

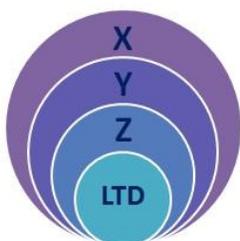


*Professionally Developed  
and Validated Assessment Systems*

## Coaching Report

Hodges L. Golson, Ph.D.

Created for:



Candidate Name	CARL CARTER
Remote/In-House	Remote Candidate
Company	XYZ, Limited
Position	General Manager
Hiring Manager	John Jones
Phone #	999-999-9999
Date	November 5, 2019
File #	19110025Cp

This **Coaching Report** is based on Mr. Carter's responses to the items on the eTest® personality inventory, an assessment instrument intended specifically for use in business organizations. It was developed and validated by licensed psychologists. It is used to help organizations select the right people for a wide range of jobs, and to help people realize their full potential by providing useful feedback for growth and positive behavior change.

This report was computer-generated and should be used in conjunction with other relevant information. It is based on natural personality traits which are relatively stable over time, and which influence behavior consistently in a wide range of situations. However, personality is not destiny. People can learn new skills and behaviors to modify the expressions of their fundamental personality traits. The insights that can be developed from valid personality profiles and from effective coaching can guide self-development and lead towards positive change.

These observations are intended to provide ideas and insights about his training and developmental needs, based on his basic personality factor scores, several empirically derived predictions of performance, and likely similarity to people in different types of jobs. This report is intended as a roadmap for managers and coaches to aid in facilitating growth and development of their subordinates and clients, not for any administrative actions or employment decisions.

The success of a coaching engagement depends on the client's motivation to improve, quality of self-insight and accurate self-perceptions. This report can help a person define and work towards meaningful developmental goals. In conjunction with other appropriate performance data and relevant information, it can help craft a blueprint for growth and success.

**Strategies for Coaching.** The first section of the report focuses on a few key observations that can help the coach develop appropriate strategies for working with Mr. Carter.

**Probable Assets and Strengths.** The second section describes the probable strengths suggested by his results. These are generated from his scores on various sub-scales and dimensions that influence how the major personality factors are expressed. In addition to the five major personality factors described above, there are 32 individual sub-scales and empirically derived performance predictors that are considered in developing the list of strengths and developmental opportunities.

**Areas for Development.** This part of the report suggests areas for investigation. While they may not be career-ending, they should be considered as he sets his goals for development and his strategies for achieving them. There may be other things that need attention, but these observations should provide a good starting point for discussion. These points will be similar to those provided in his Developmental Report.

**Personality Profile.** This part of the report presents Mr. Carter's general personality score patterns. This may be useful in understanding the underlying characteristics and motivations that may influence the way he responds to coaching and learning opportunities. Personality traits are long-term, enduring patterns of behavior that affect us consistently over time, and consistently in a wide range of settings. Our individual combinations of traits can influence our learning style and our approaches to training, coaching and developmental goal-setting. Not everyone learns the same way. The profile provides information about his self-perceptions on the five major domains of personality. They are the most basic personality traits and should be considered when helping him to craft effective strategies for learning, self-development and goal-setting.

**Coaching Guidelines.** This section offers key ideas to keep in mind when coaching him to be successful and reach his full potential. It also provides a general framework to help coaches, managers and mentors facilitate growth, a worksheet for goals and strategies and some references that may be useful.

**Scale Definitions.** The last section of the report presents more detailed definitions of the various personality dimensions measured by this instrument. It includes the "Big Five" primary factors and the sub-factors related to each dimension.

*The following observations may help to select the appropriate strategies, tactics and assignments to maximize the chances for a successful coaching engagement for Mr. Carter.*

**Defensiveness.** He may try to deflect perceived criticism as a first response. Although this is probably not in the extreme, he could be a bit defensive at times.

**Confidence.** He may be a bit anxious and threat-sensitive. He is likely to respond best to coaching that is supportive and reinforcing. He may benefit from a little extra time to relax and get comfortable with the relationship.

**Need for order.** He shows signs of being reasonably organized and structured. As such, he is more likely to benefit from clarity of definition and focus in his coaching assignments and goals than to loose or ambiguous structure and definition.

**Complexity and openness to ideas.** He is likely to have a balance between the tactical and strategic viewpoints. While specific practical goals and strategies will help him to grow, he can also benefit from the insight development that should come from appropriate academic assignments for learning.

**Intensity.** He tends to be driven and intense when pursuing his goals, but he doesn't seem to be especially insensitive about it. He will probably stay focused when the target is of value to him.

*Should we focus on our strengths or weaknesses? In general, a person will get more mileage from using his or her strengths to their fullest rather than to worry what needs to be fixed. Mr. Carter's results suggest that some or all of the characteristics listed below are likely to be among his major strengths. After he has defined his goals for growth, he should consider how best to use these assets to maximum advantage as he develops strategies to achieve those goals. He should also be cautioned about the over-use of strengths and about the potential liabilities of their exaggerated states. He should consider this information along with all other sources of data and insight about his strengths and other factors that may have helped him to be successful in the past.*

**No-nonsense and hard-nosed style.** He is likely to be seen as tough-minded and no-nonsense in his work style. People with similar results are not prone towards soft-heartedness or emotional sensitivity. They can make independent decisions as a general rule and tend not to worry about what the crowd thinks. While some may see them as unsympathetic, their style can be quite effective in situations requiring toughness, emotional detachment and a clear focus on the task at hand.

**Good work habits.** His pattern of results is associated with good administrative and organizing skills. He should be able to set the example of consistency and hard work for others. He is likely to have high standards and to operate in a committed, focused manner when dealing with his duties and responsibilities. He will typically be seen as a person with good work habits.

**Introversion.** He is likely to have a quiet, mild and low-key manner of interacting with others. People with similar results are often seen as non-threatening, introspective and serious-minded. When they speak, it is generally with consideration and reflection. They usually don't take action before it is necessary and tend to be reserved. They are not prone to seek the limelight or to try to attract attention to themselves. They strive to get along and to let their actions speak for them.

**Non-threatening nature.** He is not likely to come off as overly salesy, forceful or pushy when dealing with other people. He is not prone to grab the spotlight, attract attention to himself or otherwise act in a threatening manner. People with similar profiles usually don't mind having others get the credit. They typically don't try to move in quickly to persuade or convince others, or to push for their own advantage. In this respect, they are usually seen as more supportive than competitive.

**Quiet demeanor.** He is not likely to come off as pushy or aggressive when working with others. His colleagues are not likely to be threatened by him. He is not prone to hog the spotlight or to attract attention to himself. People with similar profiles usually let others take the credit. They don't move in quickly to persuade others nor do they usually push for their own advantage.

*As noted in the previous section, the best strategy for growth is to use our strengths effectively. Of course it's better to find an environment that allows us to do so rather than one that requires us to behave in ways that are at odds with them. However, the reality is that most organizational environments demand certain behaviors and skills that are sometimes misaligned with our natural characteristics. Therefore, some degree of effort for compromise and change is inevitable. It's a waste of time to worry about how we think things **should be** rather than developing strategies to deal effectively with how things **are**: the current realities we face on the job. If we don't address any gaps relevant to our current situation and find good ways to strengthen or work around them, we may never make it to our ideal job.*

*This section of the report focuses more on Mr. Carter's most likely developmental needs. Again, he should consider what he wants to achieve and change, and reflect on factors that may have held him back in past situations. In goal-setting, he should anticipate how his gaps may become obstacles, and plan accordingly. From his results, the following areas may be worth attending to as he focuses on growth and development. Some of these potential obstacles may be the downsides of some of his strengths. These points will be similar to those provided in his Developmental Report.*

**Dispassionate/detached.** He had a pattern of scores which is often seen in people who are tough-minded, unsympathetic and critical. They are rather unsentimental and typically have little patience for anything they perceive as personal problems of coworkers. They tend to expect others to leave their feelings and emotions at home. He may need occasional counsel on the value of acceptance, tolerance and sympathy. His colleagues may see him as rather unfeeling and cold if he is not careful.

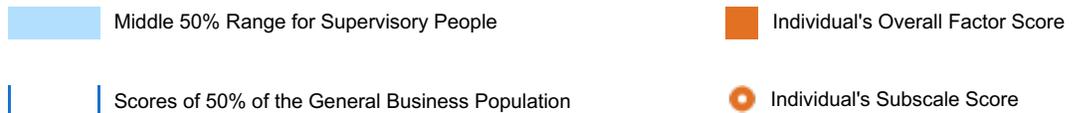
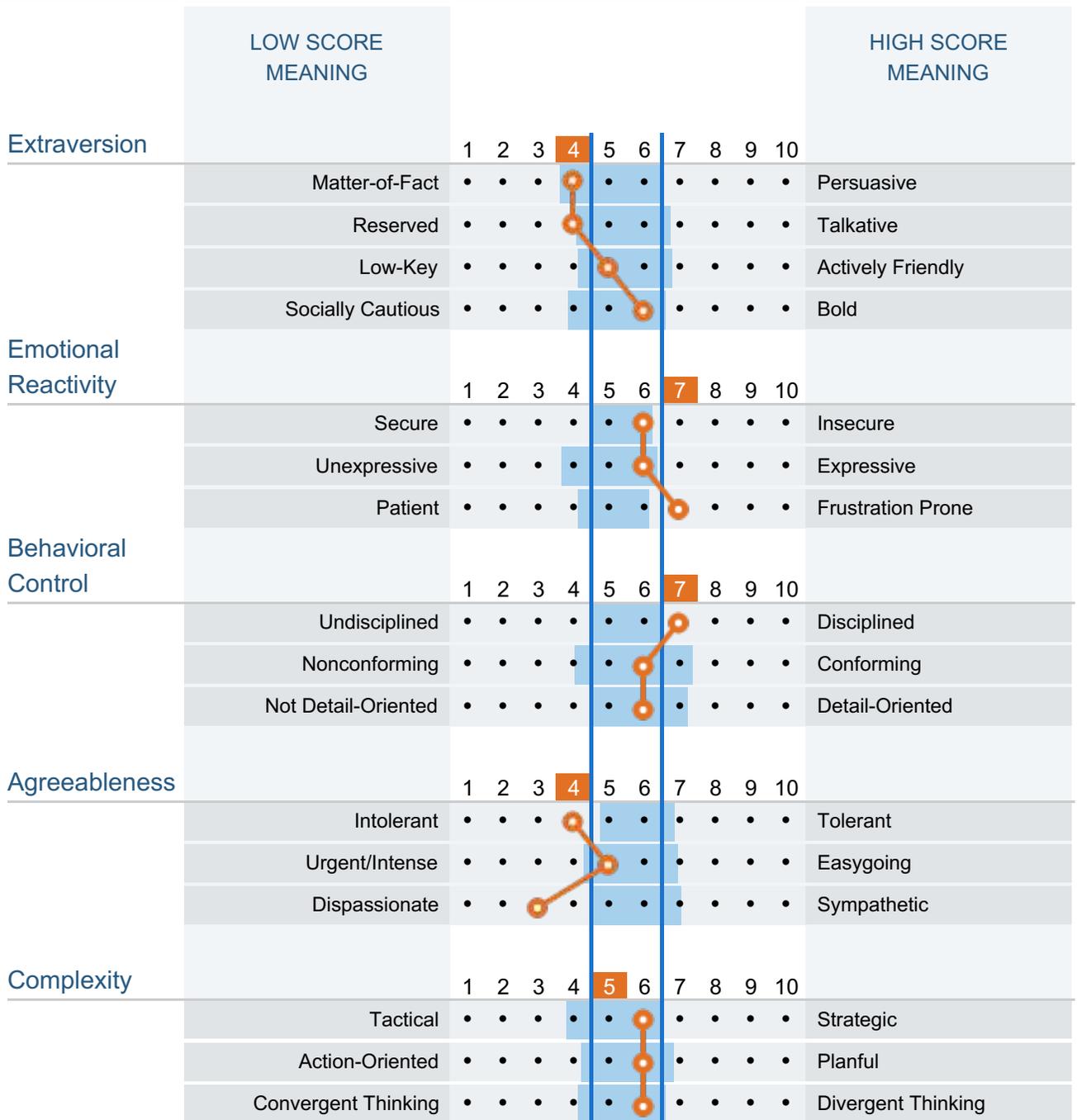
**More matter-of-fact than persuasive.** He had a relatively low score on a measure typically associated with persuasiveness. People with such profiles often need encouragement to take advantage of opportunities to sell themselves and their ideas. They sometimes expect their work to speak for them and don't move in quickly enough to persuade and influence people. He may need to pay more attention to issues of salesmanship.

**Overly reserved.** He has a profile which is typically seen in people who are quiet and socially reserved. They sometimes have trouble when they are required to participate in a talkative and outgoing manner. As a result, people may misread their quiet and controlled demeanor as displeasure or detachment. He may need encouragement to share his opinions and feelings more openly and quickly.

**Frustration-proneness.** He tends to be direct, stubborn and possibly hot-headed when dealing with frustration. People with this pattern of results can be agitated, impatient and hot-tempered when encountering tense circumstances or obstacles to their progress. They sometimes fight the system too quickly, and they benefit from occasional reminders to roll with the punches. He may need to temper his responses and to ignore minor frustrating and irritating situations. He could be intimidating to others without intending to or realizing it.

# PERSONALITY PROFILE

FOR **CARL CARTER**



Note: These dimensions are described in more detail in the Scale Definitions section at the end of the report.

## A Coaching Framework

- Great coaches help people see themselves realistically, and help them set positive goals for growth and change.
- Goals should be SIMple
  - Specific (which includes the time frame)
  - Important
  - Measureable
- We do better with fewer goals. Avoid trying to do too much too quickly. Focus on one or two major goals, three at the max.
- Once the goal is defined, your job is to help the person test out various strategies, to help monitor the effectiveness of those strategies, to help tweak them and to provide encouragement.
- People change most when they go public. Helping them solicit feedback from others about their progress can accelerate growth.

## First Meeting Checklist

- Clarify roles, expectations and agreements. What are the obligations of each person, how long should the engagement last, how will we measure progress, how will we know it's working, etc.?
- Define the goal. Start with one clear target. It should address something that will make the person's life better within the context of the organization's needs, mission and culture. What should be changed? What should he/she start or stop doing, do more of, do better, etc.? (The worksheet in the next section may help as you start the process.)
- Look at the realities of his/her situation.
  - What are the external constraints? What can be reasonably expected in terms of resources, time, support, encouragement, etc. from the company and from the person's environment in general?
  - What are the person's internal resources and constraints (check the assets and developmental needs in this report as a launching point for this discussion). How can this person use his/her strengths and avoid getting tripped up by potential gaps or shortcomings?

- Discuss an overall strategy for achieving the goal. How does the person see it evolving and developing? Set up specific action steps to move forward toward the goal. Discuss alternatives in case these strategies don't work. What are the fallback plans? What other tactics should we consider?
- End the session with clear agreement about the process, goal(s), strategies and tactics to achieve them, alternate plans, time frames. Set up the next meeting.

### Subsequent Meetings

- Calibrate and check progress – review what the person tried to do. What were the results? What should he/she have done differently? What were the major lessons learned? What will he/she change?
- Define new action steps – maybe a continuation of the current direction, or a few tweaks. Agree that the person will report back next time with his/her learnings and progress.
- Check for other things that may be going on to impact the person's progress towards growth goals, or his/her work in general.
- Discuss other goals if appropriate, but don't overload. Remember – no more than three goals at one time.

### Readings

The following may be of assistance to the coach to frame the process, and to the individual to help increase the chances for successful growth and development.

- **SuperCoaching** by Graham Alexander and Ben Renshaw. This is a good overview of coaching as a process, written by two successful international coaches. It is also a good reference for the GROW model, a standard template for problem solving and coaching.
- **Leader as Coach: Strategies for Coaching and Developing Others** by David Petersen and Mary Lee Hicks. This is a short guide for internal coaches. Petersen is one of original authors and practitioners in the field of executive coaching, and helped establish the profession.

- ***Do the Work: Overcome Resistance and Get Out of Your Own Way*** by Steven Pressfield. This short book is a great tool to help stay focused on your goal and avoid allowing resistance to keep you from achieving it. Pressfield is the author of many books and screenplays, including *The Legend of Bagger Vance*.
- ***Succeed: How We Can Reach Our Goals*** by Heidi Halvorson. Halvorson is a social psychologist whose research has shown that we can all get better at anything as long as we have the right strategies and incentives.
- ***Influence for Impact and Active Leadership*** by Hodge Golson. Full disclosure, Golson is the author of the eTest Coaching Report. The first reference outlines the characteristics of effective influencers, and describes the general laws of influence. It is based on real-world research into the developmental needs of successful people. The second is a short and direct blueprint for success at each organizational level, from individual performer to CEO.

Developmental Plan Worksheet

Developmental Need	Specific Action Steps – SIMple Goals	Obstacles to Anticipate and How to Address Them	Resources Required	Target Date for Completion	Follow-up and Strategy Tweaks

A factor analysis of over 10,000 profiles confirmed that the eTest® personality inventory reflects the Five Factor structure of personality observed by other researchers. These primary factors are **Extraversion, Emotional Reactivity, Behavioral Control, Agreeableness** and **Complexity**. These are often referred to as the Big Five personality factors.

These factors are considered to be traits. That is, they influence behavior in consistent ways in a wide range of environments. They are deeply ingrained behavioral patterns which endure over time. They are quite useful in helping people understand themselves and others, but they describe relatively broad patterns of preferences and behavior, so some precision may be lost if we limit our analysis only to the Big Five. Therefore, we conducted a second factor analysis on each primary dimension to obtain a set of sub-scores, or facets, for each one. Although these facets are obviously correlated with each other and with the primary scale, they can help to further refine our understanding of the way each primary dimension may be manifested on the job. For instance, a high score on Control may reflect not only a high level of discipline (usually a good sign for job success), but it also may indicate too much of a focus on details (which can be detrimental in some jobs). Looking at the facets contributing to the primary factor score can help determine whether that particular factor is likely to be a positive or negative in any given work setting.

In personality research, there are no right or wrong answers. Any trait can work for or against a person, depending on the demands of the job and environment. In the case of very high or very low scores, there is a greater chance for some of the potential downsides of the trait to be expressed on the job. However, treat this information as food for thought and consideration in developing a coaching roadmap for the person, not as etched in stone. Personality is not destiny, although it can certainly affect destiny. The chances for positive outcomes depend on knowledge of our traits and tendencies, our motivation to use that information to help us reach our targets, and the development of effective goals and strategies to guide us toward success.

## Primary and Facet Scores

**Extraversion.** This is a well-researched and much-discussed primary personality factor. At the most basic level, this is generally viewed as an orientation towards the external world (people, things, events, etc.) or toward the internal world of thoughts, feelings and ideas. A large component of extraversion is the need for social contact versus a preference for solitary pursuits. High scorers on this measure describe themselves as sociable, gregarious, extraverted, group-oriented and expressive. They do not use terms such as quiet, low-key, shy or introverted in their self-descriptions. Low scores are often indicative of a mild, reserved and relatively unexpressive social style. Since people in the general business population score high on measures of extraversion, an average, or even below average, score on this dimension suggests that the person may still seem relatively extraverted and sociable when compared to people in general.

**Persuasive.** This facet score may not reflect how persuasive the person really is, but it gives an indication of how well the person perceives him/herself to be. People who describe themselves with such terms as, for example, *leader, role model, persuasive, politically skilled, socially astute, convincing* and *optimistic* get high scores here.

**Talkative.** People with a high score on this scale do not see themselves as *quiet, reserved, silent, soft-spoken, shy, subdued, mild, inhibited or restrained*.

**Actively Friendly.** High scores on this facet are obtained by people who describe themselves as *sociable, talkative, witty, charming, outgoing, gregarious, chatty, lively* and *humorous*.

**Bold.** People with high scores on this facet see themselves as *daring, adventurous, spontaneous, bold, driven, energetic* and *aggressive*. They do not see themselves as *non-confrontational*.

**Emotional Reactivity.** People scoring high on the primary factor of Emotional Reactivity describe themselves as *tense, anxious, easily upset, impulsive, emotional* and *reactive*. Low scorers see themselves as *relaxed, calm, stresstolerant, complacent*, etc.

**Worry-Prone.** This is the facet that may be most strongly related to potential stress-proneness. People getting high scores here describe themselves as *nervous, worrying, insecure, frustrated, preoccupied, moody, uncomfortable, stress-prone, anxious, suspicious, self-punishing*, etc.

**Expressive.** This factor reflects a theme of excitability and tendency to seek attention rather than suggesting the more uncomfortable aspects of worry-proneness, as described above. People scoring high here see themselves as *status-seeking, attention-seeking, power-oriented, pleasure-seeking, ego-driven, excitable, extreme, impulsive, loud, emotional, etc.*

**Frustration Prone.** High scorers here tend to show a direct, stubborn and hotheaded style of dealing with frustration, tension and anxiety. They describe themselves as *hard-headed, argumentative, controlling, impatient, stubborn, intimidating, hot-tempered, moody, brusque, agitated, and headstrong, among other similar terms.*

**Behavioral Control.** This dimension is related to discipline, focus, tenacity and organization. High scorers tend to control their expressions of feeling and emotion and to prefer working within clear rules and structure. They often feel a keen sense of duty and responsibility. They describe themselves in such terms as *disciplined, conscientious, tenacious, stubborn, inflexible and controlled.* Low scorers see themselves as *spontaneous, adaptable, undisciplined, careless, and not detail-oriented.*

**Disciplined.** People with high scores on this facet choose terms such as *timely, prompt, prioritizer, follow-through, disciplined, organizer, advance planner, steady and task-focused* in describing themselves. They do not choose such terms as *procrastinator or untidy.*

**Conforming.** High scorers here see themselves as *conventional, traditional, conforming, conservative, by-the-book, rule-following, cautious, obedient, structured, etc.* They do not describe themselves with such adjectives as *unconventional, non-conforming, routine-hating or unstructured.*

**Detail-Oriented.** People who describe themselves with terms such as *precise, detail-oriented, exacting, inspecting, methodical, perfectionistic, procedural, monitoring, technical, structure-seeking, etc.* will get a high score on this facet scale.

**Agreeableness.** People scoring high on this factor are likely to try to get along with others and to maintain harmonious relationships. They tend to describe themselves as *cooperative, likable, approachable, softhearted, easygoing, etc.* They don't typically use terms such as *blunt, intense, driven, abrupt or direct* when describing themselves.

**Tolerant.** People who get high scores here describe themselves as *flexible, good-natured, warm, praising, generous, forgiving, tolerant, gentle, humorous* and *trusting*. High scores are indicative of people who seek to build and maintain harmonious relationships and who often have strong needs to be liked.

**Easygoing.** High scorers are likely to use such terms as, e.g., *laid-back, patient, leisurely, easygoing, mild, too nice, easy-to-know, good follower, accepting, peaceable* and *humble* in describing themselves. They are not likely to be seen as *intense, impatient* or *driven*.

**Sympathetic.** People scoring high on this facet describe themselves as *feeling oriented, sentimental, affectionate, softhearted, sensitive, sympathetic, pleaser, warm, gentle*, etc. They show emotional warmth and supportive involvement with people. They may have difficulties making tough decisions regarding people.

**Complexity.** This factor is related to intellectual curiosity, openness to information, independence of thought and the ability to keep long-term objectives in mind. High scorers use adjectives such as *strategic, free-thinking, dogged, reflective, imaginative, unconventional, intellectual* in describing themselves. They don't generally use such terms as *tactical, complacent* or *apathetic* in describing themselves. Low scorers tend to be hands-on, to have focused interests and to have little inclination towards intellectual or academic issues.

**Strategic.** People with high scores here choose adjectives such as *unflagging, dogged, unwavering, staunch, non-conforming* and *unconventional* to describe themselves. They don't describe themselves as *apathetic* or *complacent*.

**Planful.** High-scoring people on this factor use such terms as *intellectual, reflective, thinking-oriented, methodical, precise, analytical, scholarly* and *deliberate* in describing themselves.

**Divergent Thinking.** People with high scores on this dimension choose terms such as *creative, imaginative, inventive, visionary, free-thinking, innovative, resourceful, intuitive, curious* and *insightful* in their self-descriptions. They are typically more divergent than convergent or narrowly focused in their thinking.