



General: Sales Professional Selection Report with Structured Interview

for Joe Sample

10/1/2006

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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

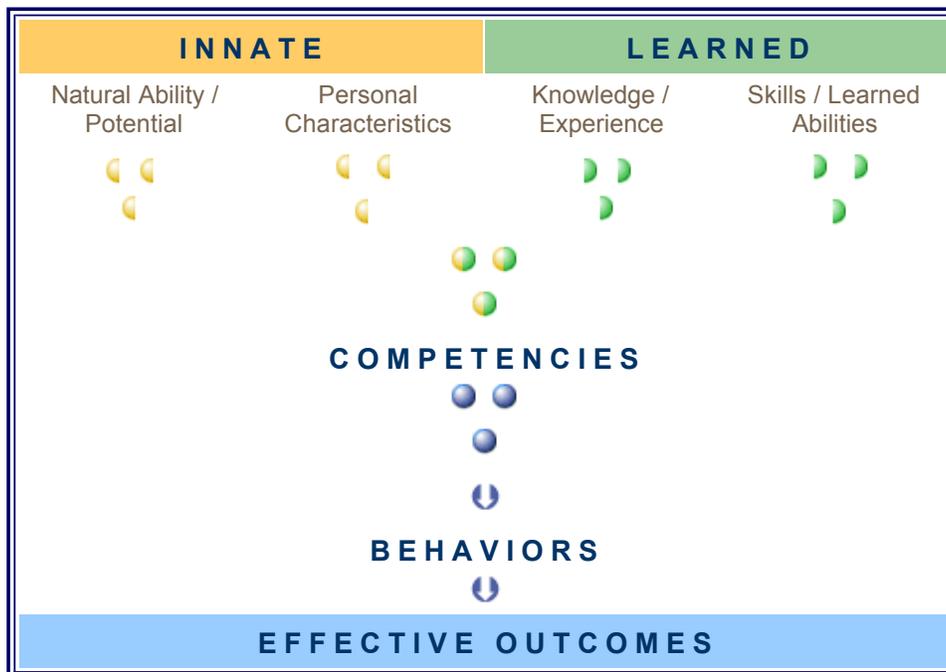
Developmental Report: In addition to the Selection Report, a Developmental report is available. It is designed to be given directly to the individual and provides constructive feedback on test results, specific developmental suggestions, and a guide for writing a personalized developmental plan.

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.



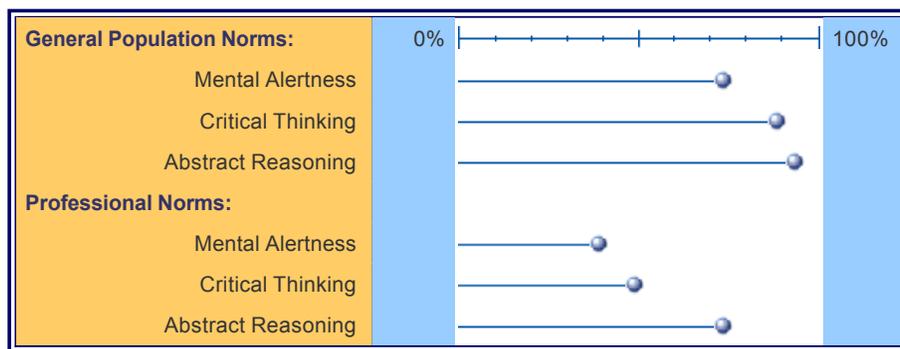
Since abilities can impact most competencies, they are reported separately here.

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).

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

The candidate completed the following ability test(s):

Intellectual Ability Scores Compared to:



Comments: He should be able to reason through verbal and quantitative information to solve problems as well as the typical professional and more quickly than the average person.

His critical thinking abilities appear to be as good as the typical professional and better than the average person. He should be able to understand most complex written problems, evaluate the relative merits of various interpretations of the information presented, and come to sound conclusions.

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

General: Sales Professional**

Decisive Judgment	Making good decisions in a timely and confident manner.
Planning And Organizing	Effectively organizing and planning work according to organizational needs by defining objectives and anticipating needs and priorities.
Delivering Results	Maintaining a high level of commitment to personally getting things done.
Customer Service	Recognizing and understanding customers' needs and delivering in a manner that exceeds customers' expectations.
Resilience	Effectively dealing with work related problems, pressure, and stress in a professional and positive manner.
Persuading To Buy	Convincing others to buy a product or service.
Relationship Management	Developing and maintaining positive relationships with individuals outside their work group.
Negotiation	Identifying the needs and motives of both parties involved and working toward mutually beneficial agreements.
Presentation Skills*	Having the skills to effectively communicate to an audience in a formal setting.
Functional Acumen*	Having the skills, knowledge and abilities necessary to be effective in the specific functional content of a job.

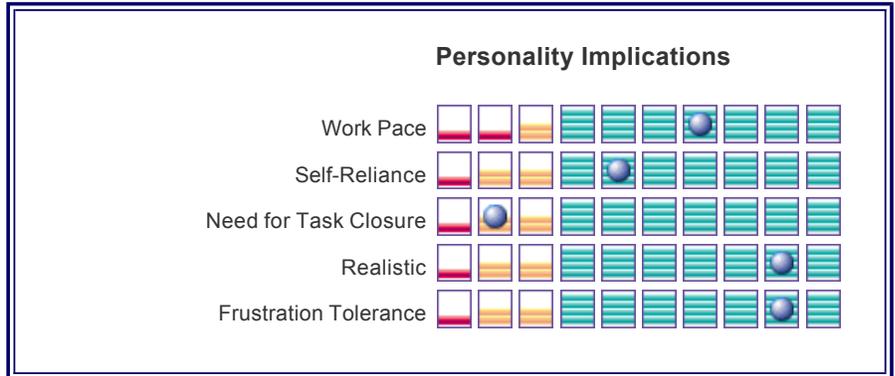
**Competencies not strongly impacted by the personality characteristics measured by ASSESS. Development feedback and suggestions may be obtained for these competencies using the Assess 360 system.*

Reading The Competency Graphs:

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

Delivering Results

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



Comments:

Helps

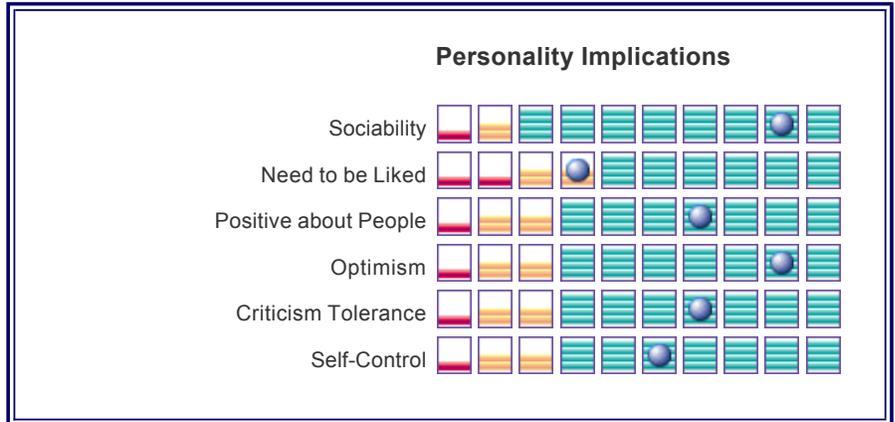
- His fast work pace should facilitate a high level of work output.
- Self-reliant, he should be comfortable working on his own with little support or direction.
- Practical and pragmatic by nature, he should emphasize tangible results.
- Positive and resilient in the face of frustration, he should be able to persist in difficult and challenging situations.

Hinders

- His low need for task closure suggests that he is probably comfortable leaving some tasks unfinished. While this could be helpful in situations where priorities change frequently, in other types of situations this could be a hindrance. He may need to be careful not to leave an important task undone.

Customer Service

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



Comments:

Helps

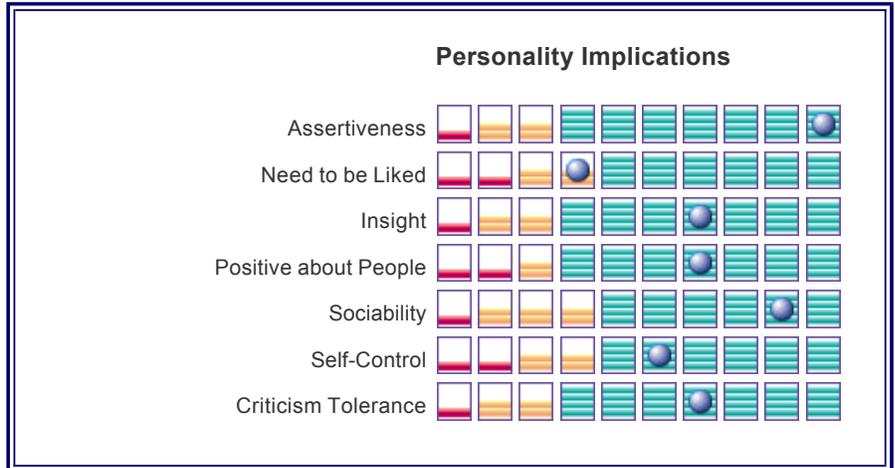
- Outgoing and gregarious, he should enjoy the social requirements of a customer service role.
- Balanced in his view of people, he should be capable of developing trusting relationships with customers.
- His very optimistic outlook will contribute to his ability to serve others. The customer should perceive him as having a positive attitude, even under difficult circumstances.
- Capable of being objective, he should not overreact to customer complaints.
- In most circumstances he should consider his words and actions before responding to customers.

Hinders

- His concern for pleasing others is somewhat lower than is desired. Occasionally his impact on customers may not be as positive as desired.

Relationship Management

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



Comments:

Helps

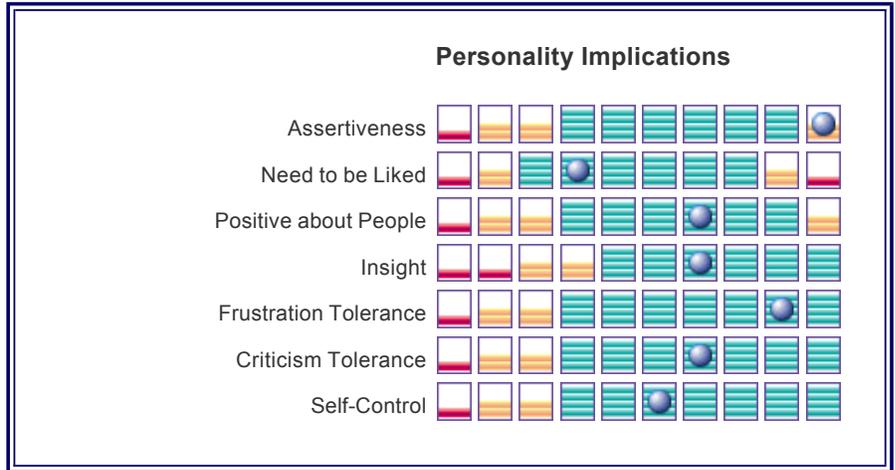
- His assertiveness score suggests a high level of self-confidence. He should have little difficulty initiating new business relationships.
- His high interest in analyzing people should help him to recognize their diverse perspectives and adapt his approach to fit the individual. He may be more attuned to subtle social issues than most.
- Generally positive in his view of others, when appropriate, he should be capable of developing good, long-term business relationships based on trust.
- His interests in and comfort with the social aspects of work should allow him to develop and maintain relationships across the organization.
- His moderate level of self-control should help him to exercise reasonable care over the expression of his words and actions and manage their potential effects in the broader organization. This should help him to make a positive impression on people who could provide important alliances.
- Generally objective with regard to criticism, he should be able to interact with difficult people without becoming overly defensive or sensitive.

Hinders

- His moderately low concern for how he is perceived by people will occasionally interfere with his ability to build alliances. When this happens, he may not be as collaborative as would be desired.

Negotiation

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



Comments:

Helps

- His need to be liked by others appears appropriate for this competency. He should be able to seek common ground with others but also be able to work toward a favorable agreement without being overly concerned with pleasing everyone.
- His generally positive and trusting view of people should help him to enter into negotiations without prejudice.
- His natural inclination to view people and issues broadly should be a strong asset in this role. It may help him to frame issues in a manner that provides common ground for all.
- Resilient and positive, he should be able to tolerate the stress and frustration of negotiations well.
- Not overly sensitive to criticism, he should generally be able to remain objective and not allow his personal response to issues to influence his judgment during negotiations.
- Capable of self-control, he should be able to avoid doing or saying things in haste.

Hinders

- He may be so forceful in his negotiation efforts that he dominates the interaction and does not allow other parties the opportunity to adequately present their point-of-view. This may cause them to resist his proposals unnecessarily.

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

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

Interview Date: _____

Before the Interview

Review the Competency Model definitions and representative behaviors.

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

Review the candidate's ASSESS results.

Review the interview questions and additional personality probes.

During the interview, remember to:

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

BACKGROUND & HISTORY

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

Walk me through your educational background.

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

Walk me through your work history.

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

NOTES:

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

Decisive Judgment:

- Describe some of the decisions you have made recently that had important effects on your business or the people involved. How did you make your decisions? How did you balance the pressures of timeliness and making the right decision? Did you change your decision after making it? Why or why not?

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

Planning And Organizing:

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

Additional special probes based on ASSESS results:

- Tell me about a particularly complex project for which you were responsible. What planning and organization was required? (Listen for an ability to develop a logical, step-by-step process rather than a high level overview.)
- Describe a situation that illustrates the kind of techniques that you use to stay organized and focused in your own work. (Listen for an ability to keep work organized.)

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

Delivering Results:

- Describe two recent situations in which you met an aggressive goal. What types of obstacles did you face? How did you overcome them?
- Describe a situation in which you were unable to meet an aggressive goal. Why did this happen?

Additional special probes based on ASSESS results:

- Describe two situations in which you were unable to complete an important task or project. What happened? Why? (Listen for an ability to follow-through on commitments.)

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

Customer Service:

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

Additional special probes based on ASSESS results:

- Customers can be difficult at times. Tell me about two recent situations in which you dealt with a demanding, difficult customer. What happened? How did you handle the situation? (Did the candidate accommodate and soothe the customer, or did the candidate respond with anger or hostility?)

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

Resilience:

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

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

Persuading To Buy:

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

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

Relationship Management:

- Give me several examples of important business relationships you have developed with people from other parts of your organization or with people outside the organization that have helped you to meet your business objectives.
- How did you form these relationships, and what have you done to maintain them?

Additional special probes based on ASSESS results:

- In your experience, when do you find internal competition helps the organization move forward, and when is collaboration better? Give me some personal examples. (Will the candidate be competitive and, if so, will this interfere with building relationships?)

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

Negotiation:

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

Additional special probes based on ASSESS results:

- Describe disagreements or negotiations you have had that were not well resolved or did not hold over time. What happened? What did you do? What would you do differently next time? (Listen for a tendency to try to force a solution on the other party.)

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

Presentation Skills*:

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

Functional Acumen*:

- Please describe for me how your education and training have prepared you for this job. What courses have you taken and how do they apply to this job?
- Please describe your previous job experience and how it prepares you for the technical requirements of this job. Try to give specific examples of what you have learned and how you learned it.
- What are you doing on an on-going basis to maintain and improve your technical skills and abilities?

Closing the Interview

Your goal is to bring the interview smoothly to a close.

Ensure that the candidate feels that he/she has been able to give you a complete and accurate picture of him/herself.

Explain the next steps in the process and timeframe as appropriate.

Thank the candidate for his/her time and close the interview.

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

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

	Very strong evidence competency not present	Strong evidence competency not present	Some evidence competency is present	Strong evidence competency is present	Very strong evidence competency is present
Decisive Judgment	1	2	3	4	5
Planning And Organizing	1	2	3	4	5
Delivering Results	1	2	3	4	5
Customer Service	1	2	3	4	5
Resilience	1	2	3	4	5
Persuading To Buy	1	2	3	4	5
Relationship Management	1	2	3	4	5
Negotiation	1	2	3	4	5
Presentation Skills*	1	2	3	4	5
Functional Acumen*	1	2	3	4	5
	Very strong evidence he/she will not perform effectively on the job	Strong evidence he/she will not perform effectively on the job	Some evidence he/she will perform effectively on the job	Strong evidence he/she will perform effectively on the job	Very strong evidence he/she will perform effectively on the job
Overall Rating	1	2	3	4	5

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

Low Structured Thinking

His freewheeling thinking style may cause him to take a haphazard approach in evaluating situations or information; consequently he may gloss over or miss important details.

This May Impact:

- Planning And Organizing

Suggestions:

Encourage him to develop a more step-by-step, logical sequence to his problem solving. It might be helpful to have him document his decision process so that he can clearly "see" any gaps or areas that he has overlooked.

The following resource(s) should be helpful:

Multimedia

[Seasoned Executive's Decision-Making Style](#) Harvard Business Online, 2006. [Overview](#)

On-line Learning

[PrimeManager™](#) PrimeLearning. [Overview](#)

Public Courses

[Successfully Coaching and Mentoring Individuals and Teams](#) York University. [Overview](#)

Low Work Organization

He may have a tendency to take action before he develops a plan or organizes his activities. As a result he may take on more than he can handle or move in too many directions at once.

This May Impact:

- Planning And Organizing

Suggestions:

We recommend that his boss monitor his work activities to determine if he needs assistance in structuring his work. He may need help defining priorities and disciplining himself to focus on completing important tasks. Planning calendars, to-do lists and other time management techniques could be useful.

The following resource(s) should be helpful:

Books

[Coaching for High Performance](#) Vivette Payne, 2006. [Overview](#)

Multimedia

[Managing Yourself and Others](#) Harvard Business Online, 2005. [Overview](#)

[The Harvard ManageMentor Management Essentials Package](#) Harvard Business Online, 2004. [Overview](#)

On-line Learning

[Managing People Issues to Stay Focused on Priorities](#) Cornell University. [Overview](#)

Public Courses

[Improving Your Managerial Effectiveness](#) American Management Association. [Overview](#)

[Coaching and Mentoring for Improved Performance](#) ESI International. [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.

Abilities

Mental Alertness	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Critical Thinking	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Abstract Reasoning	Low	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	High

Thinking

Reflective	Low need to probe	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Thoughtful, philosophical
Structured	Avoids step-by-step	<input checked="" type="checkbox"/> <input type="checkbox"/>	Logical, systematic
Serious-Minded, Restrained	Quick to decide	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Serious, careful, cautious
Fact-Based	Intuitive	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Factual
Realistic	Imaginative	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	No-nonsense, pragmatic

Working

Work Pace	Unhurried	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Active, busy
Self-Reliance	With others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	By self
Work Organization	Dislikes structure, order	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Prefers structure, order
Multi-Tasking	Routine, one task at a time	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Multiple tasks, variety
Need for Task Closure	Low	<input checked="" type="checkbox"/> <input type="checkbox"/>	High
Acceptance of Control	Dislikes rules, controls	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Welcomes rules, controls
Frustration Tolerance	Sensitive	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Resilient
Need for Freedom	Low	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Need for Recognition	Low	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	High
Detail Orientation	Dislikes details	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Enjoys detailed work

Relating

Assertiveness	Low	<input type="checkbox"/> <input checked="" type="checkbox"/>	High
Sociability	Shy or uninterested	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Outgoing
Need to be Liked	Low	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	High
Positive about People	Skeptical, cautious	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Trusting, positive
Insight	Does not analyze others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Analyzes others
Optimism	Pessimistic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Positive, optimistic
Criticism Tolerance	Subjective, sensitive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Objective, thick-skinned
Self-Control	Expressive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Reserved, careful
Cultural Conformity	Low	<input checked="" type="checkbox"/> <input type="checkbox"/>	High