

The logo consists of the letters 'PSI' in a bold, sans-serif font, centered within a square frame. The frame has a grey background and is bordered by a thick green line.

# PREVUE

## Pre-employment Program

Business Development Manager Version

*Candidate :* - **SHERIE GLINSEY**

*Company:* - ABC Industries

*Position:* - Business Development Manager  
October 7, 2010

### PREVUE SUCCESS INDEX - MANAGEMENT REPORT -

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**CONFIDENTIAL**

**SAMPLE REPORT**



# 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.

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## ■ THE PURPOSE OF THIS REPORT:

The Prevue Pre-employment program is designed to provide information that will assist the hiring manager in understanding the candidate's unique profile. It provides management with the insight to better understand the candidate's approach to the job, the company, and the work environment. The Prevue report also provides insight into the candidate's personality and a wide range of important work related characteristics. Properly matching the candidate to the job is beneficial to the organization and to the candidate as job matching virtually ensures job satisfaction, reduces turnover, and is 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. Special attention should be paid and the 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 candidate will be comfortable within the constraints of the job.

## ■ THE INTERVIEW PROGRAM:

This report includes a series of Interview Questions that are custom designed and specific to the candidate. 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 candidate responses.

## ■ INDIVIDUAL TRAITS, COMPETENCIES, AND ATTRIBUTES:

This section is self explanatory. Focus on any comments where the candidate either does not meet the requirements of the job or the behavior is contrary to the job or there are indications the candidate may not fit within the Corporate Culture.

## ■ 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**  
**Sherie Glinsey**

**MOTIVATION - DRIVE**

Drive to Succeed	50.00	
Innovative - Out of the box thinking	25.00	
Unafraid to go it alone.	20.00	
Overall Approach to the job	30.00	
<b>TOTAL Motivation - Drive</b>	<b>31.25</b>	Below Average

**LEADERSHIP:**

Team and Group Oriented	80.00	
Assertive - Strong willed	60.00	
Asssertive, in control	50.00	
Independent yet Diplomatic	50.00	
Well developed People Skills.	70.00	
Seeks Solutions	50.00	
Unafraid to make significant decisions	70.00	
Socially Diplomatic	50.00	
Poised, thoughtful, political.	20.00	
<b>TOTAL Leadership</b>	<b>55.56</b>	Normal Range
<b>TOTAL Achievement/Leadership</b>	<b>43.40</b>	Below Average

**TASK ORIENTATION:**

Average/Marginal numerical/math aptitude.	30.00	
Ability to work with Data & Reports	60.00	
Working with things	50.00	
Organized, Methodical	50.00	
Highly conscientious, careful with details	36.67	
<b>TOTAL Task</b>	<b>45.33</b>	Below Average
Cognitive Reasoning - IQ	0.00	
<b>Total Task Orientation</b>	<b>45.33</b>	Below Average

**COMMUNICATIONS:**

Overall Emotional Intelligence Rating	76.00	
Outgoing/Engaging/Social	60.00	
Low level Word aptitude.	40.00	
Ability to interact with & influence others	70.00	
<b>TOTAL Communication</b>	<b>61.50</b>	Normal Range

**PERSUASIVE - INFLUENTIAL:**

People Oriented	65.75	
Relaxed, Steady.	30.00	
Cooperative yet assertive.	40.00	
Situationally Extroverted, Outgoing.	80.00	
Influence, Persuasiveness	56.67	
Generally Outgoing	70.00	
Extroverted, Curious	31.56	
<b>TOTAL Sphere of Influence</b>	<b>62.71</b>	Normal Range
Strategic Sales Total Rating	57.50	
<b>TOTAL Selling Skill and Influence</b>	<b>60.11</b>	Normal Range

**DILIGENCE - RELIABILITY:**

Organized, Methodical	50.00	
Spontaneity/lack of job focus an area of concern.	30.00	
Highly innovative, unconventional.	80.00	
Stable, Steady	70.00	
<b>TOTAL - Diligence</b>	<b>57.50</b>	Normal Range
Reliability Register	0.00	
<b>TOTAL Diligence/Reliability</b>	<b>57.50</b>	Normal Range

**GROUP INTERACTION:**

Diplomatic:	50.00	
Cooperative:	40.00	
Generally Outgoing	70.00	
Socially adept	50.00	
	80.00	
<b>TOTAL Group/Team Interaction</b>	<b>58.00</b>	Normal Range

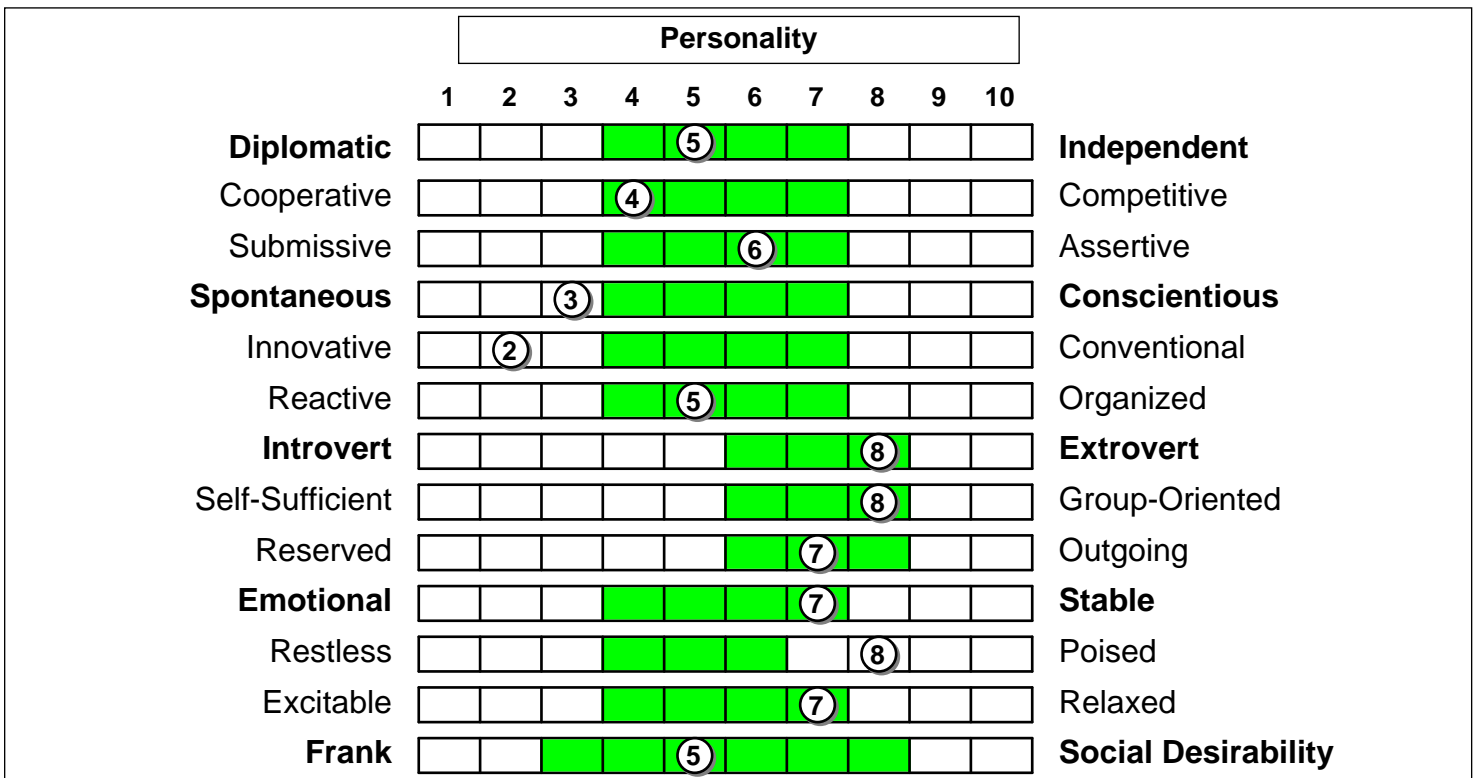
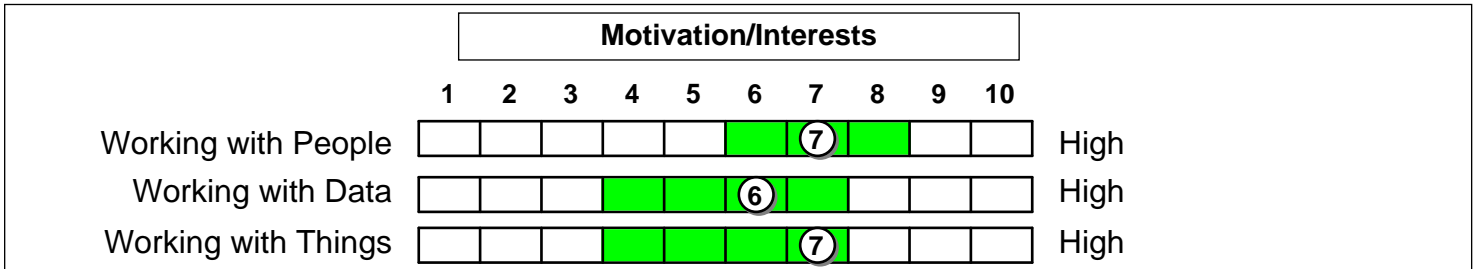
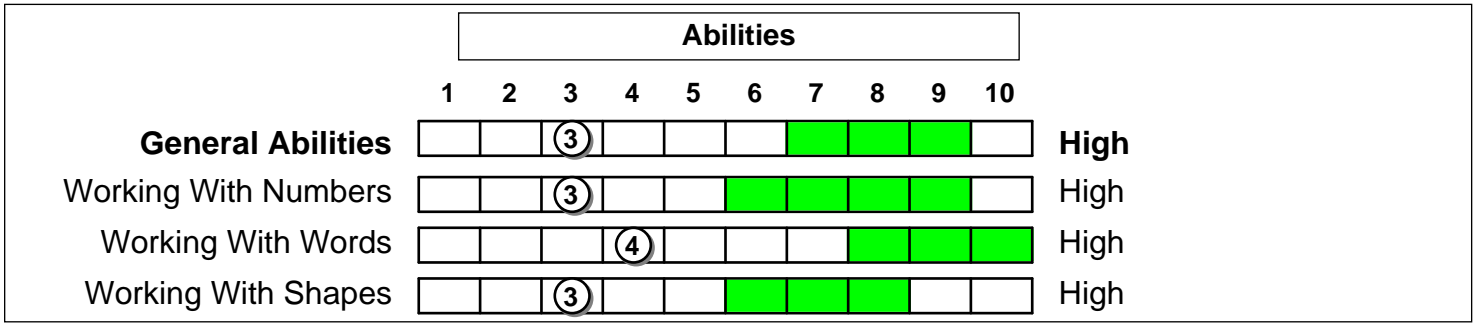
**STATE of MIND:**

Spontaneous/Erratic	70.00	Discuss, Probe cause
Reactive not Proactive		
Extroverted		
Overly Reserved		
Emotional		
Restless	80.00	Discuss.
Excitable	70.00	Discuss why?
Submissive, Non-participative		
<b>TOTAL State of Mind</b>	<b>73.33</b>	Stress + Job Dissatisfaction

# Prevue Benchmark

Sherie Glinsey

Business Development Manager



A Prevue benchmark illustrates the required characteristics for this job as decided by management. The shadowed areas above graphically represent the benchmark for this Business Development Manager position. The number on each scale is Sherie Glinsey's actual score. The following percentage reflects the degree of suitability of her scores when compared to this benchmark.

Prevue Job Suitability		Benchmark Suitability
<p>The Prevue benchmark suitability should comprise not more than one-third of the selection decision process. The other aspects of the selection decision process, including the job interview, candidate history and background check, should be furnished by management.</p>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">65%</div>

## Planning the Interview

Your interview should be a formal meeting with the objective of assessing Ms. Glinsey 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 her 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 Ms. Glinsey scores match the Benchmark, the higher is her 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. Ms. Glinsey responses should be clarified with further behavioral questions until you are comfortable you can make a proper decision on her overall job suitability.

## Areas Off the Benchmark

The following are areas where Ms. Glinsey 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	
<b>General Abilities</b>			③								<b>High</b>
Working With Words				④							High
Working With Shapes			③								High
Working With Numbers			③								High

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

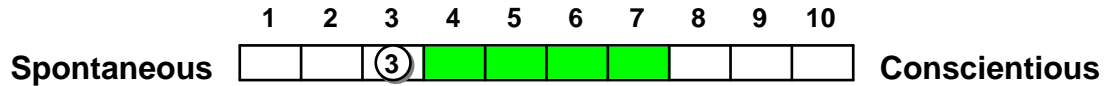
A score above any of the Abilities Benchmarks will not generally be detrimental to overall performance. However, consideration should be given to whether the position will provide sufficient challenge, stimulation and opportunity for Ms. Glinsey.

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

# The Interview

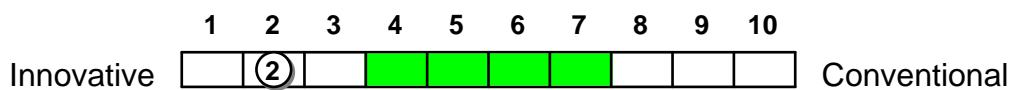
Sherie Glinsey

Business Development Manager



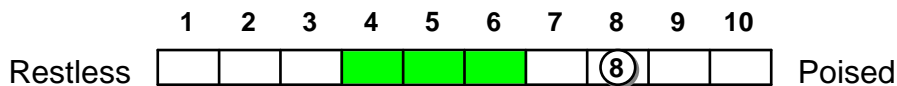
Ms. Glinsey is likely to be flexible and responsive to situations as they arise, and may produce creative and radical solutions to situations.

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.



Ms. Glinsey sees herself 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.



Ms. Glinsey feels she 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?

# Total Person Description

Sherie Glinsey

Business Development Manager

## Note:

The Total Person is a combination of all the elements Ms. Sherie Glinsey completed in her Prevue Assessment.

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

Ms. Glinsey is strongly interested in people, data, and things. Because of her good motivation to work with all three major factors in the workplace, she should enjoy a wide range of occupations. In a computer context, she would likely exert herself to do well in communications and/or data management.

Ms. Glinsey is a good team player, assertive yet still considerate of others. Relationships are important to her, and she sees mutually cooperative efforts as being the most effective. She will put herself forward in some situations but not so far as to compromise team spirit. With appropriate encouragement, Ms. Glinsey can assume the role of group leader. She can deal with confrontation except in the most extreme cases. She will often be outspoken but, in very competitive situations with new acquaintances, Sherie Glinsey is more likely to defer to others.

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

Sherie Glinsey prefers to work in the company of others. She believes that the more people involved the better the outcome. Extended periods of solitude will be frustrating for her. Often wanting to be in the spotlight, she will usually lead any discussion. She enjoys meeting new people and exploring new ideas. She often acts impulsively and long-term assignments must include variety or else she will lose interest. Ms. Glinsey will not tolerate a great deal of monotony and she will thrive on challenging assignments, particularly if these contain an element of risk.

# Total Person Description

Sherie Glinsey

Business Development Manager

Sherie Glinsey accepts people as they present themselves and easily gives them her trust, but she is not naive. Her objectivity also helps her to take criticism well. Even when the criticism is personal or unjustified, she will be able to control any irritation and embarrassment.

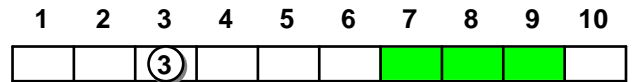
Ms. Glinsey tends to think that few worthwhile goals can be achieved without challenges or setbacks. Consequently, she is able to remain positive and rational, even in dire circumstances. Her response will generally be in proportion to the situation and she will react as quickly as necessary. If her plans are disrupted or her proposals turned down, Ms. Glinsey can shrug off rejection and continue with her work.

## NOTE:

The individual traits on the following pages are descriptions of Ms. Glinsey'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.

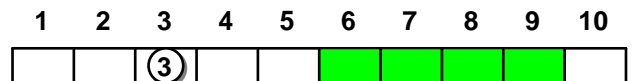
### General Abilities

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



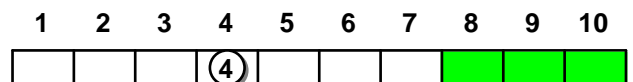
### Working With Numbers

Sherie Glinsey is in the low average range for Numerical Reasoning. Her capacity is typical of the lower one-third of all workers in this skill. This indicates that her speed and accuracy is not typical of the average working adult population when dealing with information derived from simple numbers.



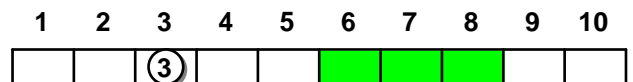
### Working With Words

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

Ms. Glinsey has a below average skill in working with shapes. Although individuals with this score are likely to be reasonably competent in manipulating shapes, they may be rather slow. When under time demands they are likely to make more than an average number of mistakes in spatial visualization.



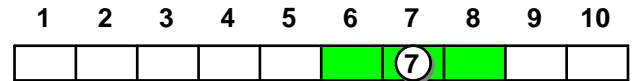
# Individual Traits

Sherie Glinsey

Business Development Manager

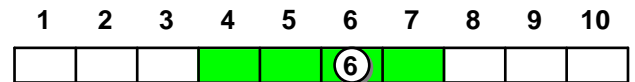
## Working With People

Ms. Glinsey shows a high average interest in work that involves dealing with people. She is likely to prefer employment that involves a reasonable degree of contact with others and would not be happy working on her own. She will enjoy work that requires difficult and demanding interpersonal skills.



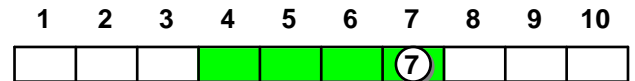
## Working With Data

Ms. Glinsey has some interest in working with data. Such a person will 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. She would not necessarily feel the need to work with data to form the major part of her job.



## Working With Things

Sherie Glinsey 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.



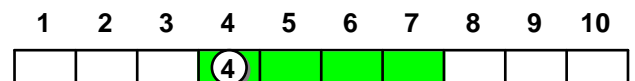
## Diplomatic / Independent

To achieve her point of view, Sherie Glinsey occasionally can be an individual competitor, both controversial and argumentative. In other situations, Ms. Glinsey can also be concerned with maintaining the team spirit and coordinating the team effort. This score indicates an employee who is good at getting things done while taking into account the needs of others.



## Cooperative / Competitive

She can be described as an individual within the team environment. She is somewhat competitive, and will play hard to win for the good of the team. Such people may down play their own achievement to instill the cooperative spirit.



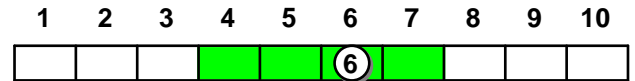
# Individual Traits

Sherie Glinsey

Business Development Manager

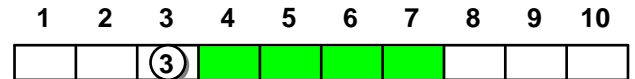
## Submissive / Assertive

You will find, depending on the situation or the people involved, Sherie Glinsey can be assertive and outspoken. In groups she may promote herself as the leader.



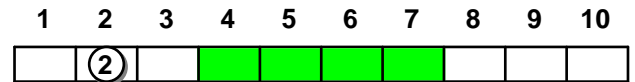
## Spontaneous / Conscientious

She is often a spontaneous and innovative individual, who works well in changing situations. She is flexible and responsive to circumstances as they arise, and will produce creative and unorthodox solutions. As a result, she may be impulsive.



## 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.



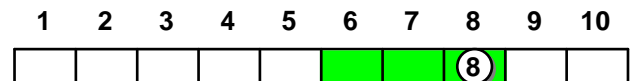
## Reactive / Organized

She is somewhat organized, but can respond to spontaneous and unpredictable events. She could be described as a Business Development Manager who is systematic, while able to cope with the unexpected.



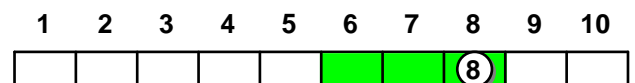
## Introvert / Extrovert

Ms. Sherie Glinsey is an extrovert, who seeks stimulation from the company of others. Generally energetic, she seeks to be the center of attention. Her fellow workers will see her as high-spirited and impulsive at times.



## Self-Sufficient / Group-Oriented

She is a sociable person who desires to be supported by others in a lively environment. A quiet time alone to reflect and recover is the exception rather than the rule. She is also happiest in work situations where she has considerable contact with others.



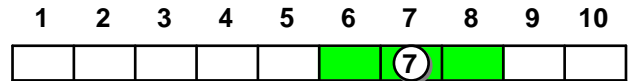
# Individual Traits

Sherie Glinsey

Business Development Manager

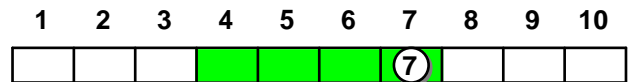
## Reserved / Outgoing

Although Sherie Glinsey likes to be the center of attention, there will be times when she may avoid the spotlight. Ms. Glinsey prefers variety in her work. Individuals like Sherie Glinsey are happy with a moderately exciting life, and can be a risk taker at times.



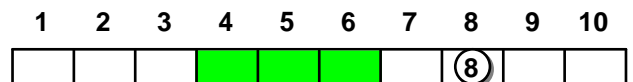
## Emotional / Stable

As a relaxed and easygoing person, she is able to face most setbacks with calmness and ease. She rarely gets irritable or upset, as she is fairly secure in herself, and self-assured even under normal stress.



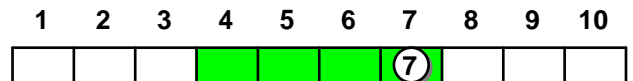
## Restless / Poised

Ms. Glinsey is calm and unruffled, able to cope with her work in a fairly detached and rational way. An individual like this will tend to be tough-minded in dealing with criticism and rejection.



## Excitable / Relaxed

Usually she is calm and relaxed in response to most situations. For the most part, such people are able to manage their problems without anxiety. It should not be difficult for her to cope with very demanding and high-pressure jobs.



## Social Desirability

Sherie Glinsey describes herself as someone who is aware of social rules and expectations, although not always conforming to them. There is no indication that Ms. Glinsey has not presented a reasonably frank picture of herself 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 17.
- 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](http://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.*

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*NOTES:*

***If this candidate is hired submit the On boarding & Orientation voucher that follows.***

*Working Characteristics - Page 1*

# Working Characteristics

## Sherie Glinsey

This report provides additional information on certain Working Characteristics of Ms. Glinsey. 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 Ms. Glinsey inclined to take risks?**
2. **Does she live to work or work to live?**
3. **Does she 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 Ms. Glinsey.

### Working Characteristics Summary

<b>How does she want to be paid?</b>	Prefers performance-based remuneration over a more modest but certain income.
<b>How important is work to her?</b>	Work is important, but not at the expense of home or family.
<b>Does she make risky decisions?</b>	Is inclined to be daring and impulsive, sometimes without considering the consequences.
<b>How does she deal with change?</b>	Enjoys change and values innovation.
<b>What is her perception of the world?</b>	Tends to see opportunity and excitement in new ventures.

# Working Characteristics

## Compensation Preference

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

**Is Ms. Glinsey better motivated by fixed salary or by an incentive remuneration program?**

Prefers Salary

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

Prefers Bonus

- Ms. Glinsey prefers striving for performance-based remuneration rather than being on salary.
- She enjoys taking chances and likes the excitement of bonus or commission work.
- She will find ways to get around obstacles, even if that requires bending the rules.
- She 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 Sherie Glinsey. 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 Sherie Glinsey will fit with the culture of the workplace or with the team that she may be assigned to.

**Does Ms. Glinsey live to work or work to live?**

Works to Live

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

Lives to Work

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

# Working Characteristics

## Tolerance for Risk

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

**Is Ms. Glinsey likely to make risky decisions?**

Not Risk Inclined

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

Risk Inclined

- Sherie Glinsey is inclined to be daring and impulsive, sometimes without considering the consequences of her actions.
- She is inclined to believe that "the end justifies the means", and will not be overly concerned about the downside of her actions or decisions.
- She is probably a confident person with good social skills, which are vital assets in business.
- Her 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 Ms. Glinsey fits on the continuum between these diametric requirements.

**Does Ms. Glinsey prefer to work in rapidly changing circumstances or with a set routine?**

Prefers Routine

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

Prefers Change

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

# Working Characteristics

## Perception of the World

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

**How does Ms. Glinsey perceive and approach problems and events?**

Sees Drawbacks     Sees Opportunities

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



SSi

## Sales Skills Index

Candidate : - **SHERIE GLINSEY**  
Company: - ABC Industries  
Position: - Business Development Manager  
October 7, 2010

### **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.*

### **SAMPLE REPORT**

# BASIC SALES STRATEGIES

*Analysis of the Sales Skills Index Copyright © 1994-2000 Target Training International, Ltd. 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.*

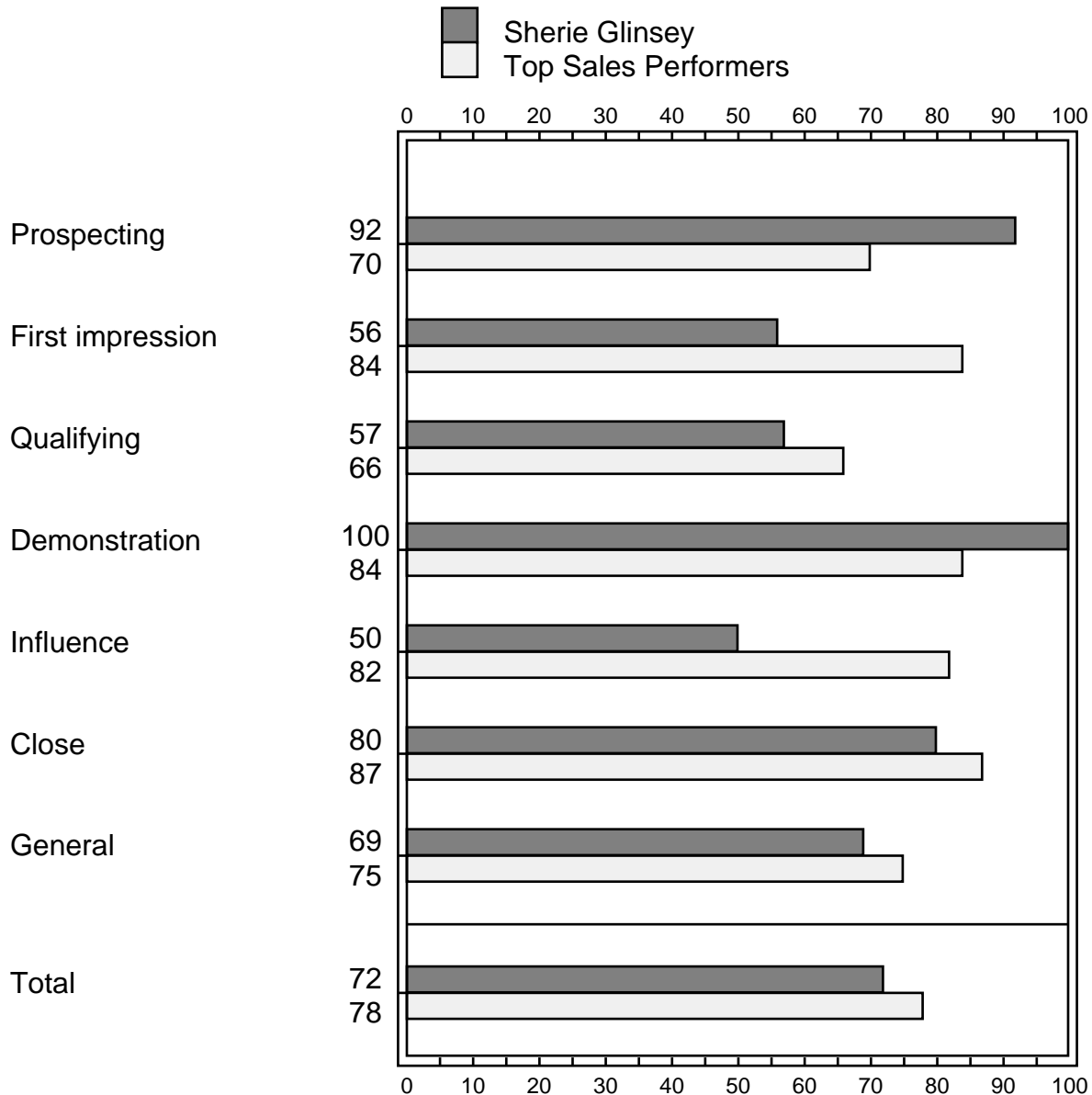
**TERRITORY DEVELOPMENT SALES** - *All traits are important. Pay specific attention to Prospecting, Qualifying, & Closing.*



# 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: **Sherie Glinsey**

**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

(5/13) 39% 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.

(3/7) 43% of the time you chose the most effective strategy

(1/7) 14% of the time you ranked the second most effective strategy as your first choice



## SALES SKILLS INDEX™

CATEGORY ANALYSIS

---

Name: **Sherie Glinsey**

**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.

(6/9) 67% 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

**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.

(4/10) 40% of the time you chose the most effective strategy

(4/10) 40% 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.

(5/13) 39% of the time you chose the most effective strategy

(4/13) 31% 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**

■ **CUSTOM ACTION PLAN**

*The action plan is a customized guide created by our analysts assist in prioritizing your sales training program.*

*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.

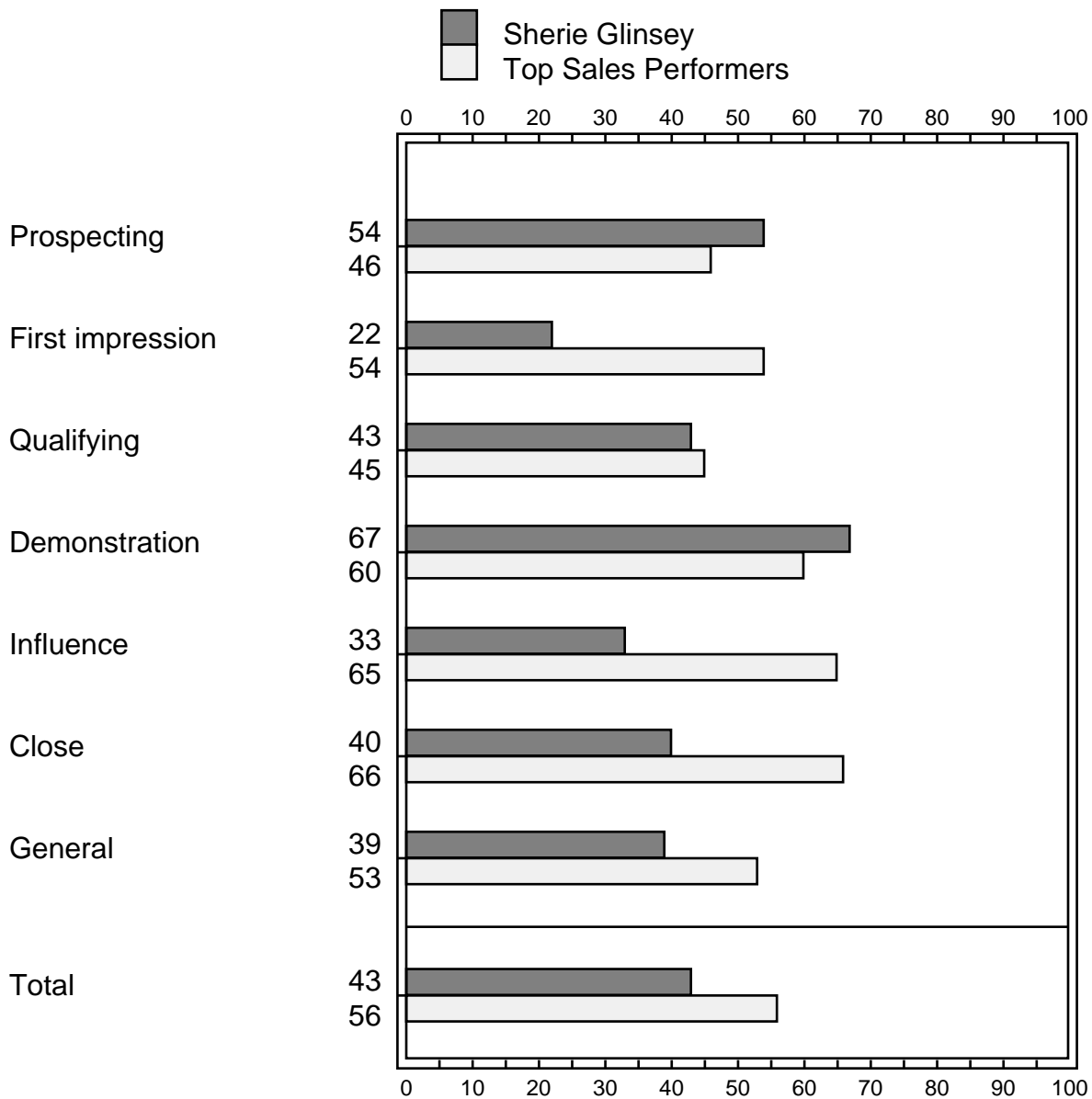
**CLOSING** - requires a certain amount of intuitiveness. Knowing when to close is as important as knowing a variety of closing techniques. Closing the sale is validation of your skill as a salesperson.



# 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: **Sherie Glinsey**

### QUESTION ANALYSIS

- 29 times chose the MOST effective strategy
- 21 times chose the SECOND most effective strategy as #1
- 13 times chose the THIRD most effective strategy as #1
- 4 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.

1. You have completed your presentation and were told that you'd know something in two weeks. In two weeks you discover your prospect bought from a competitor. Where did you make your mistake?
  - A. You did not create enough value for your product or service.
  
25. During your presentation, you understand there are others involved in the buying decision. You should:
  - A. Ask what role they are going to play.
  
35. Potential customers may be afraid of:
  - A. Making a wrong decision.



## **SALES SKILLS INDEX™**

QUESTION ANALYSIS

---

51. Your prospect says, "I like your service and it looks good to me; however, I think I need to check it out further." You should:

C. Offer to help the prospect review what he wants to learn.



EIQ

## *Emotional Intelligence Quotient* <sup>tm</sup>

*Candidate* : - **SHERIE GLINSEY**

*Company*: - ABC Industries

*Position*: - Business Development Manager

October 7, 2010

### ***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*

*A-L and Analyst-Link Commentary Distributed by:*

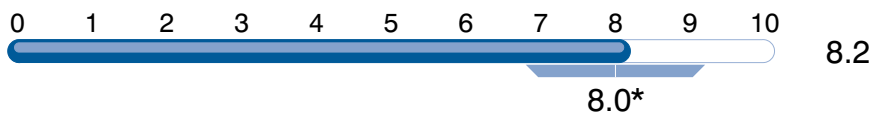
***SAMPLE REPORT***



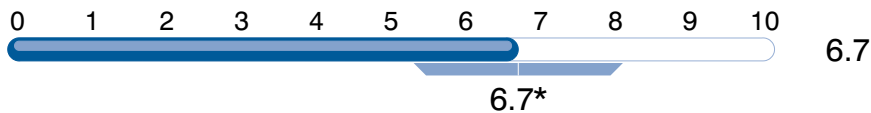
# EMOTIONAL QUOTIENT ASSESSMENT RESULTS

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.

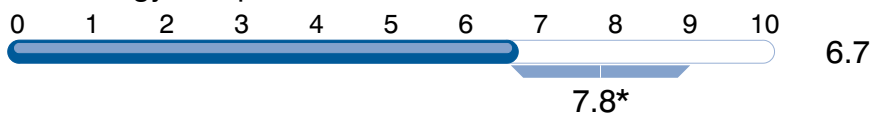
1. SELF-AWARENESS: The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



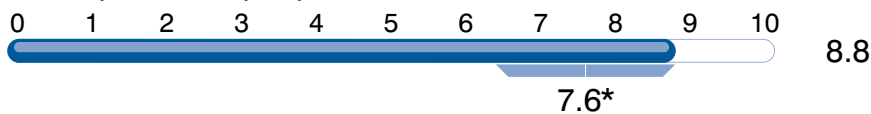
2. SELF-REGULATION: The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



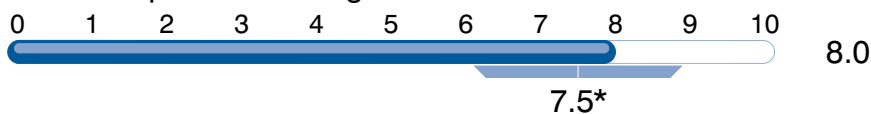
3. MOTIVATION: A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



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



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



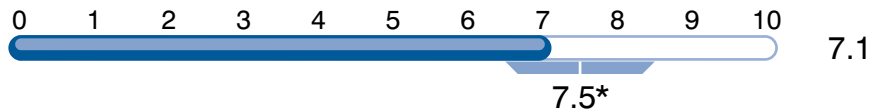
\* 68% of the population falls within the shaded area.



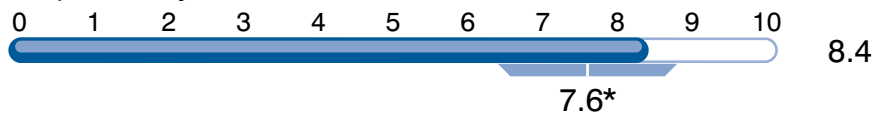
## EMOTIONAL QUOTIENT SCORING INFORMATION

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.

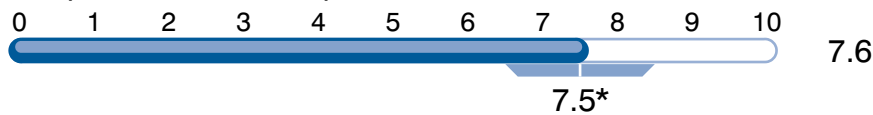
**INTRAPERSONAL:** The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



**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 8.2.**

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 6.7.**

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.



*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 6.7.**

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 8.8.**

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.



*A proficiency in managing relationships and building networks.*

## **You scored a 8.**

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.

# On-Boarding & Orientation

## ■ **On-Boarding and Orientation:**

*The **first week** on the job is critical to "Engaging" the New-Hire and establishing a viable "Communications-Link" between the new-hire and their manager. In this first week the new-hire often makes a career decision to stay with the company or continue to look for something better.*

***To ensure the new-hire is properly coached and developed, please request our free, customized, on-boarding and orientation coaching program.***

*You will find this program instrumental in reducing turnover and assisting the new-hire's assimilation into the Company and the job.*

***TO ORDER YOUR FREE ON-BOARDING AND COACHING PROGRAM FOR THE NEW-HIRE - FAX THIS PAGE TO THE EVALUATIONCENTRE AT 1-877-570-5794***

*or E-Mail us at [evaluationcentre@aol.com](mailto:evaluationcentre@aol.com)*

*Include the Name of the new-hire, your company name, and your E-Mail address. Request the Free Business Development Manager On--Boarding program. We will send your report, at no additional charge, within one business day.*

**Please send a Free On-Boarding & Orientation program for New-Hire : \_\_\_\_\_**  
**Business Development Manager Version Required:**

*Candidate :* - **SHERIE GLINSEY**

*Company:* - ABC Industries

*Position:* - Business Development Manager  
October 7, 2010

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**SAMPLE REPORT**