



Analyst-Link Commentary tm

Examinee: - **SALLY SMITH**
Company: - ABC Corporation
Job Title: - Customer Service - Call Center
Date: - November 22, 2011

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
- ◆ 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.*

On-boarding and Orientation training for the new-hire.

A new-hire generally makes a career decision within the first week of employment.

"Is this a good career move, or should I just stay here until something better comes along?"

The answer to that question and the key to reducing turnover lies in how the new-hire and their manager bond during the first week of employment. Creating a "Communications Link" with their manager is the key to developing a positive attitude about the job and the company.

To assist in this effort, an orientation workbook called the "Success Discovery Process" (SDP) was created. The SDP is customized for this assessment. Print a copy for the new-hire and ask they fill it out completely. Afterwards facilitate the SDP with them. Keep in mind that they will usually disagree with any negative statement so listen carefully as to why they disagree.

Facilitating a new-hire is vastly different than facilitating a long-term employee. The goal here is to create a "Communications List" so the new-hire views you as a coach and a mentor, not a disciplinarian. Remember, you as a manager and coach are the key to reducing turnover!

For information on facilitating new-hires go to www.analyst-link.net

Click on the "Administrator" navigation link and scroll down to "Facilitation & Onboarding."

*Go to: **www.analyst-link.net** for your free On-boarding workbook*

*Click on the Navigation Link Labeled - **SDP workbook***

Select and Print out Guide (1)

ANALYST-LINK COMMENTARY



* Overall Job Ranking as **Customer Service - Call Center**

Examinee: **Sally Smith**

Overall Job Suitability: **57% Marginal**

***Carefully Review**
***Acceptable Stress**

Best suited as . . . Administrative - HR- Coach - Staff 69% Good

Pre-Hire Standard:	Examinee/Comparison to Standard:		
Achievement Factors: 5.19	6.55	Good	-Higher
Task/Detail Factors: 5.26	10.00	SUPERIOR	-Higher
Communication/Influence Factors: 8.88	4.28	Below Average	-Lower
Merged Reliability Factors: 6.98	10.00	SUPERIOR	-Higher
COMPENSATING FACTORS: 6.58	7.71	Above Average	-Higher

Average Risk

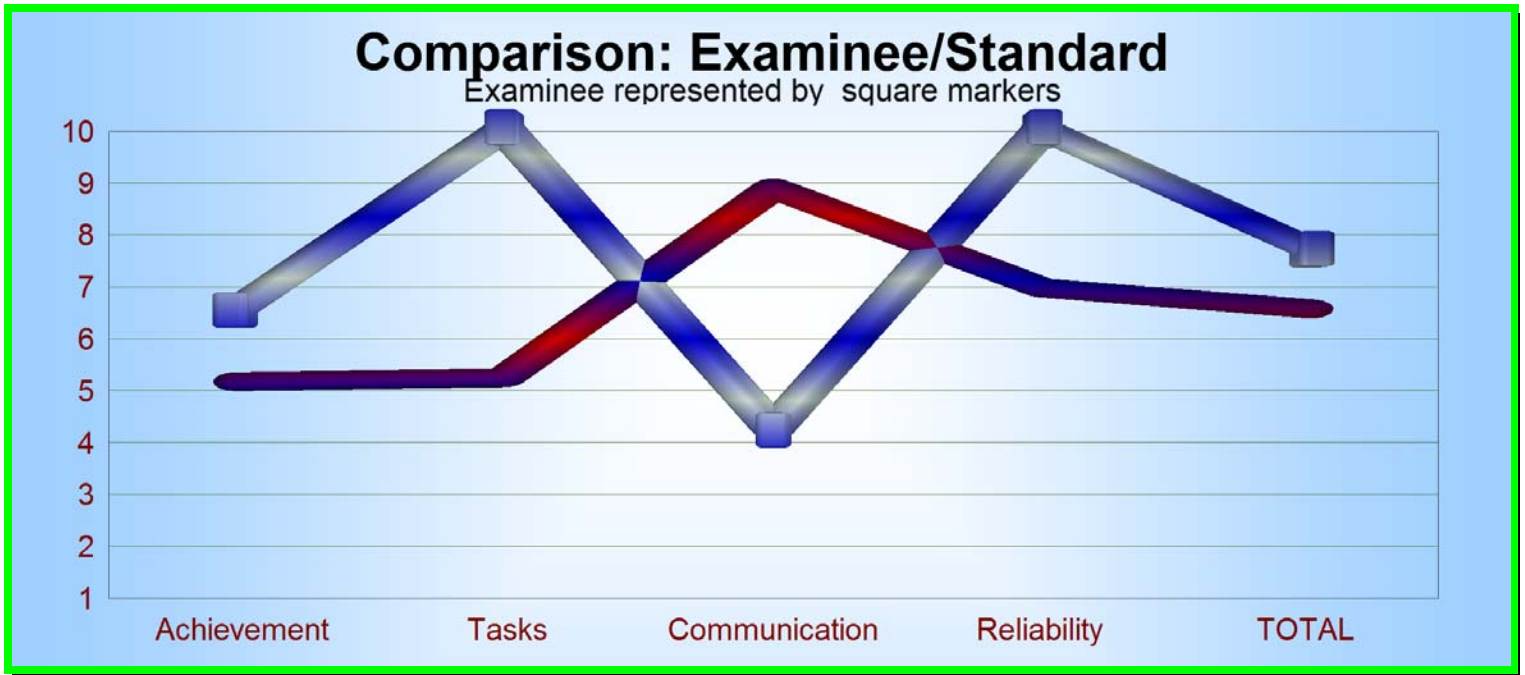
Background: * If work history were more stable; overall rank = 63% Acceptable

Years of Education: 12

Number of Jobs in last 10 years: 8

Number of years in the workplace: 4

* Examinee job turnover exceeds normal range. Verify References.



NOTES:

(c)Analyst-Link custom database-Copyright Profession Profiles 2006

Customer Service - Call Center

Analyst Comments & Custom Training Guide

Sally Smith

Overall Behavioral Inventory (Strength) : 64.55%

Job Title: **Customer Service - Call Center**

Achievement standard for this job: **Medium**

Merged Reliability Register Rating: 73.81%

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	4.62	- SUBSTANTIAL training required.
Sociability/Diplomacy	9.63	4.07	* PROFESSIONAL TRAINING REQUIRED.
Empathy/Responsiveness	9.58	4.17	* PROFESSIONAL TRAINING REQUIRED.
Communication Averages->	8.88	4.28	- INCONSISTENT WITH JOB REQUIREMENTS.
ACHIEVEMENT PROPENSITIES:			
Results Oriented	4.58	6.12	
Sense of Urgency	4.50	7.05	
Setting Priorities/Planning	6.08	7.54	
Self Confidence	5.58	5.49	
Achievement Averages->	5.19	6.55	- None
TASK RELATED PROPENSITIES:			
Thoroughness/Follow Through	5.75	10.00	
Documentation/Paperwork	5.17	10.00	
Precise/Detail Orientation	4.88	10.00	
Task Propensity Averages->	5.26	10.00	- None
RR & A-L RELIABILITY->	6.98	10.00	

- Development Notes:

PRE-HIRE

(c)Analyst-Link custom database-Copyright Profession Profiles 2006



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.

1. ORGANIZED WORKPLACE



2. ANALYSIS OF DATA



3. URGENCY



4. COMPETITIVENESS



5. VERSATILITY



6. FREQUENT CHANGE



7. CUSTOMER ORIENTED



8. FREQUENT INTERACTION WITH OTHERS





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.

- Private office or work area.
- Close relationship with a small group of associates.
- An environment dictated by logic rather than emotion.
- Limited contact with people.
- Environment where she can be a part of the team, but removed from office politics.
- Familiar work environment with a predictable pattern.
- Data to analyze.
- Projects that produce tangible results.



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.

Sally can overanalyze a problem which tends to slow down the decision-making process. In conflict situations, Sally usually remains calm and cool-headed. When things calm down, however, she may suffer some delayed reaction. Once Sally has started a project, she dislikes interruptions. Some people see her as being fussy and meticulous. She takes much pride in precise and accurate work, but others may not always understand her attention to details. Sally is a real stickler for quality and systems; to ensure quality. She wants to know the company rules so she can follow them, and she may become upset when others continually break the rules. She may be overly sensitive to criticism of her work. If you do comment on her work you had better be right, since she may not take criticism lightly. She may have a low trust level of others. While she may not be a perfectionist with all things, she has certain activities that will always be done with the same high standards in mind. Accuracy is important to her.

Sally is the type of person who will accept challenges, and accept them seriously. She tends to delay making decisions until she has all the facts. She wants to be certain that her decision is correct. She uses data and facts to support the big decisions, because it makes her feel more confident that her decisions are correct. She, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct. Sally is a critical and systematic thinker, and this strength may not be easily recognized by others. She tends to make her decisions after deliberation and gives weight to all the pros and cons. She places an emphasis on the cognitive process and logic when making



GENERAL CHARACTERISTICS

decisions. She can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront.

Sally can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion warrants. Whenever possible, Sally avoids face-to-face conflict. She prefers meetings that start and finish on time. She may get upset with people who do not adhere to rules and how things "should be done." Sally's logical, methodical way of gathering data is demonstrated by her ability to ask the right questions at the right time. Sally is usually soft-spoken, but her demeanor may be deceptive to those who work with her. She may possess strong and unwavering convictions that are not always apparent to others. She wants others to ask for her advice, rather than initiate the conversation. She prefers to be certain her advice is correct. She is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." She is intuitive and is able to ask good questions in order to get the critical, complete information she seeks.



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.

Do:

- Keep at least three feet away from her.
- Give her time to verify reliability of your actions; be accurate, realistic.
- Give her time to analyze the data before making a decision.
- Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Make an organized presentation of your position, if you disagree.
- Show her a sincere demeanor by careful attention to her point of view.
- Minimize risk by providing guarantees over a period of time.
- Use the proper buzz words that are appropriate to her expertise.
- Respect her quiet demeanor.
- Follow through, if you agree.
- Prepare your "case" in advance.



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."

Sally wants:

- A forum to ventilate her emotions.
- Exposure to those who appreciate her results.
- The chance to have fun (play hard--work hard).
- Opportunity to verbalize her ideas and demonstrate her skills.
- Opportunity for rapid advancement.
- Power and authority to take the risks to achieve results.
- Excitement.
- Prestige, position and titles so she can control the destiny of others.
- Independence.
- To be seen as a leader.
- New challenges and problems to solve.



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.

Sally needs:

- Tangible work.
- A manager who prefers quality over quantity.
- Performance appraisals on a regular basis.
- The opportunity to ask questions to clarify or determine why.
- Time to see and test if the plan will work.
- Time to warm up to people.
- Logical answers in logical order.
- To be encouraged to be more independent.
- Support in making high-risk decisions.
- An exact job description and expectations in writing.
- Sincere feedback from others.
- Complete instructions on her assignments.



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.

Sally has a tendency to:

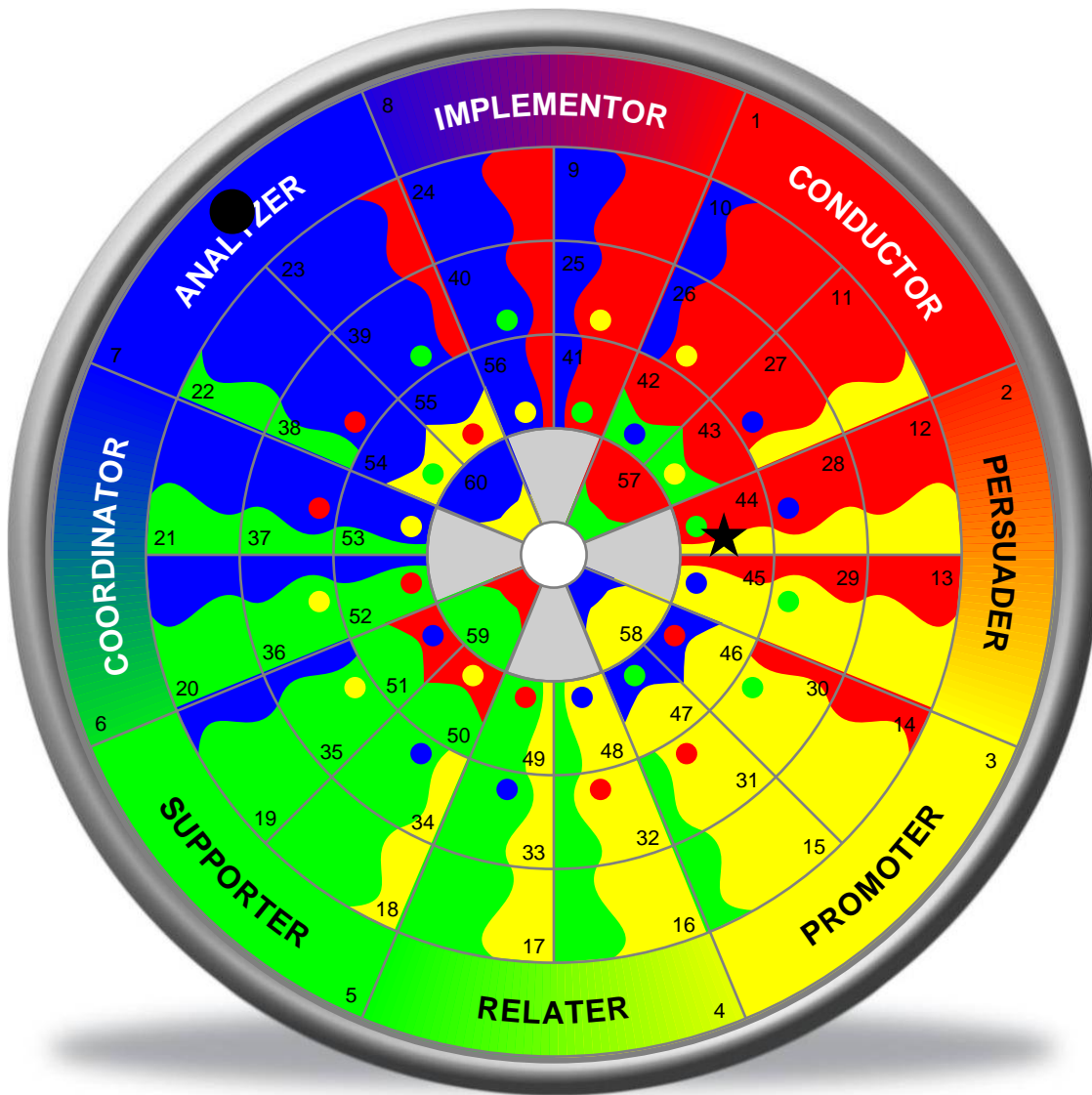
- Be self-deprecating--doesn't project self-confidence.
- Be bound by procedures and methods--especially if she has been rewarded for following these procedures.
- Tell ideas as opposed to sell ideas.
- Prefer things to people--things don't show emotion or need restraint.
- Lean on technical achievement.
- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Be defensive when threatened and use the errors and mistakes of others to defend her position.
- Be critical of any approach that is not regarded as purely logical or factual (to her standards).
- Be overly intense for the situation.



Sally Smith

PSI

8-31-2011



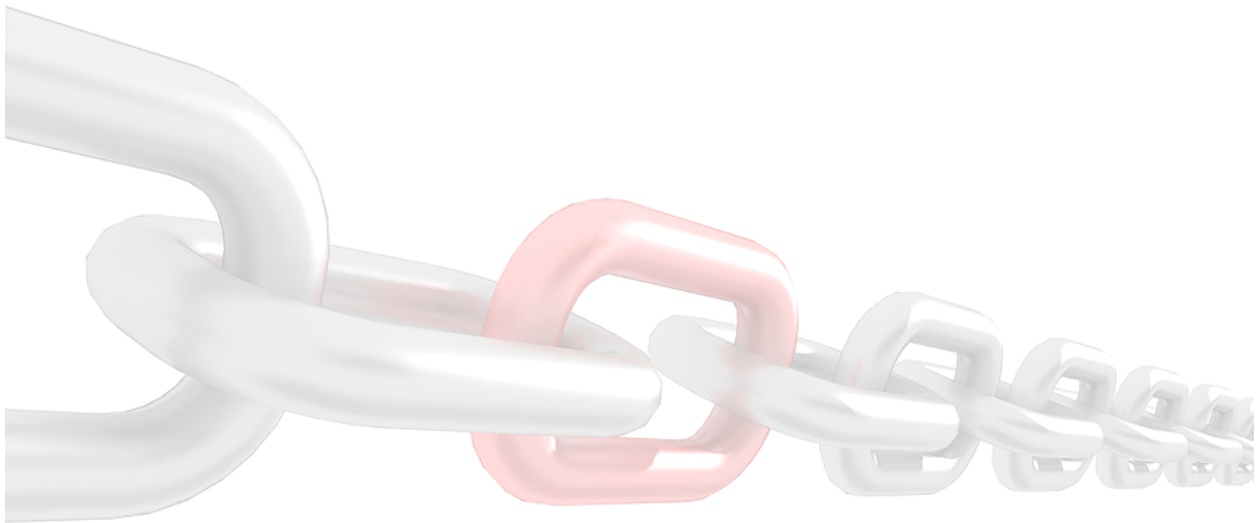
Adapted: ★ (44) CONDUCTING PERSUADER (ACROSS)
 Natural: ● (7) ANALYZER

Norm 2009 ML

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.





RELIABILITY REGISTER

73.81% Reliability

11/21

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

Reliability **Normal Range with some Negative Reliability Tendencies.**

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

Conservative, realistic, attempting to be self-controlled, can be hard-headed and tactless.

Comparative Data: Job Standard/ 79% Examinee/ 74% Shortfall: -5.24
 Analyst comment: **Examinee is within "trainable" range if adequate supervision is provided.**
Note: Requires supportive supervision, monitoring, & direction until acclimated to the job.

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%	

<i>General Range:</i>	<i>Males</i>	<i>Females</i>
<i>Superior</i>	86 - 100	88 - 100
<i>Above Avg.</i>	79 - 85	81 - 87
<i>Normal</i>	71 - 78	74 - 78
<i>Borderline</i>	61 - 70	63 - 73
<i>Doubtful</i>	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?*

Notes: