



ALC

# Analyst-Link Commentary <sup>tm</sup>

Examinee: -           **SALLY SMITH**

Company: -           ABC Corporation

Job Title: -           Customer Service - Call Center

General/Reliability

## **INSTRUCTIONS:**

The information contained in this report is designed to assist in understanding and interpreting traits necessary for success on the job. Read the header information atop each page.

## **This report comments on multiple behavioral dimensions including:**

- ◆ Analyst-Link Commentary (*Job Suitability Ranking*)
- ◆ Behavioral Hierarchy
- ◆ Ideal work environment
- ◆ Work-style Characteristics (*Approach to the job*)
- ◆ Keys to Motivating
- ◆ Keys to Managing
- ◆ Checklist & Communication Receptors.
- ◆ Areas for Improvement
- ◆ Action Plan
- ◆ Reliability Register

SAMPLE REPORT

# ANALYST INSIGHTS

## **INFORMATION:**

*Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.*

*A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent) and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.*

## **BEHAVIORAL HIERARCHY:**

*The Examinee's key traits are shown on this page starting with their greatest strengths and ending with traits that may require additional development.*

- ◆ *Ratings of 9.0 to 10. Indicate Superior levels of competency*
- ◆ *Ratings of 7.0 to 8.5 are Above Average*
- ◆ *Ratings of 6.0 to 6.5 are Average*
- ◆ *Ratings of 5.5 to 5.75 are Marginal/Trainable*
- ◆ *Ratings of 5.0 to 5.5 are Marginal*
- ◆ *Ratings of 4.0 to 4.75 are considered to be Below Average*
- ◆ *Ratings of 3.0 to 3.75 are Poor*
- ◆ *Ratings of less than 3.0 are areas of concern.*

## **ANALYST-LINK COMMENTARY - Workstyle Insights & Development**

*To better understand the importance of work-styles*

*go to: [www.analyst-link.net](http://www.analyst-link.net)*

*Enter the following user name: understanding*

*Enter the following password in lower case type: workstyles*

## **FOR A FREE TRAINING & DEVELOPMENT PROGRAM**

*Go to: [www.analyst-link.net](http://www.analyst-link.net)*

*Enter the following user name: **success***

*Enter the following password in lower case type: **guide***

*Select the ALC Success Discovery Process workbook ( 10 )*

## ANALYST-LINK COMMENTARY

Overall Job Ranking as: **Customer Service**

Examinee: **Sally Smith**

Overall Job Suitability: **40% Below Average**

**Pre-Hire Standard:**

Achievement Factors:	5.19
Task/Detail Factors:	5.26
Communication/Influence Factors:	8.88
Merged Reliability Factors:	6.75
<b>COMPENSATING FACTORS:</b>	<b>6.52</b>

**Examinee/Comparison to Standard:**

3.67	Poor	-Lower
8.50	Excellent	-Higher
4.72	Below Average	-Lower
7.86	Above Average	-Higher
<b>6.19</b>	<b>Acceptable</b>	-Lower

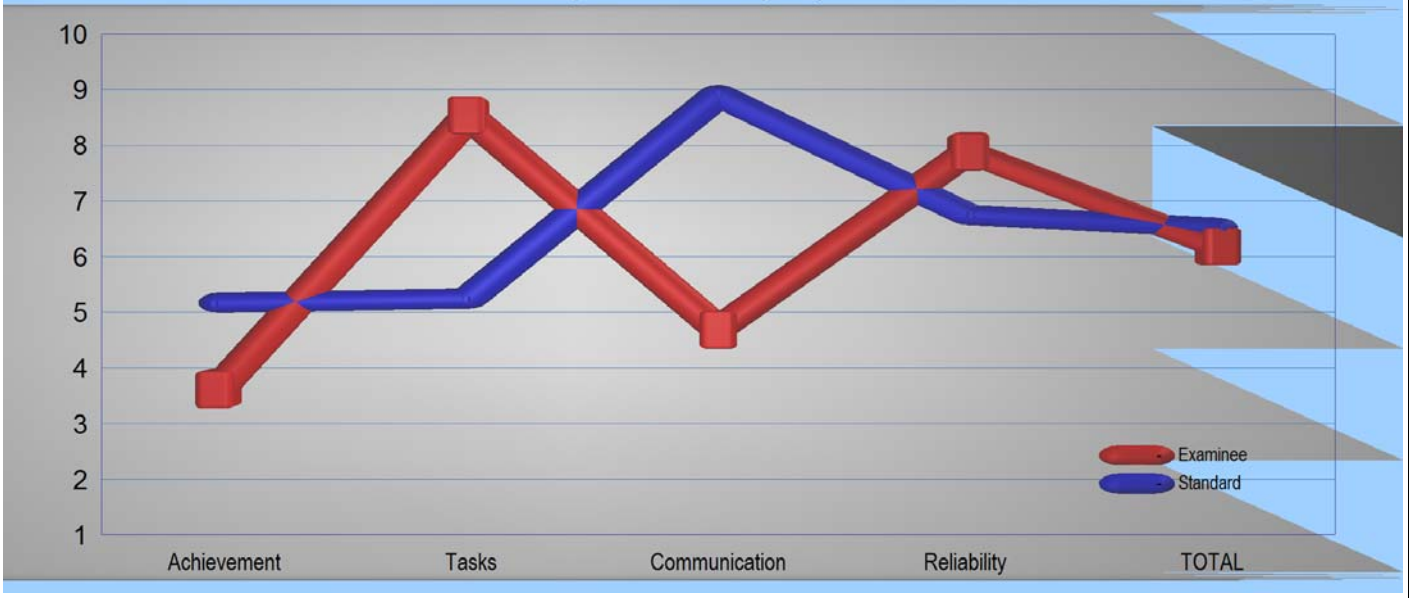
**Turnover Propensity:**

**Average Risk**

**Background:**

Years of Education:	12
Number of Jobs in last 10 years:	2
Number of years in the workplace:	5

**Comparison: Examinee/Standard**  
Examinee represented by square markers



WORK-STYLE ANALYSIS: Natural = **Coordinating Supporter**

Adapted = **Promoting Relater**

**NOTES:**

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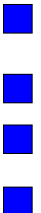
Customer Service/Call Center

# Analyst Comments & Custom Training Guide

**Sally Smith**

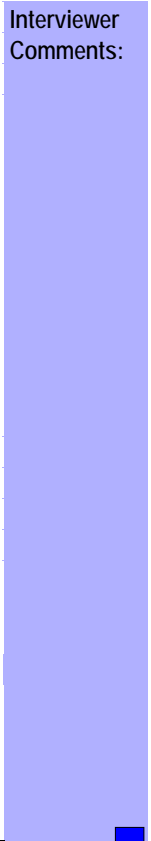
Overall Behavioral Inventory (Strength) : 49.38%  
 Merged Reliability Register Rating: 80.33%

Job Title: **Customer Service**  
 Achievement standard for this job: **Average**  
 Natural Work - Style: **Coordinating Supporter**  
 Adapted Work-Style: **Promoting Relater**



Traits & Propensities	Standard	Examinee	TRAINING RECOMMENDATIONS
Carefully focus on the trait requirements of the job.			Create a custom training program to assist the examinee in adapting to the job. Limit initial training to three most important items
COMMUNICATION PROPENSITIES:			
Motivating Others/Persuasive	7.42	4.67	* PROFESSIONAL TRAINING REQUIRED.
Sociability/Diplomacy	9.63	4.50	* PROFESSIONAL TRAINING REQUIRED.
Empathy/Responsiveness	9.58	5.00	* PROFESSIONAL TRAINING REQUIRED.
<b>Communication Averages-&gt;</b>	8.88	4.72	<b>- MISMATCH TO JOB REQUIREMENTS.</b>
ACHIEVEMENT PROPENSITIES:			
Results Oriented	4.58	3.50	- Focused effort necessary.
Sense of Urgency	4.50	3.00	- Focused effort necessary.
Setting Priorities/Planning	6.08	4.67	- Focused effort necessary.
Self Confidence	5.58	3.50	- SUBSTANTIAL training required.
<b>Achievement Averages-&gt;</b>	5.19	3.67	<b>- Overall Strong Focus necessary.</b>
TASK RELATED PROPENSITIES:			
Thoroughness/Follow Through	5.75	8.50	
Documentation/Paperwork	5.17	8.50	
Precise/Detail Orientation	4.88	8.50	
<b>Task Propensity Averages-&gt;</b>	5.26	8.50	<b>- None</b>
RR & A-L RELIABILITY->	6.75	7.86	

Interviewer  
Comments:



**Development Notes:**

PRE-HIRE

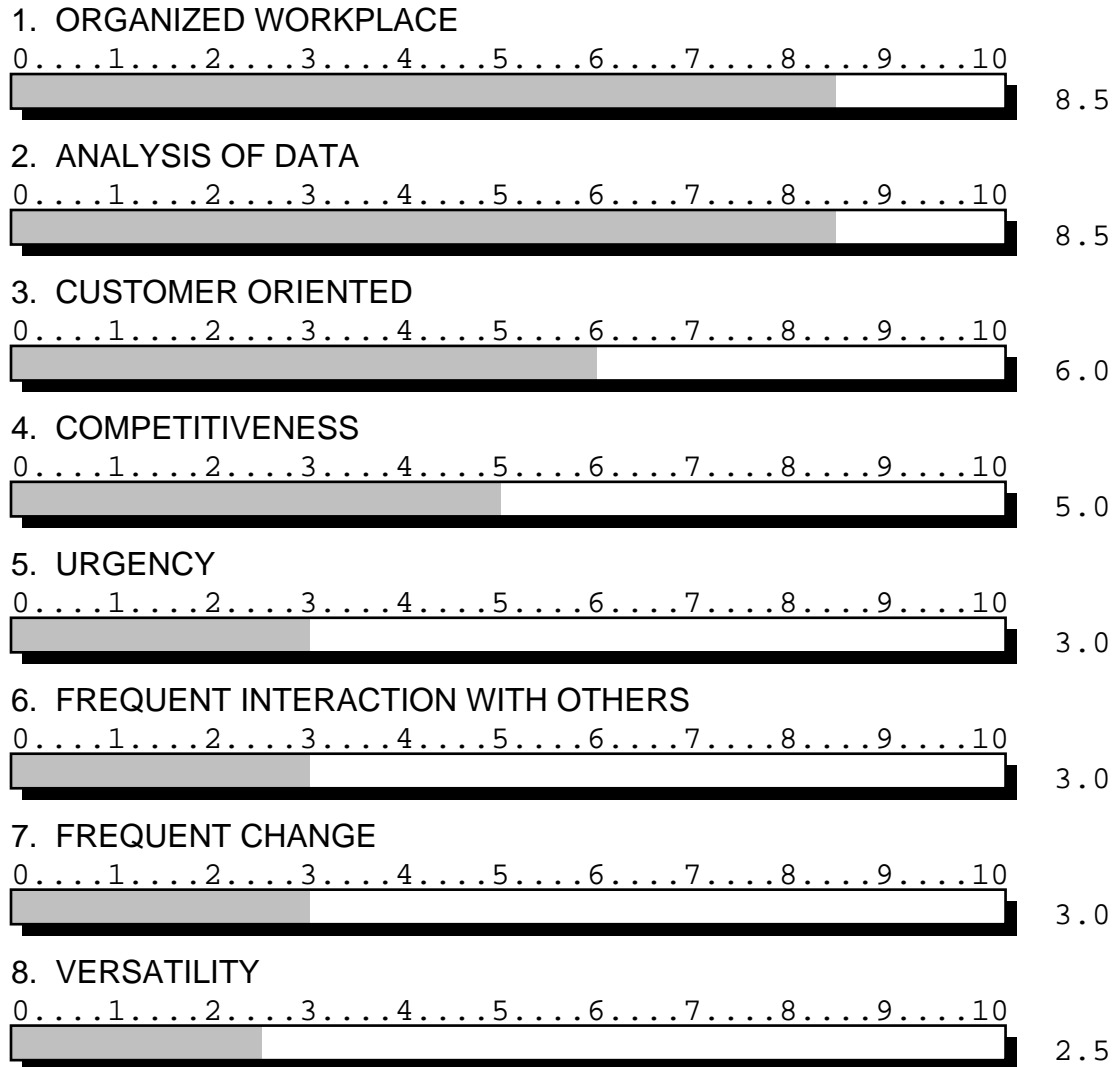
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# BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.





## IDEAL ENVIRONMENT

*This section identifies the ideal work environment based on Sally's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sally enjoys and also those that create frustration.*

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- Limited contact with people.
- Private office or work area.
- Little conflict between people.
- An environment that allows time to change.
- Projects that produce tangible results.
- Needs personal attention from her manager and compliments for each assignment well done.
- Environment where she can be a part of the team, but removed from office politics.



## GENERAL CHARACTERISTICS

*Based on Sally's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements identify HOW SHE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Sally's natural behavior.*

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Sally likes to win through persistence. She uses her strong, steady tendencies to accomplish her goals. She has great abilities to concentrate on details. This concentration may be intense. She prefers to help and support others rather than compete against them. Others see her as a good neighbor, since she is always willing to help those she considers to be her friends. Sally can be discreet and sociable as called for by the situation. She is nondemonstrative and wants to be seen as an "anchor of reality" in a "sea of confusion." Under pressure, Sally can be extremely tenacious and will stay with her commitments until she is satisfied. She is family-oriented. She may go to great lengths to ensure the "happiness" of her personal or work family. Sally strives to maintain the status quo, since she tends to resist change, particularly when it is unexpected or sudden. She is a good team member, but she will, if forced, go it alone.

Sally can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. When faced with a tough decision, she will seek information and analyze it thoroughly. Logic is important when trying to influence her. She pays more attention to logic than emotional "hype." She may be reluctant to initiate new approaches to doing things. If she is shown the benefits, she will consider new procedures. Sally uses logic to assist her in decision making. This tendency is helpful to



## GENERAL CHARACTERISTICS

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others in her group. Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process. She may tend to fight for her beliefs or those things she feels passionate about. Making plans and following those plans is important to her.

Sally is somewhat reserved with those she doesn't trust or know. After trust has been established, she may be open and candid. Most people see her as being a considerate and modest person. She probably won't try to steal the spotlight from others. She does not enjoy confrontation for confrontation's sake. She feels she can win through patience and resolve. She remains aloof from active participation in unfamiliar groups. She will talk more, however, in a group of people she trusts and has known for a long time. Sally likes having others initiate the conversation. She can then assess the situation and respond accordingly. She likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She may guard some information unless she is asked specific questions. She will not willingly share unless she is comfortable with the knowledge she possesses about the topic. Sometimes she will withdraw from a verbal battle. If she feels strong about an issue, she may retreat to gather her resources and then return to take a stand!



## KEYS TO MOTIVATING

*This section of the report was produced by analyzing Sally's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Sally and highlight those that are present "wants."*

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Sally wants:

- Recognition for loyalty and long service.
- Freedom to talk and participate on the team.
- Rewards to support her dreams.
- Work assignments that provide opportunity for recognition.
- Public recognition of her ideas and results.
- A friendly work environment.
- A support system to do the detail work.
- Identification with fellow workers.
- A manager who practices participative management.
- Constant appreciation, and a feeling of security on the team.
- To be trusted.
- Activities that don't infringe on family life.



## KEYS TO MANAGING

*In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Sally and identify 3 or 4 statements that are most important to her. This allows Sally to participate in forming her own personal management plan.*

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Sally needs:

- The opportunity to ask questions to clarify or determine why.
- Sincere feedback from others.
- Support in making high-risk decisions.
- Rewards in terms of tangible things, not just flattery and praise.
- Logical answers in logical order.
- A program to encourage creativity and self-worth.
- A feeling of belonging--to know how important she is to the team.
- Conditioning prior to change.
- Sincerity from people with whom she works.
- To sell her ideas--not just tell them.
- To be introduced to the new employees.
- To set professional and family goals.
- A warm and friendly work environment.



## CHECKLIST FOR COMMUNICATING

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sally. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sally most frequently.*

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Do:

- Look for hurt feelings or personal reasons if you disagree.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Provide details in writing.
- Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.
- Use an unemotional approach.
- Respect her quiet demeanor.
- Be prepared with the facts and figures.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Use the proper buzz words that are appropriate to her expertise.
- Give pros and cons on ideas.
- Have the facts in logical order.
- Show sincere interest in her as a person. Find areas of common involvement and be candid and open.



## AREAS FOR IMPROVEMENT

*In this area is a listing of possible limitations without regard to a specific job. Review with Sally and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.*

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Sally has a tendency to:

- Avoid accountability by overstating the complexity of the situation.
- Dislike change if she feels the change is unwarranted.
- Yield to avoid controversy--attempt to avoid the antagonistic environment.
- Be too conservative--bides time and avoids much that is new.
- Hold a grudge if her personal beliefs are attacked.
- Be dependent on others for decisions, even if she knows she is right.
- Be defensive when risk is involved--move towards maintaining status quo.
- Take criticism of her work as a personal affront.
- Tendency to underestimate her abilities.



# ACTION PLAN

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The following are examples of areas in which Sally may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- |  |  |
|--|--|
| <input type="checkbox"/> Communicating (Listening) | <input type="checkbox"/> Time Management   |
| <input type="checkbox"/> Delegating                | <input type="checkbox"/> Career Goals      |
| <input type="checkbox"/> Decision Making           | <input type="checkbox"/> Personal Goals    |
| <input type="checkbox"/> Disciplining              | <input type="checkbox"/> Motivating Others |
| <input type="checkbox"/> Evaluating Performance    | <input type="checkbox"/> Developing People |
| <input type="checkbox"/> Education                 | <input type="checkbox"/> Family            |

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_

# Reliability Register

***INFORMATION:***

*The Reliability Register (RR) measures Reliability, Work-ethic, Integrity, and response to supervision. It is often used in Non-management positions where high turnover is an issue.*

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Meets or exceeds RR standard.

**80.33%** Reliability

**-EXCELLENT-**

## RELIABILITY REGISTER

01/24

\* The Reliability Register is intended to assess what might be called the dependability factor. It is not intended to measure any attribute other than reliability, work - ethic, and integrity.

Examinee: **Sally Smith**

Company: ABC Corporation

Job: Call Center/Office/Clerical/Customer Service/Administrative

Reliability **Very Good**

Persons with this score can often be described as, or exhibit the following traits:

**Reasonable, responsible, realistic, cooperative, reliable, fair-minded.**

Comparative Data: Job Standard/ 79% Examinee/ 80% Difference 0.95

Analyst comment: **Proceed: Above Average - Examinee meets or exceeds statistical averages.**

### APPLICABLE NORMS:

1. High School Students	Male: 76%	Female: 82%
2. College Students	Male: 80%	Female: 83%
3. All non-delinquents	Male: 78%	Female: 83%
4. All Delinquents	Male: 60%	Female: 58%
5.> Office Workers	Average: 79%	

General Range:	Males	Females
Superior	86 - 100	88 - 100
Above Avg.	79 - 85	81 - 87
Normal	71 - 78	74 - 78
Borderline	61 - 70	63 - 73
Doubtful	60	62

The RR on the basis of present evidence measures a factor more relevant to job performance in routine, non-management situations than in settings where executive decision making, risk taking, and innovation are predominant functions. In such areas the RR should be combined with a behavioral assessment. The RR can be used with literate subjects aged 15 years and over. Scores may be interpreted in two different ways. One emphasizes the negative, asocial pole of the responsibility continuum (low scores on the test) and the other stresses the positive, conforming end (high scores). If the testing problem is to identify a small number of highly conscientious diligent persons, then attention should be centered on the subjects with the highest scores. If the problem is to screen out slipshod, and indifferent persons, emphasis should be on the lowest scores. Results indicate that it is possible for intelligent subjects to increase their scores by faking. Scores for males can rise about 7 percent on the average, and those for females about 5 percent. Norms presented above are based on testing in different cities and states. It can be inferred from these norms that, in work settings, about two-thirds of the male subjects can be expected to score between 74 and 88%, and two-thirds of female subjects between 74 and 90%. It should be noted, any evaluation has a margin for error. Scores should be interpreted in conjunction with other information including biographical data, prior work record, interviewers impressions, etc. Arbitrary rejection of an applicant on the basis of failing by a point or two on a single, specific test is never a justified procedure.

# INTERVIEW QUESTIONS

1. *Why do you wish to work for this company?*
2. *Describe your career goals.*
3. *How do you plan to achieve these goals?*
4. *What do you expect from your manager/supervisor?*
5. *Have you ever been mis-managed? - How did it affect you?*
6. *In your last job, what was your proudest accomplishment?*
7. *Of all the jobs you've had; which did you like least? - Why?*
8. *How do you deal with co-workers you don't like?*
9. *Can you use a computer for e-mail or the internet?*
10. *Would you like to be cross-trained to do many jobs or do you prefer just staying with the job for which you were hired?*
11. *Have you taken any courses recently to improve your education or career?*

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**Notes:**