	Objective, thick-skinned
Self-Control	Expressive	2	Reserved, careful
Cultural Conformity	Low	1	High