



PSI

PREVUE Performance Appraisal Report

Business Development - Sales Manager Format

Examinee : - **ANTHONY COSNER**

Company: - ABC Industries

Position: - Sales Manager

Date: - October 22, 2010

Prevue Success Index - Management Report -

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- **PREVUE SUCCESS INDEX - ANALYST COMMENTARY**
- **BEHAVIORAL PROFILE CATEGORY ANALYSIS**
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- **WORKING CHARACTERISTICS**
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CONFIDENTIAL

SAMPLE REPORT

- ANALYST REVIEW & COMMENTARY -

Examinee: Anthony Cosner
Company: ABC Industries
Job Title: Sales Manager
Date: 10/22/10
Basic Prevue Benchmark Rating: 42.00 Below Average

Analyst Rating Considerations:

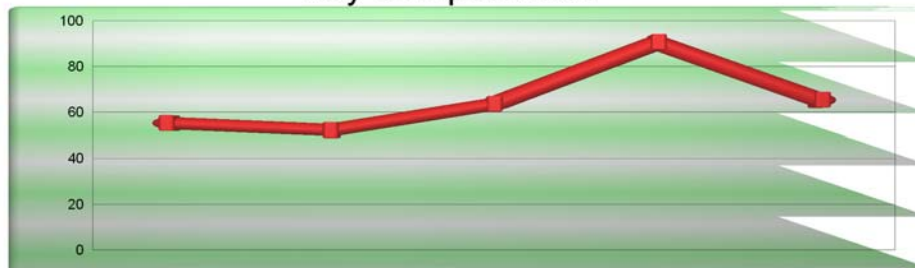
Low level Word aptitude.
Education & Experience considered in combination.
Current Employee, Development mode.
Work experience within normal range.
Low numerical aptitude an area of concern.
Well developed People Skills.
Below Average capacity for working with data and reports.
Well developed aptitude for working with machinery & equipment.

Emotional Intelligence Assessment Administered
Sales Strategy Index Assessment Administered

- TOTAL ANALYST-LINK RATING - **

Category: **Sales Manager** **53.37** **Marginal-Trainable**

Key Competencies



Competency	Score
Achievement	55.27
Task	52.33
Communication	63.50
Diligence	90.00
Total	65.28

VALIDITY: Above Average. Assessment may be considered accurate and valid.

** Analyst-link rating includes Prevue job suitability rating plus analyst reviews using statistical job specific averages.

Notes:

UNDERSTANDING THIS REPORT

IMPORTANT: The Analyst-Link Commentary analysis that follows uses the Prevue Benchmark for this position along with a review by our analysts, taking into account, education, work-history, stability, intelligence, and other factors. Whilst the Prevue rating is totally benchmark driven and may contain highly focused organizational preferences, the Analyst-Link rating compares the examinee to successful people in a similar type of job using PSI National Statistical Averages. The Analyst-link rating evaluates overall job suitability in an impartial and global manner. The Analyst-Link rating will often be higher or lower than the Prevue Benchmark rating.

■ HOW TO USE THIS REPORT:

The report is divided into two sections. Part One, labeled as CONFIDENTIAL is for use by Management. Part Two, labeled as "Development Information" is intended to be Distributed to the employee for use as part of the facilitation and performance development program.

■ THE PURPOSE OF THIS REPORT:

The Prevue Appraisal Report (PAR) is designed to provide information that will assist Management in understanding the candidate's unique profile. The goal of this report is to provide insight to better understand the employee's approach to the job, the organization, and the work environment. The PAR also provides insight into the candidate's personality and a wide range of important work related characteristics. Properly matching the employee to the job is beneficial to the organization and to the candidate, as job matching virtually enhances job satisfaction, reduces turnover, and can be a catalyst for high levels of performance and productivity.

■ BENCH MARKING:

The Job Suitability Survey submitted by management is used to define the behavioral, motivational, and skill requirements of the job and create the percentile rank showing JOB SUITABILITY. The acceptable range for each trait or competency is shaded in green. Special attention should be paid, and the facilitation interview should be focused, on any trait where the candidate tests below, or is less than the benchmark for the job. Likewise, carefully examine traits that are far in excess of the requirements of the job (*two points or more*) to make certain the employee will be comfortable within the constraints of the job.

■ THE FACILITATION INTERVIEW:

This report includes a series of Interview Questions that are custom designed and specific to the examinee. Management should use the recommended questions as a guide and focus on those most important to success on the job. The quantity and level of intensity of the interview questions should vary depending on level of responsibility required by the job. Make careful notes of the examinee's responses. Both the Manager and the employee should complete an action plan for improvement for use during the facilitation interview.

■ WHERE DOES THE INFORMATION IN THIS REPORT COME FROM?

The information in this report is derived from the candidate's responses to the assessment. This evaluation is comprised of the personality and interest inventories from the validated and reliable ICES Plus Assessment test, a psychometric test battery developed in the early 1990's by View Assessments International under the direction of Dr. David Bartram, one of the world's leading psychometricians. The ICES Plus Assessment is the cornerstone of a number of respected and established employment and vocational assessments. These products have been used to assess more than one million people in North America alone.

This page is provided as part of the Analyst-Link guide to assist in understanding and facilitating the Prevue Appraisal Report. © View Assessments, Inc. 2002

BEHAVIORAL PROFILE CATEGORY ANALYSIS

Anthony Cosner

MOTIVATION - DRIVE

Drive to Succeed	64.00	
Innovative - Out of the box thinking	60.00	
Unafraid to go it alone.	80.00	
Overall Approach to the job	30.00	
TOTAL Motivation - Drive	58.50	Average

LEADERSHIP:

Can be self-willed/noncompliant.	20.00	
Assertive - Strong willed	70.00	
Assertive, in control	65.00	
Independent yet Diplomatic	70.00	
Well developed People Skills.	80.00	
Seeks Solutions	60.00	
Unafraid to make significant decisions	43.33	
Socially Diplomatic	50.00	
Poised, Self-assured/Political.	10.00	
TOTAL Leadership	52.04	Normal Range
TOTAL Achievement/Leadership	55.27	Normal Range

TASK ORIENTATION:

Low numerical aptitude an area of concern.	20.00	
Ability to work with Data & Reports	30.00	
Working with things	45.00	
Overly organized, seeks perfection, exacerbating.	90.00	
Highly conscientious, careful with details	76.67	
TOTAL Task	52.33	Normal Range
Cognitive Reasoning - IQ	0.00	
Total Task Orientation	52.33	Normal Range

COMMUNICATIONS:

Overall Emotional Intelligence Rating	84.00	
Outgoing/Engaging/Social	50.00	
Low level Word aptitude.	40.00	
Ability to interact with & influence others	80.00	
TOTAL Communication	63.50	Normal Range

PERSUASIVE - INFLUENTIAL:

People Oriented	71.75	
Relaxed, Steady.	20.00	
Competitive - seeks to win	60.00	
Semi-Introverted, avoids participation	40.00	
Influence, Persuasiveness	63.33	
Generally Outgoing	50.00	
Extroverted, Curious	22.63	
TOTAL Sphere of Influence	52.82	Normal Range
Strategic Sales Total Rating	46.00	
TOTAL Selling Skill and Influence	49.41	Below Average

DILIGENCE - RELIABILITY:

Overly organized, seeks perfection, exacerbating.	90.00	
Conscientious	100.00	
Conventional	0.00	
Stable, Steady	80.00	
TOTAL - Diligence	90.00	Potentially Overqualified
Reliability Register	0.00	
TOTAL Diligence/Reliability	90.00	Potentially Overqualified

GROUP INTERACTION:

Independent	30.00	
Competitive	60.00	
Generally Outgoing	50.00	
Socially adept	50.00	
	20.00	
TOTAL Group/Team Interaction	42.00	Below Average

STATE of MIND:

Spontaneous/Erratic		
Reactive not Proactive		
Introverted:	60.00	Discuss change.
Overly Reserved		
Emotional		
Restless	90.00	Discuss.
Excitable	80.00	Discuss why?
Submissive, Non-participative		
TOTAL State of Mind	76.67	Stress + Job Dissatisfaction

FOCUSED INTERVIEW GUIDE

■ **FOCUSED INTERVIEW GUIDE**

THIS SECTION HIGHLIGHTS AREAS WHERE THE EXAMINEE IS ABOVE OR BELOW THE BENCHMARK. IT PROVIDES QUESTIONS YOU SHOULD ASK TO HELP UNDERSTAND STRENGTHS AND WEAKNESSES AND HOW TO FOCUS TRAINING IN THE RIGHT DIRECTION.

NOTES:

Planning the Interview

Your interview should be a formal meeting with the objective of assessing Mr. Cosner qualifications for this Business Development Manager position. Planning for the interview should begin with an examination of any areas of confusion or concern identified in the previous steps in the selection process, including your review of his resume or reference checks. This background information, in conjunction with this report, will assist you in determining this candidate's overall suitability for this position.

How to Use the Prevue Assessment in the Interview Process

Good hiring and promoting practices require that the personality traits, interests and abilities of job candidates should be matched to those required for the job for which the candidate is being considered. This can be accomplished by creating a Benchmark of the characteristics that your experience has confirmed are required for the job and that are evident in people who may have prior success in the job. The more closely Mr. Cosner scores match the Benchmark, the higher is his suitability for that specific job. Scores that are off the Benchmark should provoke closer scrutiny.

Interview questions directed to specific on-the-job conduct will improve the selection process. In most cases you should customize these questions for this particular Business Development Manager position. Mr. Cosner responses should be clarified with further behavioral questions until you are comfortable you can make a proper decision on his overall job suitability.

Areas Off the Benchmark

The following are areas where Mr. Cosner did not match this Business Development Manager benchmark. A brief explanation of the score result and Benchmark is followed by suggested behavioral interview questions.

	1	2	3	4	5	6	7	8	9	10	
General Abilities			③								High
Working With Words				④							High
Working With Shapes		②									High
Working With Numbers		②									High

It will be evident that Mr. Cosner does not fall within the Benchmarks for all of the dimensions of Abilities for this Business Development Manager position.

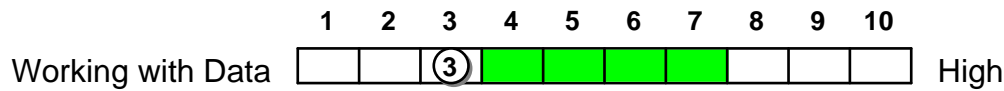
A score above any of the Abilities Benchmarks will not generally be detrimental to overall performance. However, consideration should be given to whether the position will provide sufficient challenge, stimulation and opportunity for Mr. Cosner.

A score below any of the Abilities Benchmarks could be significant. Such results suggest Mr. Cosner may have difficulty in quickly and effectively addressing and completing those aspects of the job where he is below the Benchmark.

The Interview

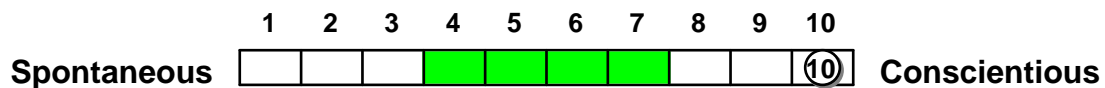
Anthony Cosner

Business Development Manager



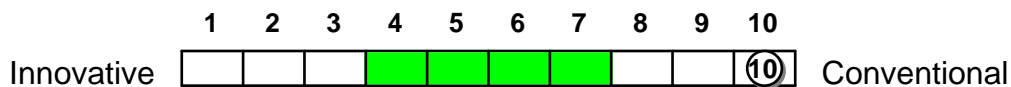
People like Mr. Cosner usually avoid jobs where they have to spend a lot of time dealing with figures, statistics or accounts.

1. What types of problems are difficult for you?
2. Please describe how you check the accuracy of your work.
3. Describe the systems that you have introduced into your job.



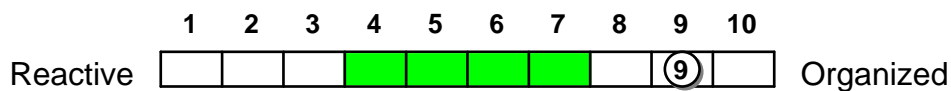
Mr. Cosner is likely to be extremely conscientious, well organized, tidy, and detail conscious.

1. Recall a typical work situation that caused you to vary from your normal routine.
2. Describe the various ways you manage your time.
3. During your workday we expect many occasions to occur when you will have to 'think on your feet'. Describe how you have accommodated these types of situations before.



Mr. Cosner is likely to be very conscientious, meticulous and reliable.

1. Describe the most innovative systems change you have accomplished in order to make your job easier.
2. You seem to be a meticulous and conscientious person. Give a recent on-the-job example of how you made sure that everything that needed to get done for a specific project was done on time.
3. Explain the various practices you have put in place to insure that you track the progress of your work.



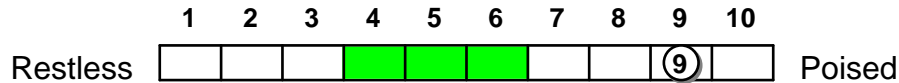
Mr. Cosner regards himself as being a very well-organized tidy person, who works from a controlled and rational base.

1. Describe how you keep track of ongoing projects.
2. Explain how you approach a work situation that you have not had enough time to prepare for properly.
3. How do you organize your workspace?

The Interview

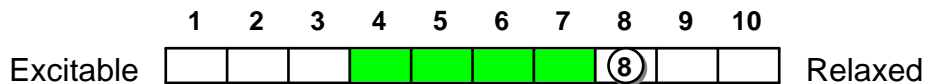
Anthony Cosner

Business Development Manager



Mr. Cosner feels he is calm, unruffled and able to cope with most situations in life without getting upset or irritated.

1. Describe how you prefer to deal with embarrassing work situations.
2. Do you recall how you have dealt with supervisors who couldn't make a decision?
3. Could you elaborate on the most stressful work situation you have faced?



Mr. Cosner sees himself as very relaxed, untroubled and well able to cope with life's pressures.

1. Can you explain the activities that you use to control stress.
2. Getting started on projects, particularly if things are busy, is often difficult. Describe the last situation where your manager thought you did not get started on a project quickly enough, and how you handled this.
3. When working with others, there always will be adverse situations. How did you manage when such occasions occurred?

PERFORMANCE DEVELOPMENT

■ COACHING & COUNSELING

MAKE CERTAIN TO DISCUSS ANY ITEM WHERE THE EXAMINEE IS BELOW THE BENCHMARK. ALSO REVIEW ITEMS WHERE THE EXAMINEE IS SUBSTANTIALLY ABOVE THE BENCHMARK AS THIS MAY INDICATE A POOR FIT TO THE JOB,

NOTES:

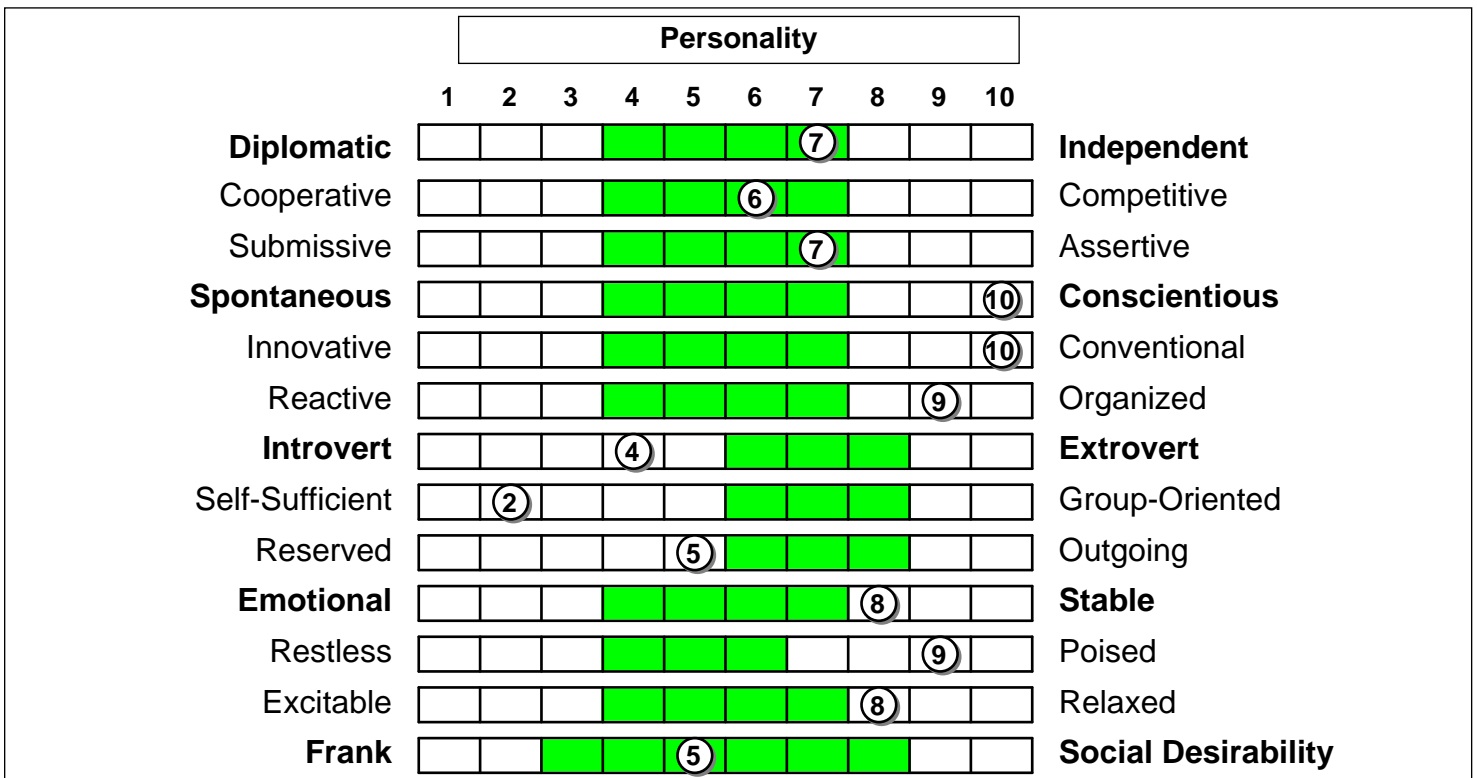
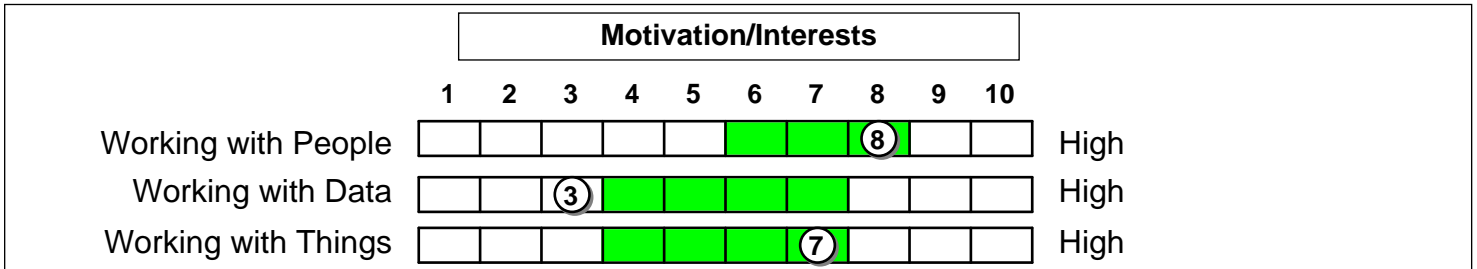
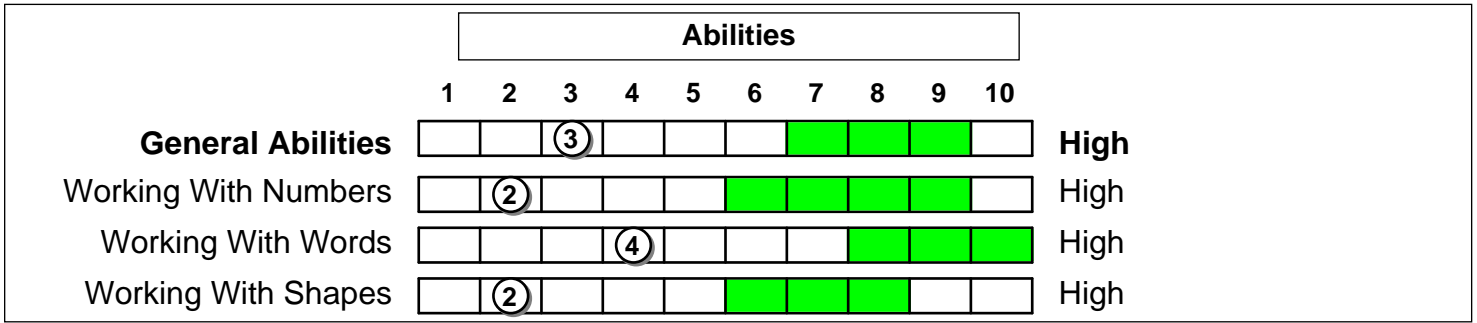
THE PREVUE PERFORMANCE DEVELOPMENT PROGRAM:

**Go to: www.analyst-link.net - Click on the SDP workbook link.
Print workbook # 26 - The Prevue Business Development & Sales Manager Guide
Distribute the report to the examinee. Review the report with them.**

Prevue Benchmark

Anthony Cosner

Business Development Manager



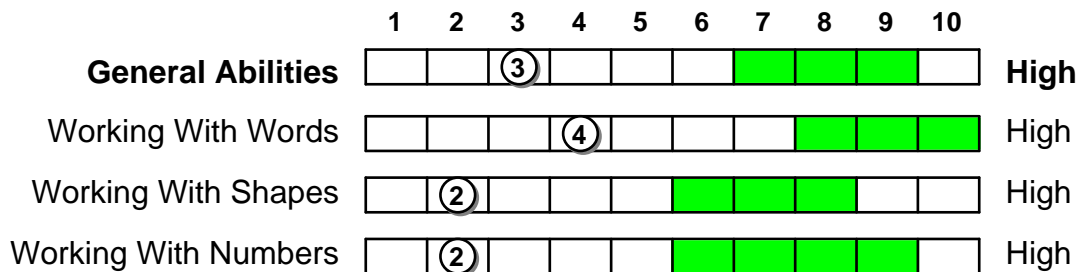
A Prevue benchmark illustrates the required characteristics of various jobs as decided by management. The shadowed areas above graphically represent the benchmark for this Business Development Manager position. The number on each scale is Anthony Cosner's actual score.

How to Use the Prevue Assessment in the Coaching / Training Process

One of the challenges management faces in coaching and training individuals is the process of correctly identifying developmental needs. The Prevue Personal Training Report provides specific coaching and training information by simply matching Mr. Cosner's assessment to this Business Development Manager benchmark. For each particular requirement in the benchmark the manager or training professional is provided with a starting point that identifies the appropriate skills or competencies required for the Business Development Manager position.

Coaching Areas Off the Benchmark

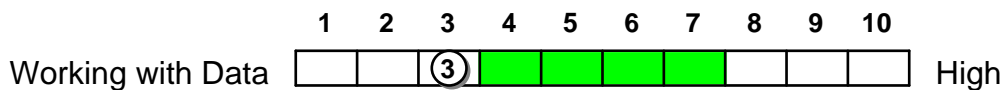
The following are areas where Mr. Cosner did not match this benchmark. A brief explanation of the benchmark and score result is followed by suggestions and statements which may assist you in coaching his future performance as a Business Development Manager.



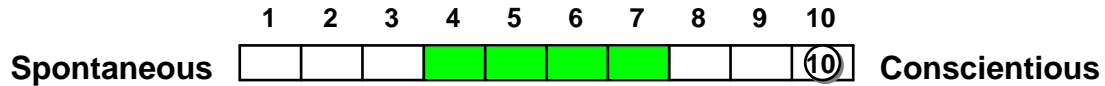
It will be evident that Mr. Cosner does not fall within the Benchmarks for all of the dimensions of Abilities for this Business Development Manager position.

A score above any of the Abilities Benchmarks will not generally be detrimental to overall performance. If this is the case for Mr. Cosner, consideration should be given to whether the position provides him with sufficient challenge, stimulation and opportunity.

A score below any of the Abilities Benchmarks suggests Mr. Cosner may have difficulty in quickly and effectively addressing and completing those aspects of the job where he is below the Benchmark. Courses at local colleges coupled with tutoring in the subject areas where Mr. Cosner has scored below the Benchmark should be considered.



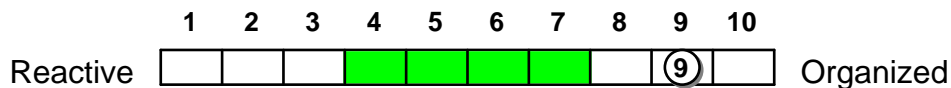
Mr. Cosner is disinclined to work with data or abstract symbols. He may regard organizing appointments, time management, and maintaining records or ledgers to be tedious chores. A Business Development Manager should be reasonably interested in data management. A course in logic (possibly a night school program) might remedy this problem. Similarly, training in file management and data structures would help him to keep orderly statistics and accounts. Coaching should encourage attention to administrative duties and paperwork. With appropriate training, Mr. Cosner could develop an interest in working with data.



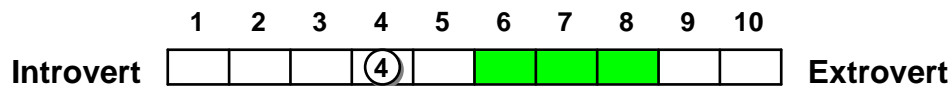
Conscientious and detail-oriented, Anthony Cosner likes an orderly environment with clear guidelines. This steadiness is an excellent attribute for a Business Development Manager. However, Mr. Cosner may be less able to adapt to unexpected changes or sudden demands. Success in any professional business often requires flexibility and quick decisions, so coaching for Mr. Cosner should focus on coping skills and decision-making.



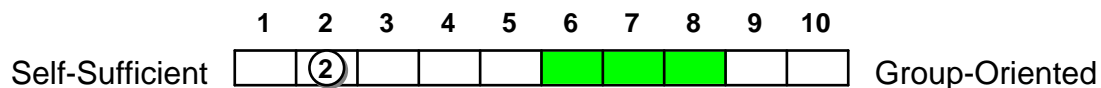
Mr. Cosner is conventional and reliable, and often meticulous in his attention to details. He likes to do things "by the book" and prefers a structured work environment with a definite work plan. Accordingly, coaching for Anthony Cosner should begin with a review of his job description to identify issues which require flexibility or innovation. Because he tends to be time conscious and traditional, he may find it difficult to adapt to delays, new technology, personnel changes, or emotional upheaval in the workplace. Coaching for Mr. Cosner should include a flexible time management plan so that he will have more latitude to deal with disruptions.



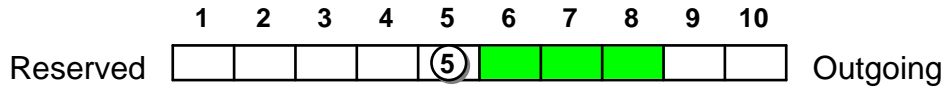
Being highly organized, Anthony Cosner likes to plan thoroughly before beginning any job. While meticulous behavior is good for routine tasks, this Business Development Manager may be frustrated when spontaneous events or less methodical people disrupt his schedule. He will be irritated by co-workers who are unprepared or overlook details. To promote quick reactions, coaching for Mr. Cosner should emphasize flexible planning and goal setting with variable priorities. A seminar in social psychology might also help him to deal more effectively with those who are not as systematic as he is.



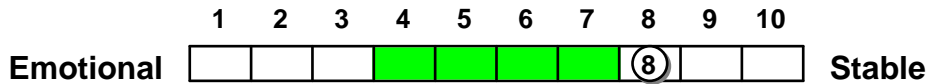
While Mr. Cosner enjoys meeting people and being with a group, he does not draw attention to himself and may prefer not to initiate conversation. Although his social and verbal skills may well be adequate for a Business Development Manager, any tendency to avoid contact with others can hinder performance. Mr. Cosner would benefit from a public speaking course or participation in business-related social or sports activities.



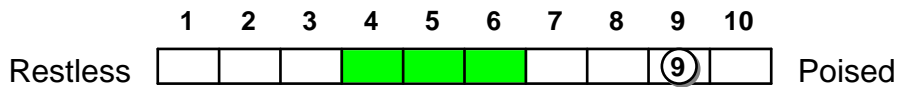
Preferring to work quietly on his own, Anthony Cosner will tend to avoid group activity in a busy environment. While he can work with others, he does not feel a need to do so. To be fully productive as a Business Development Manager, however, he will often need to interact with others. Mr. Cosner could learn more about group dynamics and motivation from books, videotapes, or interactive computer programs. To build his confidence as a member of a group in a lively setting, Mr. Cosner would benefit from a course in public speaking and/or debating. He could also be encouraged to join business-related organizations to expose him to a variety of group activities.



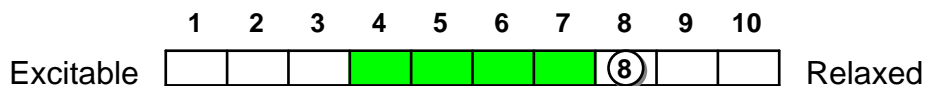
Fairly quiet and reserved, Anthony Cosner does not need constant social contact but he does enjoy working with others. While he will be comfortable handling routine tasks, he will also enjoy the varied challenges of ad hoc assignments. Coaching should encourage him to capitalize on the outgoing aspects of his personality. If a more dynamic style of leadership is required, an Outward Bound type of endurance course might be helpful.



Anthony Cosner is stable and secure. These excellent traits enable him to cope well with stress. However, his trusting nature could prompt a dishonest person to try to take advantage of him. His obliging attitude could also lapse into carelessness when resolving conflicts. Coaching for Mr. Cosner should encourage skepticism and a more vehement approach to problems.



Anthony Cosner has a positive, rational outlook and copes well with challenges and setbacks. He is aware of stress but not deterred by it. Others will appreciate his poise. He can maintain his composure even if embarrassed or upset. While these are superb characteristics for a Business Development Manager, it is possible to be too contained. Coaching for Mr. Cosner should encourage him to reveal his feelings a little more. For example, when someone is delighted with a product or service, Mr. Cosner might want to be more celebratory to let him or her know that Mr. Cosner is pleased as well. Similarly, if a co-worker is angry or disappointed, a more feeling response from Mr. Cosner would be taken as empathy, not lack of control.



Mr. Cosner is relaxed, untroubled, and well able to cope with pressure. Less scrupulous people may attempt to exploit his easy trust and remarkable patience. Coaching should encourage a little more fervor and vigilance. Trust exercises would also help Mr. Cosner to determine when it is and is not appropriate to trust.

Total Person Description

Anthony Cosner

Business Development Manager

Note:

The Total Person is a combination of all the elements Mr. Anthony Cosner completed in his Prevue Assessment.

Mr. Anthony Cosner has lower than average ability to work with numbers and shapes, but he has fair ability in reading, writing, and working with words. Assignments that involve working with text will be somewhat easier for him. Ordinary paperwork is within his scope. He will be slower to learn any new tasks that require numeric or spatial skills. He may well require more instruction, guidance, and time to achieve competence in routine work. For occasional or seasonal tasks, Mr. Cosner will need to review instructions before each repetition of the task. Because he needs more time to absorb information, particularly if it is presented numerically or graphically, he may be at a disadvantage when working with others in a competitive environment. Frequent changes in the work routine will be difficult for him and may result in errors. His lower general abilities make Mr. Cosner a poor choice for any position requiring quick decisions.

Although Mr. Cosner is happiest when working with people, he is also interested in operating machinery or using tools. Mathematics and other forms of abstract thought hold little attraction for him. Anthony Cosner should work in a populated, social environment where he can interact with others. He can also be satisfied, to a lesser degree, performing tasks that require the use of tools or machines, as long as he is not deprived of human contact. Regarding computer tasks, he is better suited to use Internet connections, E-mail, and word processing. He would not enjoy data management.

Mr. Cosner is competitive and assertive. While he may be a strong team player, he is likely to want to lead as he enjoys individual recognition. His leadership style is marked by persuasion and encouragement, but he is unafraid of argument and sometimes is willing to take on even controversial issues. In non-threatening situations and with people he knows well, Anthony Cosner will be outspoken and he will vigorously promote his own ideas. On occasion, Mr. Cosner will use tact and diplomacy to maintain harmony in the workplace.

Anthony Cosner works in a conventional, meticulous way and is completely reliable when following established practices, but he may find it difficult to adapt to new or rapidly changing circumstances. He prefers to have a well-thought-out plan before beginning any project. He values punctuality, and may resent tardiness in others or unexpected changes in the schedule. Dealing with spontaneous events will be frustrating for him. He prefers working with proven procedures and established policies, and is uncomfortable in unstructured situations, although he will strive to bring order out of chaos. Mr. Cosner can deal with procedural changes if they are carefully explained and justified. Ultimately, he wants to get the job done and will work hard to achieve his goals.

While Anthony Cosner can work with others, he generally prefers to work alone. For highest productivity, he should work in an orderly fashion in a quiet environment. He is not bored by routine tasks but he prefers some variety. In a group situation, Mr. Cosner will work unobtrusively, without drawing attention to himself. With familiar people, he will be conversational and outgoing, but he will rarely seek to be the center of attention.

Total Person Description

Anthony Cosner

Business Development Manager

Anthony Cosner tends to think that few worthwhile goals can be achieved without challenges or setbacks. Consequently, he is able to remain positive and rational, even in dire circumstances. His objectivity also helps him to take criticism well. Even when the criticism is personal or unjustified, he is able to control his irritation and embarrassment. He is so relaxed and copes so well with pressure that some might misinterpret his lack of excitability as indifference. If his plans are disrupted or his proposals turned down, Mr. Cosner can shrug off rejection and continue with his work. Whether he is required to give a fast response to a crisis or methodical attention to a routine task, Mr. Cosner will perform effectively under pressure.

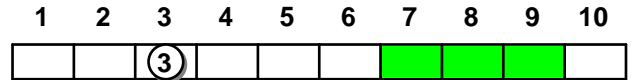
Anthony Cosner accepts people as they present themselves and easily gives them his trust. Less scrupulous people may attempt to exploit this easy trust and his remarkable patience. Ideally, he should work on demanding, high pressure, long-term projects that require dealing with people openly and objectively.

NOTE:

The individual traits on the following pages are descriptions of Mr. Cosner's characteristics as determined by the Prevue Assessment. The 1 - 10 scoring scale used throughout the Prevue Assessment is called a sten scale. Sten simply means the standard tenth of a normal bell curve. Approximately 16% of the population would have sten scores in the 1 - 3, and 16% in the 8 - 10 ranges. The other 68% of the population will score in the middle ranges 4 - 7.

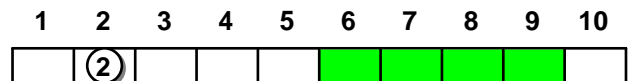
General Abilities

This score indicates that Mr. Cosner is reasonably competent, but slower to learn than the average person. He may find assimilating new information challenging at times and may have difficulty coping with time pressures. His efficiency will increase when given ample opportunity to develop suitable skills and understand procedures. He may have difficulty with major changes in his working requirements.



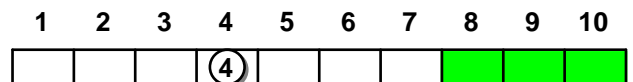
Working With Numbers

Anthony Cosner shows a well below average capacity for numerical reasoning. This means his speed and accuracy is not as developed as most other people in dealing with information derived from simple numbers.



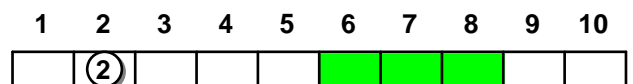
Working With Words

A sten score of four indicates a low average ability for working with words. People with this capacity are likely to be reasonably competent in dealing with written material, and their learning speed could be acceptable. When under time pressure they are more likely to make mistakes.



Working With Shapes

This indicates a limited capacity for working with spatial information, particularly under conditions where there is a degree of time pressure. Although individuals with this score are likely to be reasonably competent in manipulating shapes, they may be rather slow.



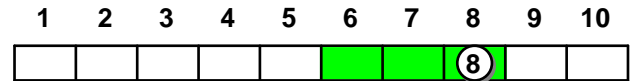
Individual Traits

Anthony Cosner

Business Development Manager

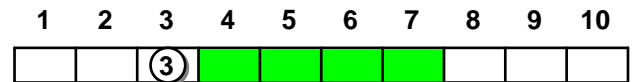
Working With People

Mr. Cosner is likely to be very interested in work that involves considerable contact with people. This may be at a complex level rather than just making contact. People with scores in this range are unlikely to feel satisfied in jobs in which interaction with people does not play a significant role.



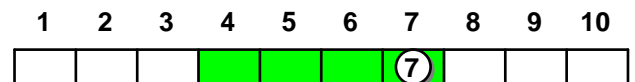
Working With Data

Anthony Cosner indicates he is a person who has a below average level of interest in working with data. Individuals like Mr. Cosner usually avoid jobs where they spend time analyzing or compiling and computing figures, symbols, statistics, and accounts.



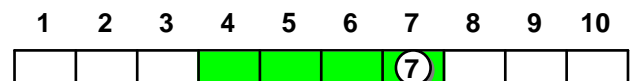
Working With Things

Anthony Cosner expresses an above average level of interest in work that deals with inanimate objects such as machinery, tools or equipment. Such people are likely to be interested in a hands-on approach to designing, managing or working with things.



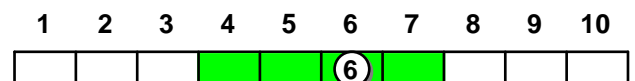
Diplomatic / Independent

Anthony Cosner is usually forthright and plays hard to win. He can be outspoken and unafraid of controversy and argument. Mr. Cosner can participate in achieving team and individual goals.



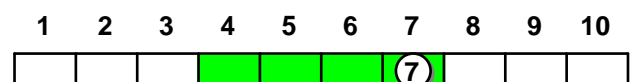
Cooperative / Competitive

He describes himself as a person who is competitive and plays to win. He is a cooperative team member. Such individuals seek compromise between their own achievements, and the need to maintain relationships with others.



Submissive / Assertive

Depending on the situation, he can be assertive and outspoken. In groups, Mr. Cosner is likely to promote himself as the leader or spokesperson. In disputes, he will tend to affirm his position.



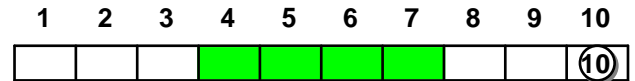
Individual Traits

Anthony Cosner

Business Development Manager

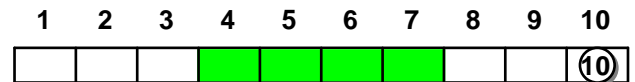
Spontaneous / Conscientious

Anthony Cosner is extremely conscientious, tidy and detail-conscious. He is careful to abide by rules and is most comfortable working within a set of very high, personal traditional values. He is at his best in a well structured and predictable environment. You can expect him to be an adapter, but not an innovator.



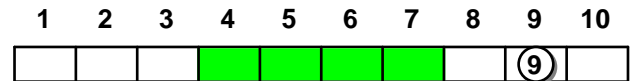
Innovative / Conventional

As a follower of the rules, Mr. Cosner conducts himself in an extremely conventional manner. His rigid attitude makes it difficult for him to adapt to new situations and change. Mr. Cosner will be at his best working as a Business Development Manager in a highly structured environment with clearly defined rules and guidelines.



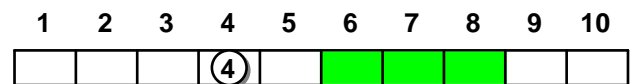
Reactive / Organized

This individual is well organized and meticulous, preferring to plan ahead while thinking through all possibilities before acting. A Business Development Manager like this expects everything in it's place.



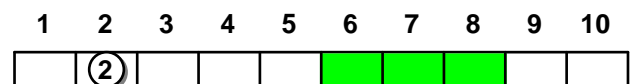
Introvert / Extrovert

Anthony Cosner is often content to work alone. At times he may need an audience to stimulate his ideas. He would rather be in the company of a few close friends rather than part of a large social gathering. He often behaves in a quiet and reserved manner.



Self-Sufficient / Group-Oriented

As a self-sufficient individual, he will not feel the need for a great deal of contact with others in the workplace. Such people are happy to work on their own and in quiet places, and tend to avoid noisy situations and group activities.



Reserved / Outgoing

Anthony Cosner will occasionally choose the situations in which he will take center stage. He can be fairly talkative and outgoing, and will prefer some variety in his work.



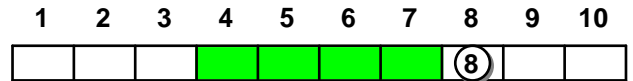
Individual Traits

Anthony Cosner

Business Development Manager

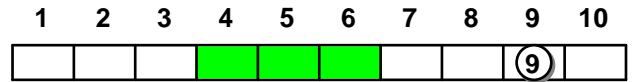
Emotional / Stable

For the most part, he has a relaxed and stable approach to life, and faces people and circumstances well. Under normal stress, he will remain relaxed and secure in himself.



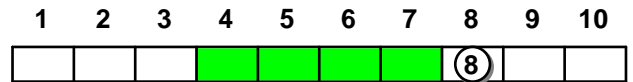
Restless / Poised

Anthony Cosner is someone who can cope with events without getting upset or irritable. A Business Development Manager like Anthony Cosner is calm, rational and in control. An individual like this is quite tough-minded in dealing with criticism and rejection.



Excitable / Relaxed

He is a relaxed, easygoing individual who copes well with most work related pressures. He is likely to be accepting of most people and to be generally trusting. For the most part, people like Mr. Cosner are able to keep their troubles in proportion and not worry unduly.



Social Desirability

Anthony Cosner describes himself as someone who is aware of social rules and expectations, although not always conforming to them. There is no indication that Mr. Cosner has not presented a reasonably frank picture of himself on the other scales.



VALIDITY INTRODUCTION:

- The rules for identifying patterns of responses in the Personality Section of the Prevue Assessment which might be "invalid" include systematic, but non-meaningful response patterns, omissions and excessive use of the "B" answer option. Systematic, but non-meaningful response patterns occur when the distribution of the responses differ from the norm and are considered unusual. The omission rule occurs if more than three responses are omitted in a given scale, making the results appear more average than they are. The "B" answer rule is affected by the total number of "B" responses selected. The candidate had the choice of an "A", "B", or "C" for every question in the Personality Section of the Prevue Assessment. The second option, the "B" choice, is always an unsure or in-between answer.

VALIDITY COMMENTARY:

- The total number of "B" responses chosen by the candidate in the course of completing the Prevue Assessment Questionnaire, including questions that were not answered, was 5.
- This number of "B" choices is within acceptable levels and the results of the Personality section of this report had meaningful response patterns. Therefore the data presented in this Prevue Assessment can be considered accurate and reliable.

BEST PRACTICE RECOMMENDATIONS:

- **Assessment Administration:** Best practice protocol recommends that assessments be administered to candidates in a controlled environment under the supervision of a proctor to ensure that:
 - The person who completes the Assessment is in fact the candidate;
 - A candidate's responses to the Assessment questions are not affected by collusion with others or by other actions that would invalidate the Assessment;
 - The supervisor is able to address unexpected conditions or problems affecting a candidate and to provide reasonable accommodation for candidates where required;

Where an Assessment is administered without the recommended supervision, the accuracy of the report cannot be guaranteed. If the report is a significant consideration in any final selection or other high stakes decision, you might wish to have the candidate retake the Prevue Assessment in a controlled environment;

For more information on the administration of the Prevue Assessment, please see "Administering the Prevue Assessment" in the Prevue User Guide posted at www.prevueassessments.com.

- **Assessment Weighting:** The weight given to the Prevue Assessment in any human resource selection or other high stakes decision should not exceed one-third of the total process. The remainder of the process, including the candidate's work history, interview, background checks, etc., should be considered in association with the results of this report.
- **Ensure Fairness:** When properly administered, the use of the Prevue Assessment will help to ensure that applicants are treated fairly without regard to race, colour, religion, sex or national origin. The Prevue Assessment was designed and developed to conform with the human rights legislative and best practice requirements prevailing in the various countries where the Prevue Assessment is distributed. This includes the EEOC Guidelines, the Americans for Disabilities Act and the standards for test development and administration published by the American Psychological Association, the British Psychological Society and the Association of Test Publishers.

WORKING CHARACTERISTICS

■ **APPROACH TO THE WORK ENVIRONMENT**

REVIEW TO MAKE CERTAIN THE APPROACH TO THE WORK ENVIRONMENT IS CONSISTENT WITH THE REQUIREMENTS OF THE JOB.

NOTES:

Working Characteristics

Anthony Cosner

This report provides additional information on certain Working Characteristics of Mr. Cosner. This summary will be significant for Managers, Supervisors, and Human Resource Professionals. The Working Characteristics are derived from personality traits as referred to in the Prevue Assessment. Distinct from the Prevue Benchmark, these work-related features help to answer questions such as:

- 1. Is Mr. Cosner inclined to take risks?**
- 2. Does he live to work or work to live?**
- 3. Does he prefer a fixed salary or flexible income?**

This information, in conjunction with the Prevue Assessment and the job interview, previous work history, and a background check, will assist with Human Resource decisions regarding Mr. Cosner.

Working Characteristics Summary

How does he want to be paid?	Prefers a basic salary with a modest bonus or commission plan.
How important is work to him?	Emphasizes work more than outside activities.
Does he make risky decisions?	Prefers to avoid ad hoc solutions and will want to think things through.
How does he deal with change?	Prefers routine work with a well-defined schedule.
What is his perception of the world?	Tends to see opportunity and excitement in new ventures.

Working Characteristics

Compensation Preference

This Working Characteristic identifies whether Mr. Cosner is more motivated to work by either performance-based remuneration or a fixed wage or salary. This helps to determine if he will be satisfied with the remuneration this position offers. It will also expedite the design of a compensation package that will encourage his best performance.

Is Mr. Cosner better motivated by fixed salary or by an incentive remuneration program?

Prefers Salary

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------

Prefers Bonus

- Mr. Cosner prefers the security of a fixed salary to dependence on bonus or commission.
- He will cope better with events that could adversely impact his profit share if the greater majority of his income is secure.
- His generally careful approach makes him especially competent for projects requiring attention to detail or calm, steady guidance.

Focus on Work

This Working Characteristic provides information on the importance of work for Anthony Cosner. Some people define themselves by their work. They are often labeled workaholics. Others see work as a means to an end, rather than an end in itself. While such differences are not a function of personality, they are related to it. This Working Characteristic is particularly significant for assessing whether Anthony Cosner will fit with the culture of the workplace or with the team that he may be assigned to.

Does Mr. Cosner live to work or work to live?

Works to Live

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Lives to Work

- He takes pride in professional accountability, putting greater emphasis on work than most other activities.
- He is not so zealous as to let his career precede all aspects of his life, but he will try to get the job done, even if this inconveniences friends and family.
- He will rationally prioritize work versus family or leisure activities on the basis of their importance.
- Leading a full social and business life, he may sometimes be overextended.
- The social skills he develops in leisure activities should translate well to business.

Working Characteristics

Tolerance for Risk

This Working Characteristic indicates the likelihood of Mr. Cosner engaging in risky behaviors or actions. This attribute will be relevant in determining whether he can accommodate the decisions required in this particular job. It also provides insight regarding his fitness to be a member of an existing team.

Is Mr. Cosner likely to make risky decisions?

Not Risk Inclined Risk Inclined

- Although not given to risky behavior or quick decisions, Anthony Cosner will act appropriately in a crisis.
- He will avoid unnecessary risk, particularly if it could lead to accidents, damage or loss.
- He prefers to refrain from ad hoc solutions but, if matters are pressing, he can react swiftly, even impulsively.
- Those who value steadiness will like his typically mindful approach. Others, who want quick answers and fast actions, will find his performance satisfactory.

Preference for Change

Good performance in some jobs requires a quick response to fast changes, but efficiency in other positions depends on tolerance for routine and working carefully at a steady pace. This Working Characteristic explains where Mr. Cosner fits on the continuum between these diametric requirements.

Does Mr. Cosner prefer to work in rapidly changing circumstances or with a set routine?

Prefers Routine Prefers Change

- Routine work with a well-defined system suits Mr. Cosner very well.
- He is reserved and likes to do things "by the book".
- He will likely find change difficult to manage.
- He may have difficulty coping with personnel changes, reorganization, and downsizing or expansion.
- He will probably adapt old methods to new demands rather than devise new procedures.

Working Characteristics

Perception of the World

Anthony Cosner's attitude to day-to-day events in the workplace is important to his overall job performance. This Working Characteristic identifies whether he will approach problems and issues with optimism or with caution. The job itself defines which approach is appropriate.

How does Mr. Cosner perceive and approach problems and events?

Sees Drawbacks Sees Opportunities

- Anthony Cosner tends to see opportunity and excitement in new ventures.
- He generally sees the world as a safe place with manageable dangers.
- He reacts quickly to problems partly because he does not fear the consequences of fast action.
- He will readily try new methods to boost performance and productivity.
- He will not adopt uncommon practices merely because they are novel: he must be persuaded they are also timely and effective.

PREVUE FACILITATION GUIDELINES

Being an effective coach is the primary duty of any Manager or Supervisor. The coaching process is all about building a "Communications Link" between management and employee.

Instructions:

- 1. Provide a copy of the Employee portion of the Prevue report to the employee. The Coach copy includes a job suitability rating and coaching tips. This portion of the report is Confidential and should not be shared with the employee.*
- 2. Provide the appropriate Success Discovery Process (SDP) workbook*
- 3. Ask the employee underline or highlight any statement in their copy of the report they strongly disagree with. Ask they fill out the "Success Discovery Process" Workbook and complete an Action Plan for improvement" focusing on the three most important areas to be improved. These items must be completed before the facilitation discussion.*
- 4. Create a discussion agenda by underlining any statement on the review that, in your opinion is true, but impacts negatively on the employees' performance. Use this information along with notes from the employees' personnel file and job description to fill out your version of the "Action Plan" to be used as your discussion agenda. Also highlight positive statements that are true, use these to deliver praise to the employee. Balance development comments with praise commentary.*
- 5. Create an unhurried setting, allow at least one hour for the facilitation process; serve a beverage, keep it casual. Remember your goal is to establish a dialog and assist the employee in creating their own development program. Allow the employee to do more than half of the talking. Ask their opinion of the Review; ask them to discuss any statement in the report with which they strongly disagree. Ask open ended questions. Ask for suggestions. Listen! Ask if you can take notes.*
- 6. Your goal is to obtain improved performance through interactive dialog. It cannot be achieved if the employee has set up defensive barriers. Use positive comments to maintain interest. As they discuss statements from the report in dispute, it is acceptable to add your comments. Remember to agree or disagree with the REPORT not the employee. Do not be general, give specific examples. Stick to facts.
*If the employee disagrees with a statement in the report and you concur say "In this instance I disagree with the report." If the employee disagrees with a statement in the report and it is true, say "In this instance I agree with the report and let me give you an example."**
- 7. Don't allow complaints about the company, other employees, or other departments to mask the real purpose of this discussion; which is, to improve the performance of the employee being reviewed. Salary, benefits, and money issues are not and should never be part of the performance review and facilitation process. Compensation levels should increase only when the employee increases their value to the organization.*
- 8. Combine your "Action Plan for Improvement" with theirs. Decide on mutually agreed improvement goals and write up a new "Action Plan" focusing on no more than 3 areas for improvement. Get input from the employee as to the best way to accomplish goals, and the time-frames involved.*
- 9. Continue the momentum. Review the performance goals, weekly if necessary, to make certain focus is being maintained. When the first three areas for improvement are corrected; create a new action plan to address other issues. Focus and follow-up!*

ACTION PLAN - Manager's Recommendations

NAME: _____

List three areas in which you see the need to direct focus effort along with your suggested plan of action to achieve the desired goal. Select improvement items from the Analyst-Link Commentary, Development Guide, the text report, or job description.

■ **FIRST FOCUS AREA:** _____

Action Plan - Steps to use to achieve improvement goals in this area:

Time frame to achieve this goal:

■ **SECOND FOCUS AREA:** _____

Action Plan - Steps to use to achieve improvement goals in this area:

Time frame to achieve this goal:

■ **THIRD FOCUS AREA:** _____

Action Plan - Steps to use to achieve improvement goals in this area:

Time frame to achieve this goal:

Date: / /

Action Plan Commitment Agreement by: _____ (Examinee)

PSI

PREVUE
Performance Development Report
Employee Copy

Examinee : - **ANTHONY COSNER**

Company: - ABC Industries

Position: - Sales Manager

Date: - October 22, 2010

Development Information - Understanding -Self
Prevue Success Index

>Part 1

CONTENTS:

- **INDIVIDUAL TRAITS**
- **THE TOTAL PERSON** (UNDERSTANDING YOUR OVERALL APPROACH TO THE JOB)
- **SELF-DEVELOPMENT ACTION PLAN**
- **SALES STRATEGY INDEX**
- **EMOTIONAL INTELLIGENCE QUOTIENT**

SAMPLE REPORT

UNDERSTANDING THIS REPORT

THE PURPOSE OF THIS REPORT:

This report is designed to provide information that will assist your manager, coach, or facilitator in understanding your unique profile. It can also help you to better understand yourself and your approach to your job and to the work environment. The report provides insight into your personality and important work related characteristics. It is intended to assist in the coach-client relationship by providing the starting point for a meaningful discussion about your values, needs, and objectives. Further, the report should assist your facilitator in asking pertinent questions and providing relative feedback and ideas that are tailored to you. Our goal is to assist you in developing greater effectiveness on the job and increasing your overall job satisfaction.

WHERE DOES THE INFORMATION IN THIS REPORT COME FROM?

The information in this report is derived from your responses to the Prevue Assessment. This assessment is comprised of the personality, cognitive, and interest inventories from the validated and reliable ICES Plus Assessment test, a psychometric test battery developed in the early 1990's by View Assessments International under the direction of Dr. David Bartram, one of the world's leading psychometricians. The ICES Plus Assessment is the cornerstone of a number of respected and established employment and vocational assessments. These products have been used to assess more than one million people in North America alone.

RECOMMENDATION:

We ask that you review this assessment carefully, particularly the your ranking in each category. The standard benchmark for your particular job is shaded. The benchmark was compiled from information submitted by management and is specific to the job.

DEVELOPMENT PROGRAM:

Attached to this report please find a blank "Action Plan" with space for listing three areas for improvement. Select three things that, after reading this report, you feel should be changed to improve your performance at work, increase your value to the organization, and enhance your sphere of influence over others. Discuss your goals with your manager, coach, or facilitator.

Prevue Benchmark

Anthony Cosner

Abilities

1 2 3 4 5 6 7 8 9 10

General Abilities			3								High
Working With Numbers		2									High
Working With Words				4							High
Working With Shapes		2									High

Motivation/Interests

1 2 3 4 5 6 7 8 9 10

Working with People								8			High
Working with Data			3								High
Working with Things							7				High

Personality

1 2 3 4 5 6 7 8 9 10

Diplomatic							7				Independent
Cooperative						6					Competitive
Submissive							7				Assertive
Spontaneous										10	Conscientious
Innovative										10	Conventional
Reactive									9		Organized
Introvert				4							Extrovert
Self-Sufficient		2									Group-Oriented
Reserved					5						Outgoing
Emotional								8			Stable
Restless									9		Poised
Excitable								8			Relaxed
Frank					5						Social Desirability

Development Program

■ **APPROACH TO THE WORK ENVIRONMENT**

PRINT OUT THE DEVELOPMENT PROGRAM WORKSHEET TO MAKE CERTAIN THE APPROACH TO THE WORK ENVIRONMENT IS CONSISTENT WITH THE REQUIREMENTS OF THE JOB.

NOTES:

THE PREVUE PERFORMANCE DEVELOPMENT PROGRAM:

**Go to: www.analyst-link.net - Click on the SDP workbook link.
Print workbook # 26 - The Prevue Business Development & Sales Manager Guide
Complete this workbook and be prepared to review it with your manager.**

Total Person Description

Anthony Cosner

Note:

The Total Person is a combination of all the elements you completed in your Prevue Assessment.

You have lower than average abilities when working with numbers and shapes, but you have a fair ability in reading, writing, and working with words. Assignments that involve working with text will be somewhat easier for you. Ordinary paperwork is within your scope. You will be slower to learn any new tasks that require numerical or spatial skills. You may require more instruction, guidance, and time to achieve competence in routine work. For occasional or seasonal tasks, you will need to review instructions before each repetition of the task. Because you need more time to absorb information, particularly if it is presented numerically or graphically, you may be at a disadvantage when working with others in a competitive environment. Frequent changes in the work routine will be difficult for you and may result in errors.

Although you are happiest when working with people, you are also interested in operating machinery or using tools. Mathematics and other forms of abstract thought hold little attraction for you. You should work in a populated, social environment where you can interact with others. You can also be satisfied, to a lesser degree, performing tasks that require the use of tools or machines, as long as you are not deprived of human contact. Regarding computer tasks, you are better suited to use Internet connections, E-mail, and word processing. You would not enjoy data management.

You are fairly competitive and assertive. While you may be a strong team player, you are likely to want to lead as you enjoy individual recognition. Your leadership style is marked by persuasion and encouragement, but you are unafraid of argument and sometimes willing to take on even controversial issues. In non-threatening situations and with people you know well, you will be outspoken and will vigorously promote your own ideas. On occasion, you will use tact and diplomacy to maintain harmony in the workplace.

You work in a conventional, meticulous way and are completely reliable when following established practices, but you may find it difficult to adapt to new or rapidly changing circumstances. You prefer to have a well-thought-out plan before beginning any project. You value punctuality, and may resent tardiness in others or unexpected changes in the schedule. Dealing with spontaneous events will be frustrating for you. You prefer working with proven procedures and established policies, and are uncomfortable in unstructured situations, although you will strive to bring order out of chaos. You can deal with procedural changes if they are carefully explained and justified. Ultimately, you want to get the job done and will work hard to achieve your goals.

While you can work with others, you generally prefer to work alone. For highest productivity, you should work in an orderly fashion in a quiet environment. You are not bored by routine tasks but you prefer some variety. In a group situation, you will work unobtrusively, without drawing attention to yourself. With familiar people, you will be conversational and outgoing, but you will rarely seek to be the center of attention.

Total Person Description

Anthony Cosner

You tend to think that few worthwhile goals can be achieved without challenges or setbacks. Consequently, you are able to remain positive and rational, even in dire circumstances. Your objectivity also helps you to take criticism well. Even when the criticism is personal or unjustified, you are able to control your irritation and embarrassment. You are relaxed and cope so well with pressure that some might misinterpret your lack of excitability as indifference. If your plans are disrupted or your proposals turned down, you can shrug off rejection and continue with your work. Whether you are required to give a fast response to a crisis or methodical attention to a routine task, you will perform effectively under pressure. You accept people as they present themselves and easily give them your trust. Less scrupulous people may attempt to exploit this easy trust and your remarkable patience. Ideally, you should work on demanding, high pressure, long-term projects that require dealing with people openly and objectively.

Individual Traits

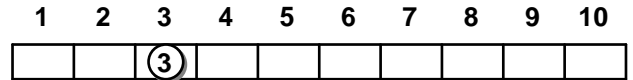
Anthony Cosner

NOTE:

The individual traits on the following pages are descriptions of your characteristics as determined by the Prevue Assessment. The 1 - 10 scoring scale used throughout the Prevue Assessment is called a sten scale. Sten simply means the standard tenth of a normal bell curve. Approximately 16% of the population would have sten scores in the 1 - 3, and 16% in the 8 - 10 ranges. The other 68% of the population will score in the middle ranges 4 - 7.

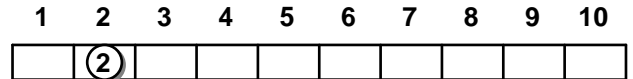
General Abilities

You are competent and prefer to learn new things using repetition. You are likely to be efficient working within a structured environment, particularly where there are opportunities to develop your skills at your own pace.



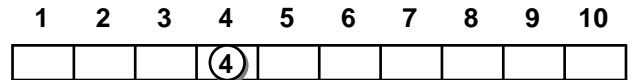
Working With Numbers

You are in the lower range for Numerical Reasoning. Therefore, you are likely to avoid work where information derived from numbers is a major facet.



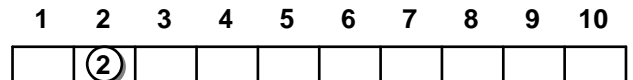
Working With Words

This score is at the lower end of the mid-range of scores for working with written language. You have capable speed and accuracy when using written material.



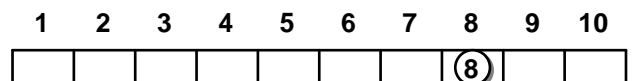
Working With Shapes

This score indicates a lower than average skill in spatial ability. You may have to spend more time when reasoning with information that involves thinking about manipulating shapes and objects.



Working With People

You are likely to be very interested in work that involves considerable contact with people. This may be at a complex level rather than just making contact. Scores in this range indicate you are unlikely to feel satisfied in jobs in which interaction with people does not play a significant role.



Individual Traits

Anthony Cosner

Working With Data

You indicate you are a person who has a lower than average level of interest in working with data. Such people usually avoid jobs where they spend time analyzing or compiling and computing figures, symbols, statistics and accounts.

1	2	3	4	5	6	7	8	9	10
		3							

Working With Things

You express an above average level of interest in work that deals with inanimate objects such as machinery, tools and equipment.

1	2	3	4	5	6	7	8	9	10
						7			

Diplomatic / Independent

You are usually forthright and play hard to win. You can be outspoken and unafraid of controversy and argument. Such people strive to achieve team and individual goals.

1	2	3	4	5	6	7	8	9	10
						7			

Cooperative / Competitive

You describe yourself as a person who is competitive and plays to win, yet can be a cooperative team member. You seek compromise between your own achievements and the need to maintain relationships with others.

1	2	3	4	5	6	7	8	9	10
					6				

Submissive / Assertive

Depending on the situation, individuals with this score can be assertive and outspoken. In groups, they are likely to promote themselves as the leader or spokesperson. In disputes, they will tend to affirm their position.

1	2	3	4	5	6	7	8	9	10
						7			

Spontaneous / Conscientious

You are extremely conscientious, tidy and detail-conscious. You are careful to abide by rules and are most comfortable working within a set of very high, personal traditional values. You are at your best in a well structured and predictable environment.

1	2	3	4	5	6	7	8	9	10
									10

Individual Traits

Anthony Cosner

Innovative / Conventional

You conduct yourself in an extremely conventional manner. You will be at your best working in a highly structured environment with clearly defined rules and guidelines.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reactive / Organized

You are well organized and meticulous, preferring to plan ahead while thinking through all possibilities before acting. A person like you is orderly and predictable.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<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"/>

Introvert / Extrovert

You are often content to work alone. You would rather be in the company of a few close friends, than part of a large social gathering. You prefer to behave in a quiet and reserved manner.

1	2	3	4	5	6	7	8	9	10
<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"/>	<input type="checkbox"/>

Self-Sufficient / Group-Oriented

As a self-sufficient individual, you will not feel the need for a great deal of contact with others in the workplace. You are happy to work on your own and in quiet places, and you tend to avoid noisy situations and group activities.

1	2	3	4	5	6	7	8	9	10
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reserved / Outgoing

You will occasionally choose circumstance in which you will take center stage. You can be fairly talkative and outgoing in some situations and prefer some variety in your work.

1	2	3	4	5	6	7	8	9	10
<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"/>	<input type="checkbox"/>

Emotional / Stable

For the most part, you have a relaxed and stable approach to life, and face people and circumstances well. Under normal stress, you will remain relaxed and secure in yourself.

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<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"/>

Individual Traits

Anthony Cosner

Restless / Poised

You are someone who can cope with events without getting upset or irritable. A person like you is calm, rational and in control. You are quite capable of dealing with criticism and rejection.

1	2	3	4	5	6	7	8	9	10
								9	

Excitable / Relaxed

You are a relaxed, easygoing individual who copes well with most of life's pressures. You are likely to be accepting of people and to be generally trusting. For the most part, people like you are able to keep their troubles in proportion and not worry unduly.

1	2	3	4	5	6	7	8	9	10
							8		

Social Desirability

You are aware of social rules and expectations. You have presented a fairly frank picture of yourself on the other scales.

1	2	3	4	5	6	7	8	9	10
				5					

ACTION PLAN for Self-Development

NAME: _____

List three areas in which you see the need to focus effort along with your plan of action to achieve the desired goal. Select improvement items from the Development Guide, the text report, or suggestions from your manager or facilitator.

■ **FIRST FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

■ **SECOND FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

■ **THIRD FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

Date: / /

Action Plan Commitment Agreement by: _____ (Examinee)

Supported by: _____ (Manager/Facilitator)



SSI

Sales Skills Index

Examinee : - **ANTHONY COSNER**

Company: - ABC Industries

Position: - Sales Manager

Date: - October 22, 2010

>Part 2

INTRODUCTION:

The Sales Skills Index or Sales Strategy Index (SSI) is an advanced assessment designed to measure professional sales ability. It is an updated, and objective analysis of an individuals' understanding of the strategies required to be successful in sales and essentially answers the question - "Can this person sell in a competitive environment?"

Dealing with the issue of whether a person has the skills to sell is an essential component in predicting sales success, it is certainly not the only one. The Sales Skills Index is not intended to be used as the sole determining factor for a career in sales. Behavioral issues, especially self-motivation, achievement, drive, and the ability to influence others are prerequisites to a sales success. Selling Skill training is ineffective without the proper behavioral attitude. Combine this report with the to achieve the ideal analysis tool; that is, a combination of both motivation and skill.

CONTENTS:

- **BASIC SALES SKILLS** - Analysis & Ratings
- **ADVANCED SALES SKILLS** - Analysis & Ratings

SAMPLE REPORT

The SSI identifies sales knowledge in the following categories:

- **Prospecting:** *The first step of any sales system. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.*
- **First Impressions - Greeting:** *The first interaction between a prospect and the salesperson. This step is designed to enable the salesperson to display his or her sincere interest in the prospect, and to **gain** positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of trust building and sets the selling process in motion.*
- **Qualifying/Questions:** *The questioning and detailed needs analysis phase of the sale. This step of selling enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest and specific detailed needs in the product or service the salesperson is offering.*
- **Demonstration:** *In this step, the salesperson should present his or her product in such a way that it fulfills the stated or implied needs or intentions of the prospect as identified and verbalized in the Qualification step.*
- **Influence:** *What people believe enough, they act upon. This step is designed to enable the salesperson to build value and overcome the tendency that many prospects have of placing little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and the salesperson.*
- **Close:** *The **final** phase of any selling system. This step encompasses asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.*
- **General:** *This area represents an overall understanding of the sales process. Knowledge of the process can lead to a positive attitude toward sales and a commitment to the individual sales steps.*

BASIC SALES STRATEGIES

The information that follows is designed to assist you in interpreting the "Sales Skills Index tm ."

THIS SECTION CONTAINS:

INTRODUCTION

PRIMARY AND SECONDARY EFFECTIVENESS RATING GRAPH

- Measures "Basic" Sales ability -

CATEGORY ANALYSIS

The combination of both primary and secondary sales Skills effectiveness ratings provides broad-based selling skill analysis for:

- Executives and Business Development
- Inside Sales
- Contract or Bid Sales
- Telemarketing Sales
- Account Maintenance (Relationship Sales)
- Route Sales
- Sales trainee

It should be noted that even in cases where General Sales abilities or the overall total exceeds or matches top sales performers, direction of effort should be focused on any skill that is less than the "standard" set by top performers.

Like any profession, selling has a body of knowledge related to successful execution. It is this knowledge that is measured by the Sales Skills Index. Understanding effective sales strategies will lead to success upon implementation of the recommendations contained herein.

UNDERSTANDING SKILL CLUSTERS:

INSIDE SALES - One may usually eliminate Prospecting as a necessary skill for inside sales; however, Demonstration, First Impression, Influence, and Closing are requisite to success.

CONTRACT OR BID SALES - Prospecting is not a vital component of the job, neither is qualifying. The key traits are Influence and First Impression followed by Demonstration, Closing, and high task orientation.

TELEMARKETING SALES - All traits are important but the greatest strength must of necessity be Prospecting.

RELATIONSHIP SALES - Demonstration is often the most vital trait followed by First Impression, Influence, and Closing.

TERRITORY DEVELOPMENT SALES - All traits are important. Pay specific attention to Prospecting, Qualifying, & Closing.

Section A:

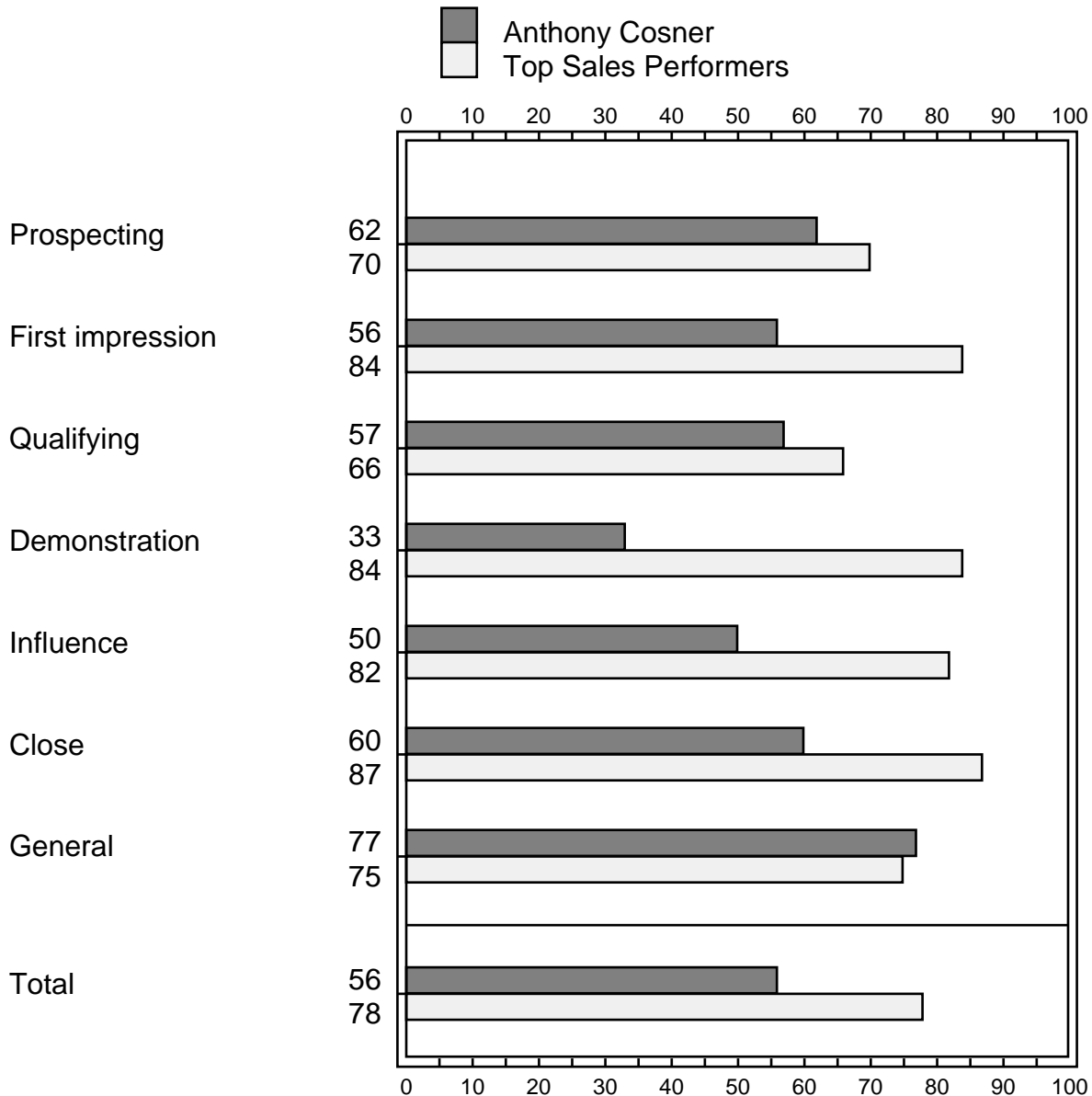
"Analyst-Link" guide to Understanding and facilitating the Sales Skills Index Copyright © 1994-2000 Target Training International, Ltd.



SALES SKILLS INDEX™

PRIMARY AND SECONDARY EFFECTIVENESS RATING

This graph illustrates your overall knowledge of the most and second most effective sales strategies. The higher your score in any segment, the better your broad understanding of the overall sales strategy required in that step of a successful sale.





SALES SKILLS INDEX™

CATEGORY ANALYSIS

Name: **Anthony Cosner**

PROSPECTING / QUALIFY: The first step of any sales system. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

(7/13) 54% of the time you chose the most effective strategy

(1/13) 8% of the time you ranked the second most effective strategy as your first choice

FIRST IMPRESSION / GREETING: The first face-to-face interaction between a prospect and the salesperson, this step is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

(2/9) 22% of the time you chose the most effective strategy

(3/9) 33% of the time you ranked the second most effective strategy as your first choice

QUALIFYING / QUESTIONS: The questioning and detailed needs analysis phase of the face-to-face sale, this step of selling enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest and specific detailed needs in the product or service the salesperson is offering.

(2/7) 29% of the time you chose the most effective strategy

(2/7) 29% of the time you ranked the second most effective strategy as your first choice



SALES SKILLS INDEX™

CATEGORY ANALYSIS

Name: **Anthony Cosner**

DEMONSTRATION: The ability of the salesperson to present his or her product in such a way that it fulfills the stated or implied needs or intentions of the prospect as identified and verbalized.

(2/9) 22% of the time you chose the most effective strategy

(1/9) 11% of the time you ranked the second most effective strategy as your first choice

INFLUENCE: What people believe enough, they act upon. This step is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

(2/6) 33% of the time you chose the most effective strategy

(1/6) 17% of the time you ranked the second most effective strategy as your first choice

CLOSE: The final phase of any selling system. This step is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

(3/10) 30% of the time you chose the most effective strategy

(3/10) 30% of the time you ranked the second most effective strategy as your first choice

GENERAL: This area represents an overall understanding of the sales process. Knowledge of the process can lead to a positive attitude toward sales and a commitment to the individual sales steps.

(8/13) 62% of the time you chose the most effective strategy

(2/13) 15% of the time you ranked the second most effective strategy as your first choice

ADVANCED SALES STRATEGIES

CONTENTS:

■ **PRIMARY EFFECTIVENESS RATING GRAPH** - (Advanced Selling Skills)

■ **QUESTION ANALYSIS**

Ratings that meet or exceed those of Top Sales Performers in the Primary (or Advanced) effectiveness graph indicate competency in:

- Brokerage/Financial/Insurance Sales
- Outside Sales (Territory Development)
- Placement Sales
- Consulting Sales
- Travel Sales
- Trade Show Selling

Direction of effort should be focused on any skill that is less than the "standard" and where training is recommended.

SKILL INTERACTIONS

PROSPECTING - is the key to advanced selling. Low scores in this skill often indicate burnout or Call Reluctance. Behaviorally, prospecting is linked to Challenge and Drive

QUALIFYING - is the often considered the key skill. Expend the greatest effort on those who have a need for the product (or service being sold) and have the authority to make the purchasing decision. Link qualifying with sound closing techniques.

FIRST IMPRESSION / DEMONSTRATION - these skills work together to add credibility to the sales presentation. Critique your presentation on video. Include Social Skills here: Manners, Dress, Grooming, Vocabulary, Interpersonal skills, and Communication ability.

INFLUENCE - is the precursor to Closing. Influence is akin to the behavioral trait, persuasiveness. Those who know their product, the competition, and their clients' needs, can often become strategically aligned with their customers and influence the purchasing decision.

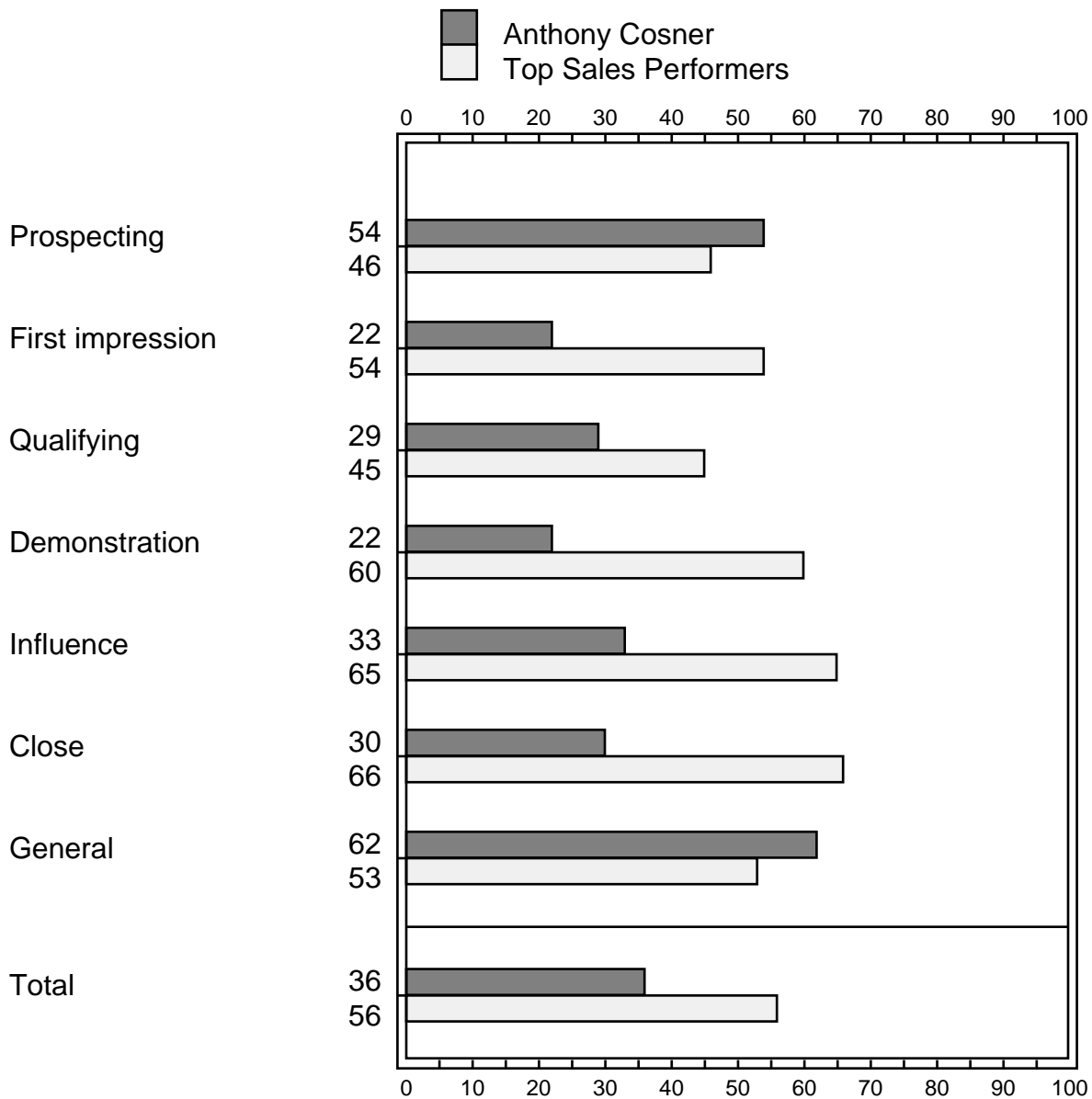
CLOSING - requires a certain amount of intuitiveness. Knowing when to close is as important as knowing a variety of closing techniques. Closing the sale is validation of your skill as a salesperson.



SALES SKILLS INDEX™

PRIMARY EFFECTIVENESS RATING

The following graph illustrates YOUR understanding of the most effective sales strategy in a series of sales situations. Research validates that understanding and applying an effective sales strategy is directly related to sales success. The higher the score in any particular area the stronger your specific understanding of what is required to be successful in the sales process.





SALES SKILLS INDEX™

QUESTION ANALYSIS

Name: **Anthony Cosner**

QUESTION ANALYSIS

- 26 times chose the MOST effective strategy
- 13 times chose the SECOND most effective strategy as #1
- 12 times chose the THIRD most effective strategy as #1
- 16 times chose the LEAST effective strategy as #1

LEAST EFFECTIVE STRATEGY ANALYSIS

Please review the following questions. In these situations you selected the least effective strategy as the most effective strategy. For each question listed, the most effective strategy is provided for your review.

5. Very early in your presentation, the prospect says, "How much is it?" You should:
 - D. Advise the prospect you will be discussing the price once you cover the benefits he will receive.

6. During your presentation, you learn the prospect is using a competitor's product and you know the competitor can't deliver. You should:
 - B. Ask the prospect what improvement she would make if she could make changes in the product she's using.

8. You approach your prospect and discover the person you are seeing is not in a position to make any type of buying decision. You should:
 - A. Continue to sell in order to develop an internal advocate.



SALES SKILLS INDEX™

QUESTION ANALYSIS

13. You and your prospect have invested sufficient time with your presentation and your prospect says, "Everything looks good to me." You should:
- B. Ask what you have to do to get started.
18. Early in your meeting with the prospect, he appears disinterested and says nothing. It is awkward and uncomfortable for both of you. You should:
- B. Ask questions to draw the prospect into the presentation.
19. The prospect's secretary says to you, "Mr. Evans is not interested in new products like yours at this time." Your reaction should be to:
- B. Learn why he is not looking at new products.
22. Upon entering a prospect's office, the prospect immediately blurts out, "Show me what you've got." You should:
- D. Tell him who you are and why you are there.
24. Upon contacting a prospect, he says, "I want to talk to you...I believe you have exactly what I'm after." On the basis of this comment, you should:
- D. Make an appointment to further qualify the buyer.
26. You have identified a prospect's primary need for your product. You are invited to come back and make a group presentation. You should:
- A. Determine who will be involved in the next meeting.



SALES SKILLS INDEX™

QUESTION ANALYSIS

34. The more competition a product has, the more a salesperson needs to:
- C. Master selling skills.
35. Potential customers may be afraid of:
- A. Making a wrong decision.
44. The prospect says "Your price is fine, but I have a serious question about durability." You should:
- B. Ask "What is it about the durability that concerns you?"
55. What is the proper order of buying motives of prospects?
- C. Wants.
59. "I want to think about it" is:
- D. An objection.
62. Rank the following prospecting strategies from best to worst
- D. Referral selling.
63. Pre-call planning for a meeting with a non-referral prospect will allow you to:
- A. Develop an in-depth understanding of the prospect.



EIQ

Emotional Intelligence Quotient tm

Examinee : - **ANTHONY COSNER**

Company: - ABC Industries

Position: - Sales Manager

Date: - October 22, 2010

>Part 3

INTRODUCTION:

A person's Emotional Intelligence Quotient affects their interactions with others and is often a defining measure of Leadership ability. Emotional Intelligence is a necessary and integral part of who we are and is the foundation of what we are able to accomplish. This report is generally used in conjunction with other assessments such as "The Professional Coach" to provide another layer of insight into the mind-set of the individual

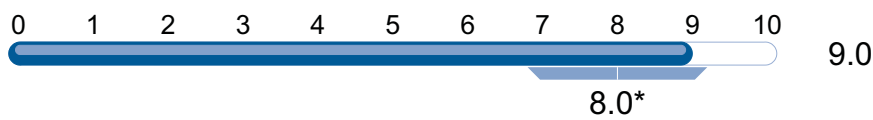
SAMPLE REPORT



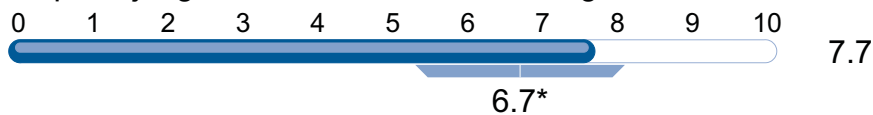
EMOTIONAL QUOTIENT ASSESSMENT RESULTS

The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your overall score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.

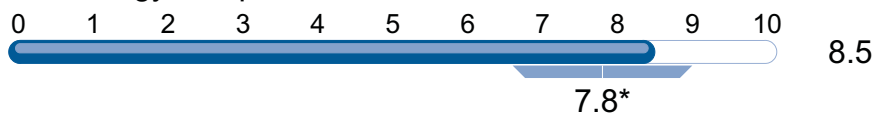
1. SELF-AWARENESS: The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



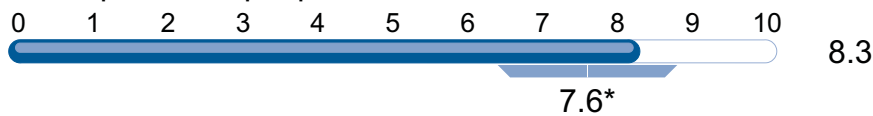
2. SELF-REGULATION: The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



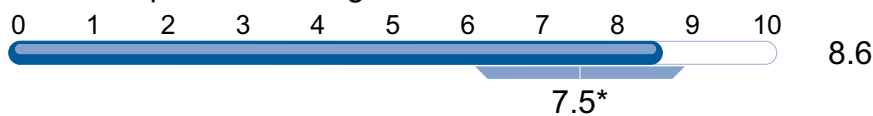
3. MOTIVATION: A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



4. EMPATHY: The ability to understand the emotional makeup of other people.



5. SOCIAL SKILLS: A proficiency in managing relationships and building networks.



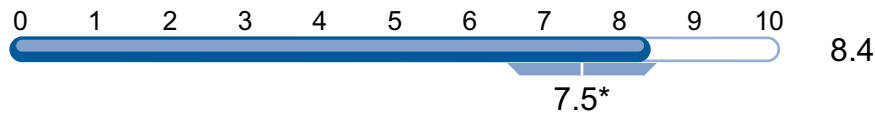
* 68% of the population falls within the shaded area.



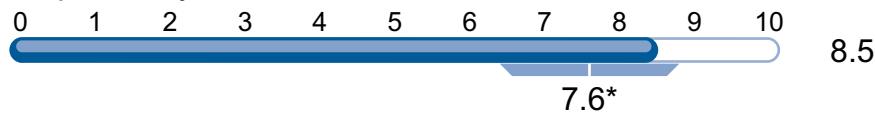
EMOTIONAL QUOTIENT SCORING INFORMATION

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient. The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient. Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

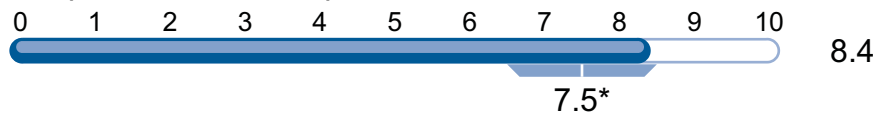
INTRAPERSONAL: The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



INTERPERSONAL: The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.



TOTAL EMOTIONAL QUOTIENT: Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.





INTRAPERSONAL SELF-AWARENESS

The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.

You scored a 9.

You are moderately self-aware. You may notice what you are feeling but are not always able to explain it.

What you can do:

- Practice self-reflection by recognizing your current emotional state.
- Once you identify the emotion, describe it aloud or write it down on paper.
- To improve your ability to self-assess, ask a family member or trusted advisor to describe your strengths and weaknesses. Compare with your own self-assessment.
- Pay attention to your behaviors and see if you recognize patterns throughout the day.
- Reflect on the connection between your emotions and your behavior.
- Write in a journal about your emotional responses to situations that were significant.
- Share your introspective discoveries with a family member, friend or trusted advisor.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Create an action plan to develop the areas you want to improve.
- Think of situations in which you made progress on an area you wish to develop, especially in the workplace.
- Identify three specific, measurable goals for improving your EQ and revisit these goals three times a year.
- Continue to practice the realistic perspective you use.



INTRAPERSONAL SELF-REGULATION

The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

You scored a 7.7.

You have a moderate level of self-regulation. You are good at regulating negative emotions and allowing yourself to experience positive emotions. You work well under pressure.

What you can do:

- Practice self-restraint by listening first, pausing and then responding.
- When becoming frustrated, identify what brought on that emotion.
- Create effective responses to stressful situations by finding strategies for altering a negative mood.
- Discuss ways of dealing with change and stress with family members, friends or a trusted advisor.
- Focus on events that provide a sense of calm or positive emotions.
- Choose a family member, friend or trusted advisor to discuss how you deal with change and how you can practice self-restraint.
- Ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.
- Journal occurrences during which you were able to regulate your responses or emotions.
- Discuss ways of expressing emotions appropriately with your co-workers.
- There is a strong mind-body connection. Take control of your body through meditation or yoga to learn to self-regulate your emotions over time.
- Begin regular exercise to increase your ability to manage your emotions and relax both body and mind. Exercise regulates your emotions by releasing endorphins, adrenaline, serotonin and dopamine.



INTRAPERSONAL MOTIVATION

A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

You scored a 8.5.

You have an average amount of motivation; procrastination can be an issue. You have the ability to seek out creative challenges.

What you can do:

- Set specific goals with dates for achievement.
- Clarify why these goals are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualizing the achievement of your goals.
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Question the status quo and make suggestions for improvement.
- Find inspiration from others who use internal motivation to overcome obstacles to reach their dreams.



The ability to understand the emotional makeup of other people.

You scored a 8.3.

You have an average amount of empathy. While nobody would call you cold, you also do not allow others' problems to affect your emotions.

What you can do:

- Attempt to understand others before communicating your point of view.
- Observe nonverbal behavior to evaluate the negative or positive emotions of others.
- Practice empathetic communication in response to your family members and coworkers.
- Watch interactions of other people that you determine to be empathetic. What can you do to model that behavior?
- Break bad interpersonal habits, such as interrupting others.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to read emotional responses.
- Be nonjudgmental in your interactions with others.
- Offer assistance to your friends, family and even strangers.



INTERPERSONAL SOCIAL SKILLS

A proficiency in managing relationships and building networks.

You scored a 8.6.

Your social skills are well-developed and you relate well to others, though you may have trouble influencing others at times.

What you can do:

- Be aware of the message your body language is communicating.
- Ask those you admire to describe their experience when socializing with you.
- Remember people's names. Everyone has a hard time with it. Use memory techniques and be known as the one that remembers!
- After making a mistake, take accountability quickly and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social function and what makes you uneasy).
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Because social skills are abilities that do not come naturally to everyone, help others improve their social skills.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional group or a sports team to practice building bonds.