



PSI

PREVUE Performance Appraisal Report

Management & Leadership Format

Examinee : - **MITCHELL LIGHT**

Company: - ABC Industries

Position: - Manager, Project Coordinator

Date: - October 4, 2010

Prevue Success Index - Management Report -

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CONFIDENTIAL

SAMPLE REPORT

- ANALYST REVIEW & COMMENTARY -

Examinee: Mitchell Light
Company: ABC Industries
Job Title: Manager, Project Coordinator
Date: 10/04/10
Basic Prevue Benchmark Rating: 66.00 Good

Analyst Rating Considerations:

Above Average Word Aptitude.
Education meets or exceeds minimum requirements of the job.
Current Employee, Development mode.
Work experience within normal range.
Above Average Numerical Aptitude.
Highly developed people skills.
Well developed capacity for working with data and reports.
Well developed aptitude for working with machinery & equipment.

Emotional Intelligence Assessment Administered

Reliability Register Assessment Administered

- TOTAL ANALYST-LINK RATING - **

Category: Supervisor, Middle Manager 68.91 Above Average

Key Competencies



Competency	Score
Achievement	52.30
Task	49.00
Communication	72.75
Diligence	50.00
Total	56.01

VALIDITY: Above Average. Assessment should be considered highly 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.

BEHAVIORAL PROFILE CATEGORY ANALYSIS

Mitchell Light

MOTIVATION - DRIVE

Drive to Succeed	58.00	
Innovative - Out of the box thinking	30.00	
Unafraid to go it alone.	30.00	
Overall Approach to the job	50.00	
TOTAL Motivation - Drive	42.00	Below Average

LEADERSHIP:

Team and Group Oriented	70.00	
Assertive - Strong willed	60.00	
Assertive, in control	65.00	
Independent yet Diplomatic	70.00	
Highly developed people skills.	90.00	
Seeks Solutions	45.00	
Unafraid to make significant decisions	73.33	
Socially Diplomatic	50.00	
Poised, thoughtful, political.	40.00	
TOTAL Leadership	62.59	Very Good
TOTAL Achievement/Leadership	52.30	Normal Range

TASK ORIENTATION:

Above Average Numerical Aptitude.	70.00	
Ability to work with Data & Reports	50.00	
Working with things	55.00	
Crisis oriented	40.00	
Highly conscientious, careful with details	30.00	
TOTAL Task	49.00	Below Average
Cognitive Reasoning - IQ	0.00	
Total Task Orientation	49.00	Below Average

COMMUNICATIONS:

Overall Emotional Intelligence Rating	86.00	
Outgoing/Engaging/Social	65.00	
Above Average Word Aptitude.	50.00	
Ability to interact with & influence others	90.00	
TOTAL Communication	72.75	Above Average

PERSUASIVE - INFLUENTIAL:

People Oriented	81.38	
Relaxed, Steady.	40.00	
Competitive - seeks to win	70.00	
Situationally Extroverted, Outgoing.	80.00	
Influence, Persuasiveness	66.67	
Generally Outgoing	80.00	
Extroverted, Curious	32.25	
TOTAL Sphere of Influence	73.76	Above Average
Sales Strategy Index	0.00	
TOTAL Persuasive - Influential	73.76	Above Average

DILIGENCE - RELIABILITY:

Crisis oriented	40.00	
Spontaneity/lack of job focus an area of concern.	20.00	
Highly innovative, unconventional.	80.00	
Stable, Steady	60.00	
TOTAL - Diligence	50.00	Normal Range
Reliability Register	0.00	
TOTAL Diligence/Reliability	50.00	Normal Range

GROUP INTERACTION:

Independent	30.00	
Competitive	70.00	
Generally Outgoing	80.00	
Socially adept	50.00	
	70.00	
TOTAL Group/Team Interaction	60.00	Normal Range

STATE of MIND:

Spontaneous/Erratic	80.00	Discuss, Probe cause
Reactive not Proactive	60.00	Discuss, Probe cause
Extroverted		
Overly Reserved		
Emotional		
Restless	60.00	Discuss.
Excitable	60.00	Discuss why?
Submissive, Non-participative		
TOTAL State of Mind	65.00	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. Light qualifications for this Project Coordinator 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.

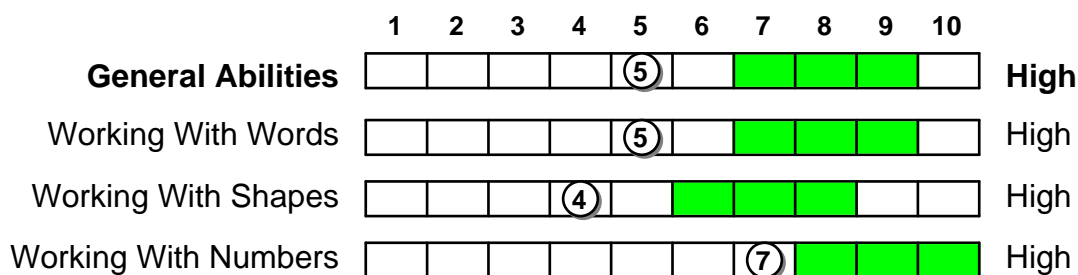
How to Use the Prevue Assessment in the Interview Process

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. Light 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 Project Coordinator position. Mr. Light 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. Light did not match this Project Coordinator benchmark. A brief explanation of the score result and Benchmark is followed by suggested behavioral interview questions.



It will be evident that Mr. Light does not fall within the Benchmarks for all of the dimensions of Abilities for this Project Coordinator position.

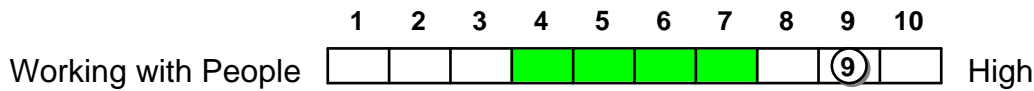
A score above any of the Abilities Benchmarks will not generally be detrimental to overall performance. However, consideration should be given to whether the position will provide sufficient challenge, stimulation and opportunity for Mr. Light.

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

The Interview

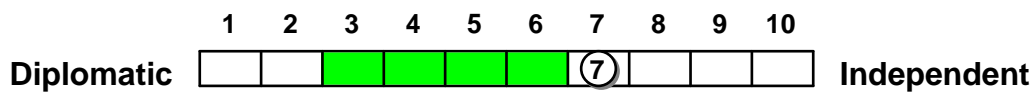
Mitchell Light

Project Coordinator



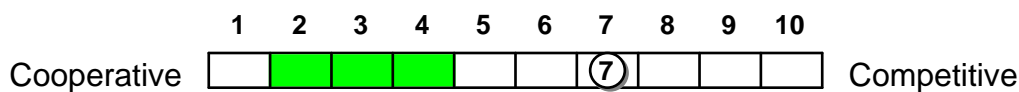
Mr. Light shows a higher than average level of interest in work which involves dealing with people (teaching, instructing, training, supervising, persuading, influencing, helping, entertaining, and negotiating).

1. Can you describe a recent situation where working by yourself would have been preferred?
2. Describe what you found to be the most difficult part of working on your own.
3. Illustrate the biggest contribution you made on the last team you worked on.



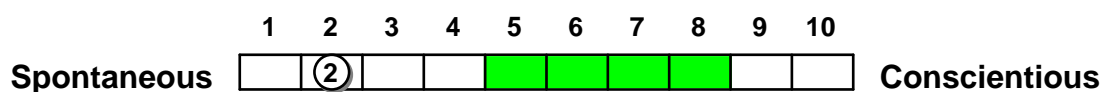
Mitchell Light at times is usually forthright and plays hard to win.

1. Give me an example of how you have succeeded in getting people to work together.
2. Describe how you convince someone of your point of view.
3. Tell me about the last time you refused to change your mind.



Mr. Light is an effective competitor who can also maintain helpful relationships with others.

1. Describe a recent successful project that gave you a lot of satisfaction.
2. How do other people help you get what you want?
3. What work-related goals have you set for yourself?



Mr. Light is likely to be flexible and responsive to situations as they arise, and may produce creative and radical solutions to situations.

1. Describe what you have done in the past to make your job easier.
2. Explain the circumstances in which you have felt it necessary to overlook some policies or procedures because they got in the way of reaching a goal.
3. Your preference is to reach a solution in the quickest possible way. Describe a situation where this has been ineffective in meeting your goals.

The Interview

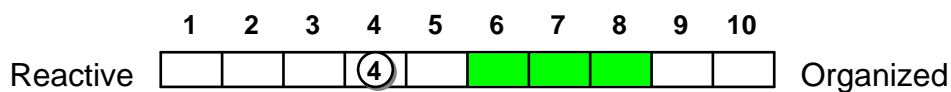
Mitchell Light

Project Coordinator



Mr. Light sees himself as innovative and flexible.

1. Do you see yourself seeking new ways to solve work-related problems rather than following the traditional methods? Describe how your experiences have shown that approach to be more productive.
2. Explain please, what you do to make sure things don't get overlooked.
3. You describe yourself as creative and impulsive. Provide an example of the most unique solution that you have developed for a problem.



Mr. Light regards himself as a reasonably reactive person, capable of responding to spontaneous and unpredictable events.

1. How do you complete your planned activities when you are interrupted?
2. Describe the last situation where a deadline was not met because your day simply got out of control.
3. How much paperwork was there in your last job? Describe how you kept it organized.



Mr. Light describes himself as someone who needs to be the center of attention.

1. Recall the most dynamic presentation to a group of coworkers that you have made.
2. What did you find to be the most boring part of your job?
3. Describe how you add variety to your job.

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:

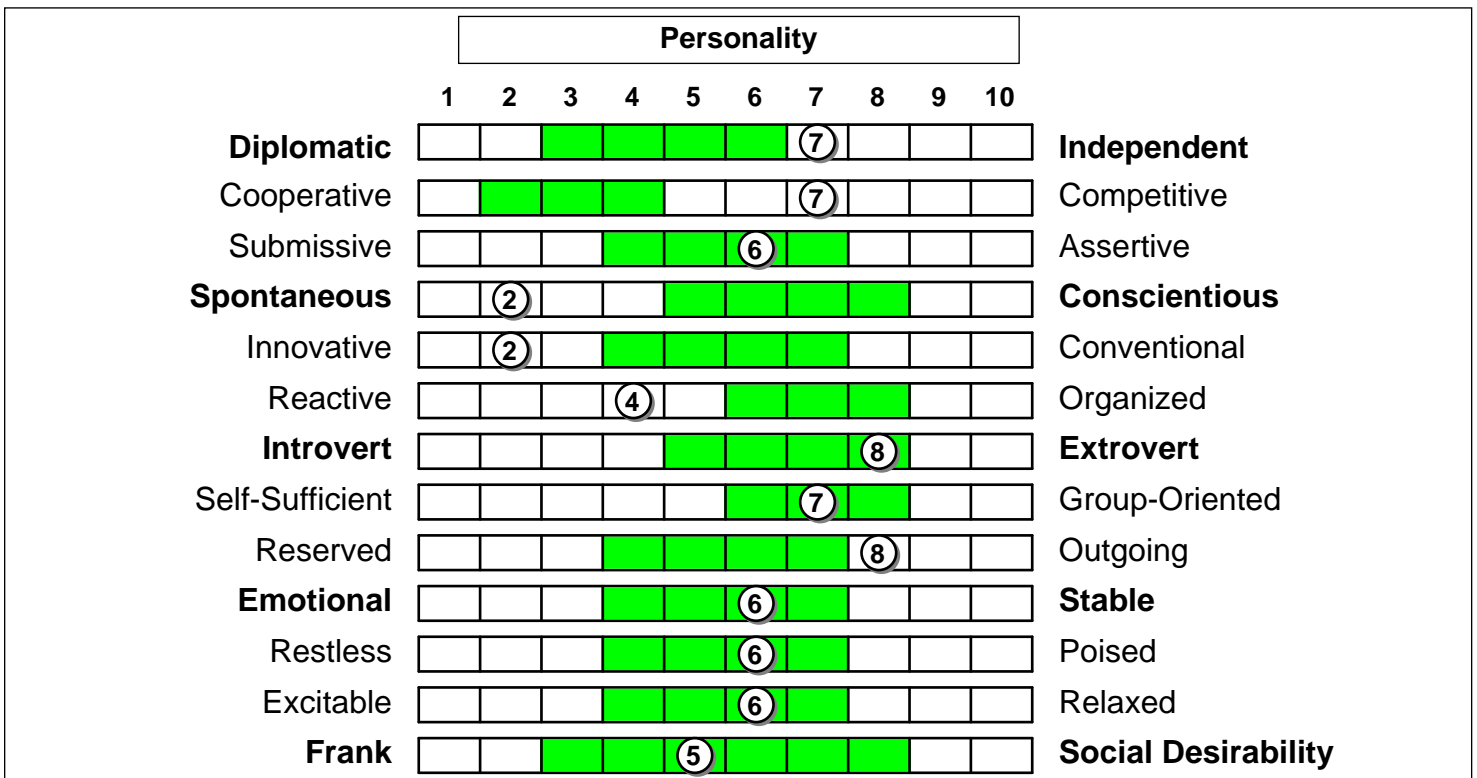
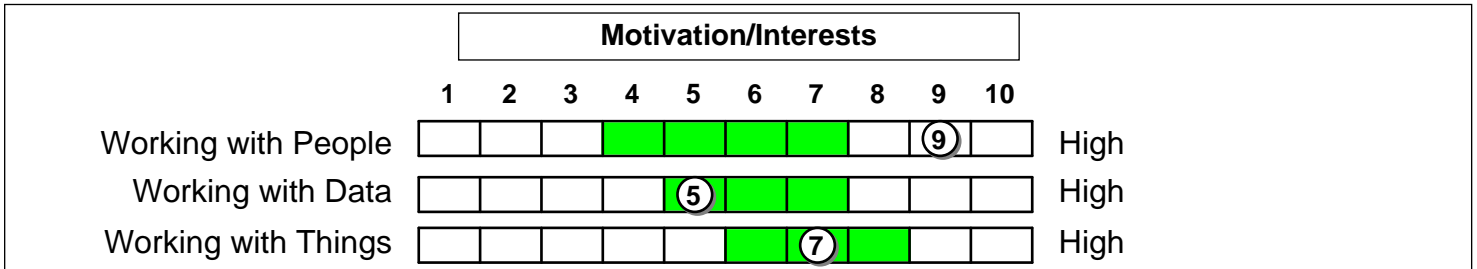
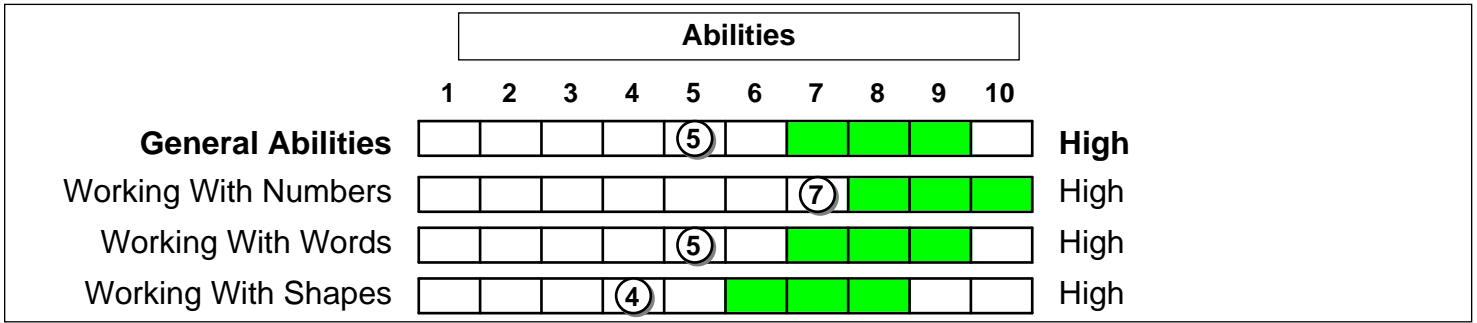
THE PREVUE Management & Leadership Development Program

***Go to: www.analyst-link.net - Click on the SDP workbook link.
Print workbook # 24 - The Prevue Management & Leadership Guide.
Distribute the report to the examinee. Review the report with them.***

Prevue Benchmark

Mitchell Light

Project Coordinator



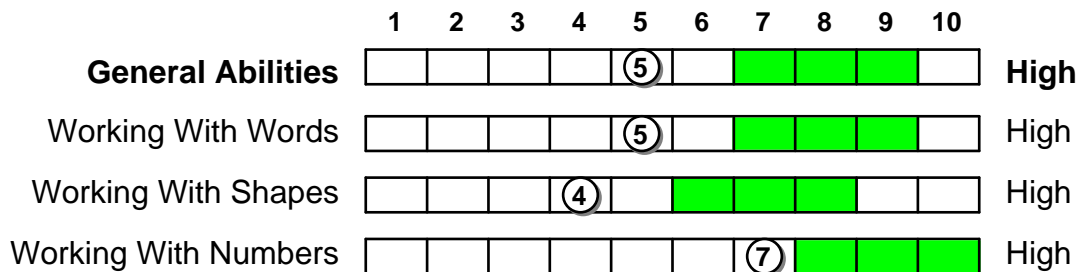
A Prevue benchmark illustrates the required characteristics of various jobs as decided by management. The shadowed areas above graphically represent the benchmark for this Project Coordinator position. The number on each scale is Mitchell Light's actual score.

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. Light's assessment to this Project Coordinator 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 Project Coordinator position.

Coaching Areas Off the Benchmark

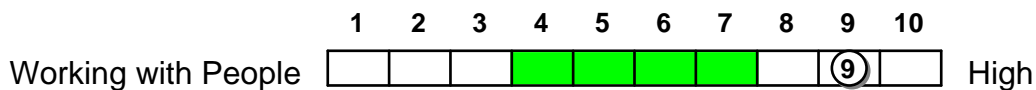
The following are areas where Mr. Light did not match this benchmark. A brief explanation of the benchmark and score result is followed by suggestions and statements which may assist you in coaching his future performance as a Project Coordinator.



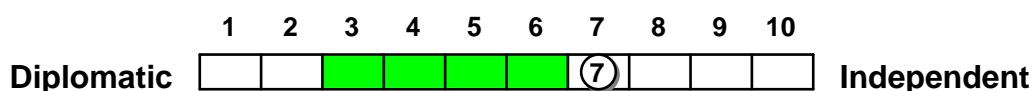
It will be evident that Mr. Light does not fall within the Benchmarks for all of the dimensions of Abilities for this Project Coordinator position.

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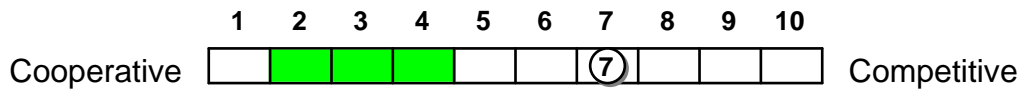
A score below any of the Abilities Benchmarks suggests Mr. Light may have difficulty in quickly and effectively addressing and completing those aspects of the job where he is below the Benchmark. Courses at local colleges coupled with tutoring in the subject areas where Mr. Light has scored below the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



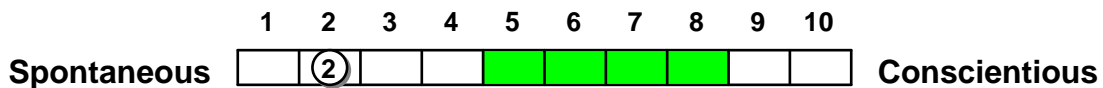
Mitchell Light is truly interested in working with people. His marked preference for working with others could be useful in many areas of professional business. This Project Coordinator is well motivated to work with others. However, he may give lower priority to tasks which do not involve social contact. Coaching should emphasize that all efforts contribute to the success of the company.



Mr. Light is ambitious and proficient at getting things done, but he usually respects the needs of others. Because he can be hard-driving and determined, training should focus on specific abilities such as listening skills and goal setting to ensure the most effective use of his will to win. Coaching for this Project Coordinator should encourage him to develop his diplomatic skills.



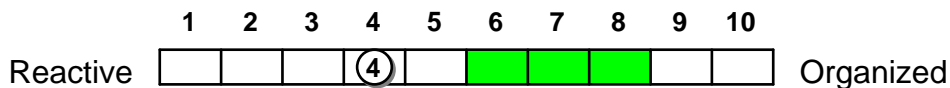
Although he is ambitious, Mitchell Light maintains helpful relationships with others. He prefers to be a front runner and this will-to-win could interfere with corporate goals. A personality profile to make him more aware of his competitive traits is recommended. An Outward Bound team endurance course would also promote this Project Coordinator's cooperative spirit.



This Project Coordinator is more comfortable in a less structured environment. Flexible and responsive to change, Mitchell Light should be creative in crisis management but he may not cope as well with mundane tasks. With his preference for unorthodox work habits, Mr. Light may be tempted occasionally to disregard corporate policies or procedures. If this behavior becomes counter-productive, he could try using self-help materials (books or tapes) on impulse control. Training in planning and time management might also be beneficial for him.



Mr. Light is innovative and flexible, believing that rules can be interpreted loosely. He will often seek new solutions to problems rather than following traditional methods. Coaching may be required if Mr. Light works in a highly structured rather than a changing environment. Coaching should emphasize the value of due process and reinforce the importance of company procedures and policies.



Moderately well organized, Mitchell Light will prefer to react quickly to last minute changes or unforeseen developments. This Project Coordinator usually finds the right balance between administrative tasks and professional objectives, but he may be inclined to ignore details. Little coaching is likely required but Mr. Light should be encouraged to maintain and increase his organizational skills.



Outgoing and talkative, Mr. Light is an impulsive person who likes meeting new people and doing new things. He prefers work that offers variety and challenge, but a Project Coordinator also has to work alone at repetitive tasks and he must not disclose company data. Training for Mr. Light should focus on inventive ways to accomplish the more routine tasks. Computer software, for example, could be used to chart progress, set objectives, and maintain correspondence files. Coaching could also include a review of confidentiality guidelines and codes of conduct.

Total Person Description

Mitchell Light

Project Coordinator

Note:

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

Mr. Mitchell Light has above average numeric skills, combined with moderate verbal and spatial skills. He is well equipped for challenging numeric assignments and able to work with complex spreadsheets and data tables. His average ability with words means that common paperwork, most office duties, and written material are within his scope. Similarly, because he is reasonably proficient in tasks that require mental manipulation of shapes and objects, he will be able to follow simple diagrams, to estimate space requirements, and to read blueprints. He should not require extra instruction, guidance, or time to achieve competence in routine work. Overall, he and Mr. Light will perform best when the environment and work practices change slowly.

Mr. Light is highly motivated to work with people, particularly interested in working with tools and equipment, and only moderately inclined to work with data. His strong preference for working with others means that he will do well as part of a team, in any position requiring social skills, and in any task which permits interaction with people and use of tools or technology. Regarding office equipment, his overriding interest in people should make him an eager user of telephone equipment, electronic mail, the Internet, etc. Because Mr. Light has only average interest in data, he would have to exert himself when working with databases, ledgers, or any detailed paperwork. Because his motivation to work with tools is greater than his interest in abstract data, he would be more at ease using graphic software. For maximum performance, any long-term assignments for Mitchell Light should include contact with people.

Mr. Light 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, Mitchell Light will be outspoken and he will vigorously promote his own ideas. On occasion, Mr. Light will use tact and diplomacy to maintain harmony in the workplace.

Mitchell Light is an original and innovative thinker. As far as he is concerned, the rules are subject to interpretation, and unforeseen developments are more likely to stimulate than intimidate. He will often seek new ways to solve problems rather than follow established methods. Although preferring to act spontaneously, he is reasonably well organized and tidy. He can make plans and work in a controlled manner, but he is not upset if he has to abandon those plans to cope with unexpected events. Mr. Light is stimulated by new developments and a changing work environment.

Mitchell Light is a tremendously enthusiastic communicator, often selling his ideas with the sheer energy of his presentation. He is a risk-taker who enjoys the spotlight and, at times, might exaggerate to make a story better. Listening is a challenge for him, because he is always waiting for his turn to talk and preparing what he will say. He enjoys the company of others, and coworkers will see him as friendly and dynamic. When used to advantage, these talents can play a key role in motivating others.

Total Person Description

Mitchell Light

Project Coordinator

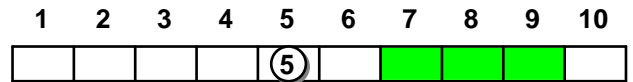
Mitchell Light is generally rational and calm. He can take criticism quite well and, because he strives to be objective, he is usually able to shrug off rejection and continue with his work. Most times he is relaxed and able to cope well with pressure but can become anxious when things do not go well. Although he can work on demanding, high-pressure projects that require dealing with people openly and objectively, Mr. Light may feel some anxiety in such circumstances.

NOTE:

The individual traits on the following pages are descriptions of Mr. Light'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.

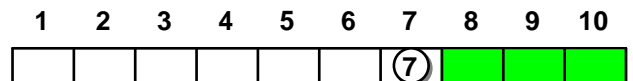
General Abilities

Mitchell Light has an average level of speed and accuracy in reasoning and problem solving. He can learn and absorb new information without too much difficulty. He is as able as most, which means you will find him to be efficient working in an environment that makes reasonable demands. However, should this Project Coordinator position demand very high levels of mental work load, he may find it difficult to cope.



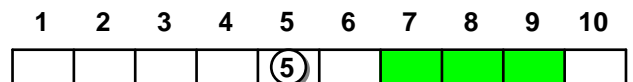
Working With Numbers

Mitchell Light is in the high average range for Numerical Reasoning. This is typical of employees who are skilled and competent in reasoning with information derived from simple numbers.



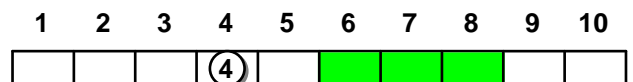
Working With Words

This score suggests an average capacity for speed and accuracy when dealing with written information. Mr. Light is as able as most with expression or presentation of written communication.



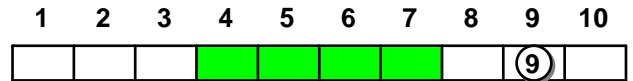
Working With Shapes

Mr. Light is likely to be reasonably competent in mentally manipulating or visualizing shapes, but may need more time while working in this medium. When under time pressure he is likely to make more mistakes than average.



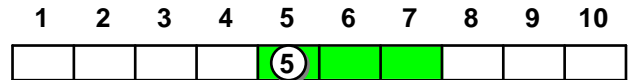
Working With People

Mr. Light 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. He is unlikely to feel satisfied in jobs in which interaction with people does not play a significant role.



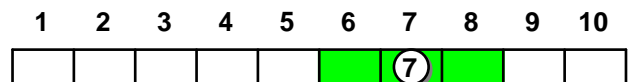
Working With Data

Mr. Light has some interest in working with data. Such a person should be able to relate and balance this limited interest in data to those tasks in the job that require working with people or working with machinery and equipment. He would not necessarily feel the need to work with data to form the major part of his job.



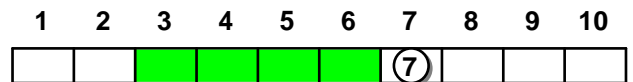
Working With Things

Mitchell Light 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.



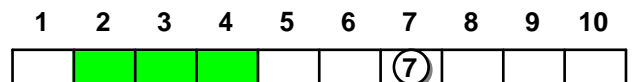
Diplomatic / Independent

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



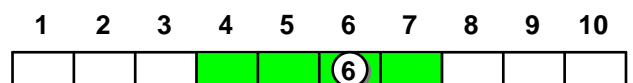
Cooperative / Competitive

He describes himself as a competitive person who plays hard to win. Such individuals can accept compromise between their own achievements, and the need to maintain relationships with others.



Submissive / Assertive

You will find, depending on the situation or the people involved, Mitchell Light can be assertive and outspoken. In groups he may promote himself as the leader.



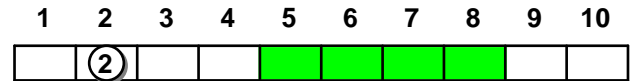
Individual Traits

Mitchell Light

Project Coordinator

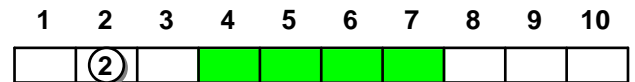
Spontaneous / Conscientious

Mitchell Light is a spontaneous and innovative individual, who works well in changing situations. He is adaptable and responsive to circumstances as they arise, while providing creative and yet sometimes radical solutions. Mr. Light may appear disorganized at times.



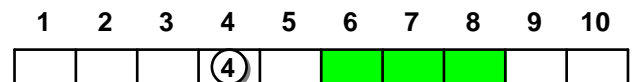
Innovative / Conventional

Such people are likely to see new ways to solve problems, and are not bound by traditional methods. An unconcerned attitude toward rules and guidelines allows them to be very flexible when reaching solutions. They are innovative and enjoy change.



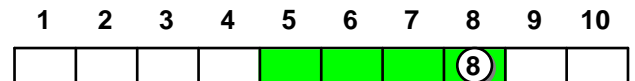
Reactive / Organized

He prefers to focus on the overall picture rather than deal with the fine details. Mr. Light does some degree of planning, yet remains capable of responding to spontaneous events.



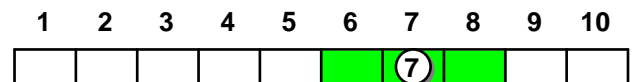
Introvert / Extrovert

Mr. Mitchell Light is an extrovert, who seeks stimulation from the company of others. Generally energetic, he seeks to be the center of attention. His fellow workers will see him as high-spirited and impulsive at times.



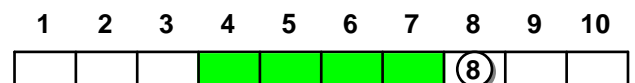
Self-Sufficient / Group-Oriented

He is happiest working in situations where there is a reasonable amount of contact with others. He enjoys company and a group environment, but occasionally requires time for quiet reflection.



Reserved / Outgoing

Mr. Light will enjoy taking risks and will need stimulating work. You will find him enjoying being the center of attention, while meeting and talking to people. Sometimes his enthusiasm with talking will interfere with hearing what others have to say.



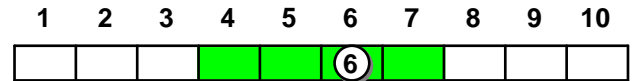
Individual Traits

Mitchell Light

Project Coordinator

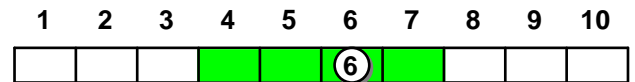
Emotional / Stable

In most situations, Mitchell Light accepts people in a calm and stable manner. There will be circumstances when he becomes apprehensive and emotional, even wary about some people, particularly their motives. In general, he is secure in himself, remaining quite relaxed under moderate stress.



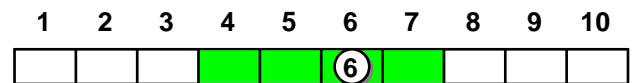
Restless / Poised

In the face of difficult situations, Mr. Light has an average balance between calm objectivity and any tendency to be upset and take things personally.



Excitable / Relaxed

This is a person who remains calm and relaxed in response to normal situations. For the most part, such people are able to manage their problems without undue anxiety. Occasionally, they will not always assume the best of other people, and will feel the need to check their motives. However, any level of suspicion or stress is likely to be moderate.



Social Desirability

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



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

Mitchell Light

This report provides additional information on certain Working Characteristics of Mr. Light. 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. Light 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. Light.

Working Characteristics Summary

How does he want to be paid?	Prefers performance-based remuneration over a more modest but certain income.
How important is work to him?	Work is important, but not at the expense of home or family.
Does he make risky decisions?	Is inclined to be daring and impulsive, sometimes without considering the consequences.
How does he deal with change?	Enjoys change and values innovation.
What is his perception of the world?	Where others might see risks, this candidate sees opportunity.

Working Characteristics

Compensation Preference

This Working Characteristic identifies whether Mr. Light 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. Light better motivated by fixed salary or by an incentive remuneration program?

Prefers Salary Prefers Bonus

- Mr. Light prefers striving for performance-based remuneration rather than being on salary.
- He enjoys taking chances and likes the excitement of bonus or commission work.
- He will find ways to get around obstacles, even if that requires bending the rules.
- He does not always count the costs and can be difficult to manage.

Focus on Work

This Working Characteristic provides information on the importance of work for Mitchell Light. 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 Mitchell Light will fit with the culture of the workplace or with the team that he may be assigned to.

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

Works to Live Lives to Work

- Work is important to Mitchell Light but not at the expense of home or family.
- If conflicts arise between home and work, his personal life may take priority.
- Leading a full social and business life, he may sometimes be overextended.
- Long or irregular working hours could be a strain on this sociable person.
- The social skills he develops in his leisure activities should translate well to business.

Working Characteristics

Tolerance for Risk

This Working Characteristic indicates the likelihood of Mr. Light 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. Light likely to make risky decisions?

Not Risk Inclined Risk Inclined

- Mitchell Light is inclined to be daring and impulsive, sometimes without considering the consequences of his actions.
- He is inclined to believe that "the end justifies the means", and will not be overly concerned about the downside of his actions or decisions.
- He is probably a confident person with good social skills, which are vital assets in business.
- His venturesome behavior could add creative impetus to reaching corporate goals.

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. Light fits on the continuum between these diametric requirements.

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

Prefers Routine Prefers Change

- Mr. Light enjoys change and values innovation.
- He will look for new ways to do routine tasks.
- He likes to take control of events and will react proactively to new trends.
- He tends to seek change for its inherent excitement, rather than because it is necessary.

Working Characteristics

Perception of the World

Mitchell Light'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. Light perceive and approach problems and events?

Sees Drawbacks Sees Opportunities

- Where others might see risks, Mitchell Light sees opportunity.
- For him, the business world is an exciting place with little to fear.
- He rarely considers that speed might cause errors and he will tend to act quickly.
- He is usually optimistic about new ventures and eager for new ideas.
- He tends to trust others and will give them the benefit of the doubt.
- He will readily try novel ways to boost performance and productivity.

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 Appraisal Report
Employee Copy

Examinee : - **MITCHELL LIGHT**
Company: - ABC Industries
Position: - Manager, Project Coordinator
Date: - October 4, 2010

Management & Leadership Development

Understanding -Self

Prevue Success Index

>Part 1

CONTENTS:

- **INDIVIDUAL TRAITS**
- **THE TOTAL PERSON** (*UNDERSTANDING YOUR OVERALL APPROACH TO THE JOB*)
- **SELF-DEVELOPMENT ACTION PLAN**
- **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

Mitchell Light

Abilities

1 2 3 4 5 6 7 8 9 10

General Abilities	<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"/>	High
Working With Numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Working With Words	<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"/>	High
Working With Shapes	<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"/>	<input type="checkbox"/>	High

Motivation/Interests

1 2 3 4 5 6 7 8 9 10

Working with People	<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"/>	High
Working with Data	<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"/>	High
Working with Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Personality

1 2 3 4 5 6 7 8 9 10

Diplomatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent
Cooperative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Competitive
Submissive	<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"/>	Assertive
Spontaneous	<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"/>	<input type="checkbox"/>	Conscientious
Innovative	<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"/>	<input type="checkbox"/>	Conventional
Reactive	<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"/>	<input type="checkbox"/>	Organized
Introvert	<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"/>	<input type="checkbox"/>	Extrovert
Self-Sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Group-Oriented
Reserved	<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"/>	<input type="checkbox"/>	Outgoing
Emotional	<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"/>	Stable
Restless	<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"/>	Poised
Excitable	<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"/>	Relaxed
Frank	<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"/>	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 Management & Leadership Development Program

***Go to: www.analyst-link.net - Click on the SDP workbook link.
Print workbook # 24 - The Prevue Management & Leadership Guide.
Follow the instructions and complete the workbook program.***

Total Person Description

Mitchell Light

Note:

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

You have above average numerical skills, combined with moderate verbal and spatial skills. You are well equipped for challenging numerical assignments and able to work with complex spreadsheets and data tables. Your average ability with words means that routine paperwork, most office duties, and written material are within your scope. Similarly, because you are reasonably proficient in tasks that require mental manipulation of shapes and objects, you will be able to follow simple diagrams, to estimate space requirements, and to read blueprints. You should not require extra instruction, guidance, or time to achieve competence in routine work.

You are highly motivated when working with people, particularly interested in working with tools and equipment, and only moderately inclined to work with data. Your strong preference for working with others means that you will do well as part of a team, in any position requiring social skills, and in any task that permits interaction with people and use of tools or technology. Regarding office equipment, your overriding interest in people should make you an eager user of telephone equipment, electronic mail, the Internet, etc. Because you have only average interest in data, you will have to exert yourself when working with databases, ledgers, or any detailed paperwork. Because your motivation to work with tools is greater than your interest in abstract data, you would be more at ease using graphic software. For maximum performance, any long-term assignments for you should include contact with people.

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 are an original and innovative thinker. As far as you are concerned, the rules are subject to interpretation, and unforeseen developments are more likely to stimulate than intimidate. You will often seek new ways to solve problems rather than follow established methods. Although preferring to act spontaneously, you are reasonably well organized and tidy. You can make plans and work in a controlled manner, but you are not upset if you have to abandon those plans to cope with unexpected events. New developments and a changing work environment stimulate you.

You are a tremendously enthusiastic communicator, often selling your ideas with the sheer energy of your presentation. You are a risk-taker who enjoys the spotlight and, at times, might exaggerate to make a story better. Listening is a challenge for you, because you are always waiting for your turn to talk and preparing what you will say. You enjoy the company of others, and coworkers will see you as friendly and dynamic. When used to your advantage, these talents can play a key role in motivating others.

Total Person Description

Mitchell Light

You are generally rational and calm. You can take criticism quite well and, because you strive to be objective, you are usually able to shrug off rejection and continue with your work. Most times you are relaxed and able to cope well with pressure but can become anxious when things do not go well. Although you can work on demanding, high-pressure projects that require dealing with people openly and objectively, you may feel some anxiety in such circumstances.

Individual Traits

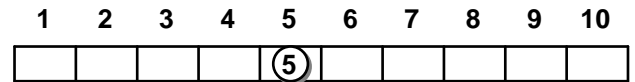
Mitchell Light

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.

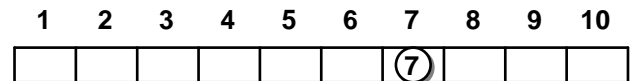
General Abilities

You have a level of speed and accuracy in reasoning and problem solving that indicates that you are as able as most other adult workers. You can learn and absorb new information without too much difficulty. You are efficient working in a reasonably demanding environment.



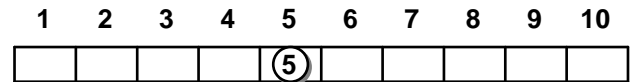
Working With Numbers

You are at the higher end of the average range for Numerical Reasoning. This is typical of employees who are skilled and competent in reasoning with information derived from simple numbers.



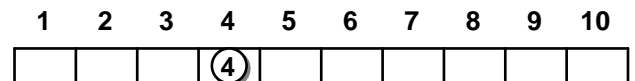
Working With Words

This score is an average score for working with written language. You have capable speed and accuracy when using written material.



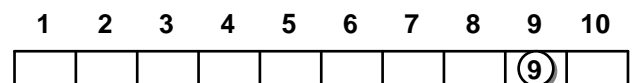
Working With Shapes

Your score places you at the lower end of the mid-range of scores in spatial ability. You have a normal level of speed and accuracy 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

Mitchell Light

Working With Data

You have a reasonable level of interest in working with data. You would not necessarily feel the need to work with data to form the major part of your job.

1	2	3	4	5	6	7	8	9	10
				5					

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 competitive person who plays hard to win. You can accept compromise between your own achievements, and the need to maintain relationships with others.

1	2	3	4	5	6	7	8	9	10
						7			

Submissive / Assertive

Depending on the situation or the people involved, you can be assertive and outspoken. In some groups you may promote yourself as the leader.

1	2	3	4	5	6	7	8	9	10
					6				

Spontaneous / Conscientious

You are a spontaneous and innovative individual, who works well in changing situations. You are adaptable and responsive to circumstances as they arise, while producing creative and sometimes radical solutions.

1	2	3	4	5	6	7	8	9	10
	2								

Individual Traits

Mitchell Light

Innovative / Conventional

Such people are likely to see new ways to solve problems, and are not bound by traditional methods. An unconcerned approach allows you to be very flexible when reaching solutions. You are innovative and enjoy change.

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"/>

Reactive / Organized

This is the score of a person who prefers to focus on the overall picture rather than deal with the fine details. You do some degree of planning, yet remain capable of responding to spontaneous events.

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"/>

Introvert / Extrovert

You are an extrovert who seeks stimulation from the company of others. Generally energetic, you seek to be the center of attention. Your associates will see you as high-spirited and impulsive at times.

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"/>

Self-Sufficient / Group-Oriented

You are happiest working in situations where there is a reasonable amount of contact with others. You enjoy company and a stimulating environment, but occasionally require time for quiet reflection.

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

Reserved / Outgoing

You enjoy being the center of attention, while meeting and talking to people. You like taking risks and will need stimulating work.

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"/>

Emotional / Stable

In most situations, such individuals accept people in a calm and stable manner. In general, you are secure in yourself, remaining quite relaxed under moderate stress.

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

Individual Traits

Mitchell Light

Restless / Poised

In the face of difficult situations, you have an average balance between calm objectivity, and any tendency to be upset and take things personally.

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

Excitable / Relaxed

You are a person who remains calm and relaxed in response to normal situations. For the most part, you are able to manage your problems without undue anxiety.

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

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
<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"/>

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)



EIQ

Emotional Intelligence Quotient tm

Examinee : - **MITCHELL LIGHT**

Company: - ABC Industries

Position: - Manager, Project Coordinator

Date: - October 4, 2010

>Part 2

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

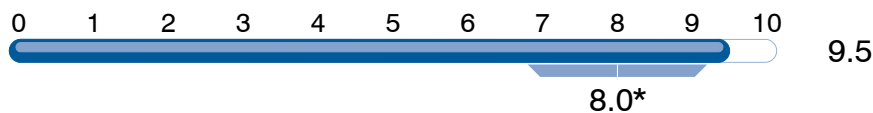
SAMPLE REPORT



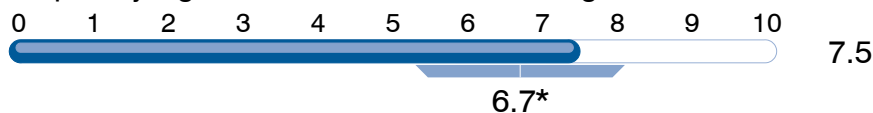
EMOTIONAL QUOTIENT ASSESSMENT RESULTS

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.

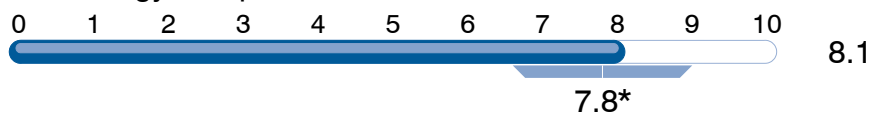
1. SELF-AWARENESS: The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



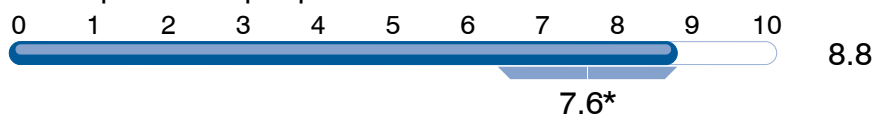
2. SELF-REGULATION: The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



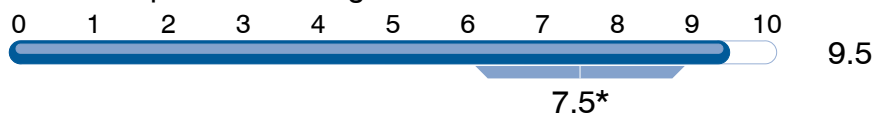
3. MOTIVATION: A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



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



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



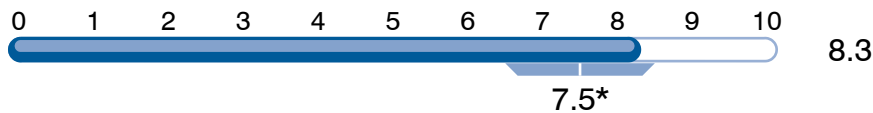
* 68% of the population falls within the shaded area.



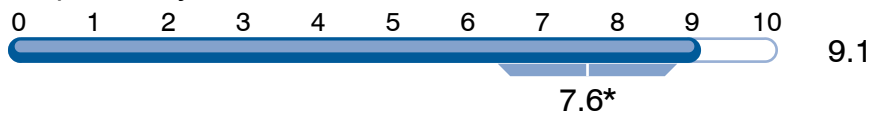
EMOTIONAL QUOTIENT SCORING INFORMATION

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.

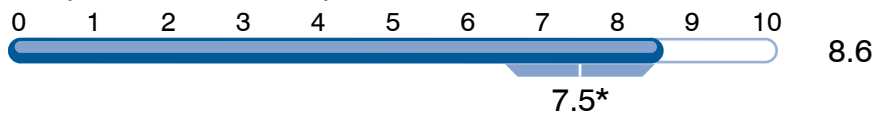
INTRAPERSONAL: The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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 9.5.

You are very self-aware. You are good at noticing what you are feeling and why. You also have a realistic assessment of your own abilities.

What you can do:

- Describe your strengths and weaknesses to a family member, friend or trusted co-worker to improve your ability to self-assess.
- Compare the feedback you receive from others with your own self-assessment.
- To improve decision-making, look for behavioral trends and discuss your observations with a trusted advisor, family member or friend.
- Consider whether you have a realistic self-perception.
- Reflect on the connection between your emotions and your behavior. Identify the triggers that lead to potentially negative reactions.
- Practice observing your self-awareness by writing in a journal about your emotional responses to situations that were significant.
- Note your introspective discoveries and discuss them with a family member, friend or trusted co-worker to gain further enlightenment.
- Keep a list of your strengths and areas for improvement. Look at it daily.
- Think of situations where you use each of your strengths and weaknesses, especially in the workplace.
- Create a challenging action plan to develop the areas you need to improve, both at home and at work.



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 7.5.

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 8.1.

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.



INTERPERSONAL EMPATHY

The ability to understand the emotional makeup of other people.

You scored a 8.8.

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 9.5.

You have exceptional social skills. You have an ability to find common ground and build rapport with others. You are persuasive, effective in leading change and expert in building and leading teams.

What you can do:

- Ask those you admire for feedback about your interpersonal style.
- Seek to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social or work function and what makes you uneasy).
- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.
- Practice allowing others to take the lead so you can influence from a support role.
- Find ways to be an influence at work by helping others improve their social skills.
- Give advice and feedback about effective social skills techniques to coworkers.
- Extrapolate leadership wisdom and knowledge from your mentor to continue improving your social skills.
- Make an effort to stay in touch with people you meet; connect with your contacts regularly.
- Seek quality, not quantity, in your social bonds. Converse with others on a deeper level.
- Talk about feelings related to work.
- Join a professional group or affiliation to continue building your network.
- Remember people's names. Everyone has a hard time with it. Be known as the one who remembers!