



Educational Aide Assessment Report

Candidate:
Kimberly Sampleuser

Date:
11/29/2020

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The following pages represent a report based on the results of a psychological assessment. The profile presented below summarizes key results in each area compared against general population norms (indicated by the descriptors Low, Below Average, Average, Above Average, and High) and with norms for high performers in the type of job for which the candidate is applying (indicated by the shaded areas). The candidate's score is indicated by the diamond symbol : ◆

ALL RESULTS SHOULD REMAIN STRICTLY CONFIDENTIAL

| | Low | Below Average | Average | Above Average | High |
|-----------------------------------|-----|---------------|---------|---------------|------|
| Agreeableness | | | | | ◆ |
| Assertiveness | | | ◆ | | |
| Attitudes Toward Child Management | | | | | ◆ |
| Avoidance of Violence | | | | | ◆ |
| Conscientiousness | | | ◆ | | |
| Customer Service / Responsiveness | | | ◆ | | |
| Emotional Stability / Resilience | | | | | ◆ |
| Empathy | | | | | ◆ |
| Extroversion | | | | | ◆ |
| Integrity | | | ◆ | | |
| Long Tenure Potential | | | | ◆ | |
| Optimism/Enthusiasm | | | | | ◆ |
| Orderliness | | | ◆ | | |
| Teamwork | | | ◆ | | |
| Work Drive | | | | ◆ | |
| Overall Cognitive Aptitude | | | | | ◆ |

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Cognitive Aptitude Assessment

Compared to general adult norms using standardized tests which were validated for a wide range of positions, we estimate Kimberly's overall level of general intellectual aptitude to be in the **60-69 percentile** range. Her individual aptitude levels are:

Abstract Reasoning 60-69%ile

Numeric Reasoning 40-49%ile

Verbal Reasoning 80-89%ile

Kimberly has a slightly above-average level of general cognitive aptitude. She should be able to handle most of the problem-solving demands of this job in a satisfactory manner.

Explanation of Cognitive Aptitude Scores:

The aptitude scores in this section reflect percentile rankings -- not percent correct on the test. With percentiles, the average is the 50%ile. Half of the people score below this score and half score above it. As another example, if a person scores 80-89%ile on a specific test in this report, it means that they scored as well as or better than 80-89% of the norm group, but not as high as 11-20% of the norm group.

The **Overall Cognitive Aptitude** is an average of the separate aptitude sections given to this candidate.

The lower the Overall Cognitive Aptitude score, we predict that the candidate will have difficulty learning new information and making decisions. For example, if they are well experienced in their occupation, they may be able to continue to perform well practiced tasks adequately, but have difficulty learning new things. As such, they will need additional training time and more support from supervisors. People who produce lower Overall Cognitive Aptitude scores generally prefer tasks that call for specific responses rather than ones requiring insightful solutions. They are also slower in processing information and are often easily overwhelmed by complex problems, especially ones they have not dealt with before.

The higher the Overall Cognitive Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new and complex problems.

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Personality Assessment

Strengths:

- She is very concerned with pleasing other people and getting along with the people she works with. Kimberly is unselfish and willing to give in to other people to preserve harmony and goodwill.
- Kimberly is assertive, but by no means aggressive or oppositional. She will make requests of others in a low-key, non-invasive manner.
- She places a high value on mentoring children. Kimberly is a patient person who has a great deal of tolerance for kids. She enjoys interacting with them and looks for opportunities to help them learn from their behaviors.
- Kimberly seems to care about the well-being of children. She is typically patient with them, has realistic expectations of their behaviors, and tries to be a mentor to them.
- When dealing with conflict, Kimberly avoids using aggressive tactics to handle problems. She is very unlikely to react in an aggressive manner—either physically or verbal—and will use more socially acceptable solutions to issues.
- When dealing with conflict, Kimberly avoids using aggressive tactics to handle problems. She is very unlikely to react in an aggressive manner—either physically or verbal—and will use more socially acceptable solutions to issues.
- Kimberly is usually conscientious and reliable. She generally follows through on her commitments and does what she says she will do. On the other hand, Kimberly also uses some personal discretion and judgment in deciding how to perform job tasks and duties.
- She is stable and well-adjusted. Kimberly can work well under hectic conditions and job stress.
- She has a high level of empathy. Kimberly can resonate to the feelings, concerns, and emotions of other people. She will be viewed by those she works with as someone who is understanding, perceptive, and easy to relate to.
- Kimberly is extroverted, gregarious, and outgoing in her interactions with other people. She will be an effective communicator and social facilitator in her work group.
- She consistently anticipates favorable outcomes in the workplace, both for herself and her employer. Kimberly has positive job expectations, even when faced with problems.
- Although generally systematic and methodical in her work, Kimberly is not regimented. She is fairly flexible in the way she responds to emergent problems and changing job conditions.
- Kimberly can work independently in the service of collective goals. She is comfortable with functioning in both team and individual contributor roles.
- Kimberly has an above-average work drive. She is usually willing to work overtime and otherwise extend herself to meet the demands of her job and employer.

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Developmental Concerns:

- When sensitive issues arise that require the leader to bring competing viewpoints to the table and hash out a reasonable solution, Kimberly will put off that type of discussion because she prefers to minimize conflict and preserve harmony. When she is in discussions with other managers, she will frequently side with the majority so that she does not have to defend a different perspective .
- Kimberly could sometimes be more assertive. She may need to exert more influence in group settings and be more forthright in presenting her views, reactions, and opinions.
- Kimberly sometimes acts in ways that others see as undependable. She may need to reduce the gap between her stated intentions and actual behavior.
- Kimberly's commitment to customer service could be further developed . She could do more, at times, to sense customers' preferences, address their concerns promptly, and ensure their satisfaction.
- Kimberly may have trouble keeping her own emotions separate from the emotions of the people she works with. She can over-identify with their problems and concerns, such that her objectivity and professionalism are undermined.
Her decision-making may also be impaired in her efforts to try to please other people .
- Kimberly may sometimes become too involved in socializing and talking with other people. She may need to stay more focused on the work at hand and spend less time fraternizing.
- Kimberly scored at an average level on our measure of integrity. Even though this score is in the acceptable range, it is advisable to provide her clear and unambiguous messages about the need to adhere to company rules and policies, as well as to conduct herself in an ethical manner in all work situations.
- Kimberly's optimistic outlook may sometimes lull her into a false sense of security . She may not always prepare adequately for future concerns or unforeseen problems. She may persevere on unsolvable problems long after others have ceased to work on them.
- Kimberly may occasionally need to do more to contribute to group unity and cohesion in her work group. If this job requires extensive teamwork, she may need training and coaching on team functioning.

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INTERVIEW QUESTIONS

After reviewing the assessment results for this candidate, you may want to conduct a structured interview to further explore and clarify some specific concerns. The interview questions listed below reflect areas of concern raised by the assessment results. You should keep asking questions until you have gained confidence in your assessment of the candidate. You can use some or all of these questions when interviewing the candidate. You will probably want to customize these questions to best fit your style and what you already know about the candidate as well as the job for which s/he is being considered. Most of these are behavioral description items which ask the candidate to describe specific behavior on the job. Some additional probes which you might want to use with individual questions are:

- * When did this take place?
- * What factors led up to it?
- * What were the outcomes?
- * What did others in the organization say about this?
- * How often has this type of situation arisen?

AGREEABLENESS

- Tell me about a project that required everybody to get along smoothly and harmoniously . What did you do to help promote harmony and cohesion?
- Sometimes it is good to question or challenge the ideas or decisions of the people you work with, even if it leads to disagreement or an argument. Tell me about a time when you have done so.
- Describe a situation where you took a stand on something that was not necessarily popular with other people, but where you felt it was the correct thing to do?
- Tell me about a situation where you went along with the group (or with individual coworkers) just to keep the peace, preserve harmony, or show support, even though you did not agree with them.
- Conflict seems to be inevitable in most work settings as business competition increases and more demands are made on all employees. Tell me about a conflict or disagreement you had with another employee? [Probes: What was the nature of the problem? What did you do to help resolve it? How often has this occurred?]

ASSERTIVENESS

- Describe a time when you took charge of a difficult situation in your organization and turned it around into a success.
- Describe a time when you spoke up on a matter of importance to you, even though you knew it would not be well-received or when others in the company opposed you.
- Tell me about a time you took the initiative to get a project started or to complete it in a timely manner.
- What would you do if you felt that your boss had been ignoring you or not paying attention to your ideas?
- Describe a time when you successfully confronted a problem situation that others had trouble dealing with in the past.

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- Tell me about a time when you effectively negotiated with upper-management to get them to accept your recommendation over the recommendations of others.

CUSTOMER SERVICE

- No matter how hard you try, some customers are rude, annoying, or impossible to please. Describe the most difficult customer you have had to deal with and what efforts you made to accommodate him or her.
- Describe a situation where you went above and beyond your job description to make a customer satisfied. [Probes: What did you do? What was the outcome? How often has this type of thing happened in the last year?]
- Tell me about a time when you had to reconcile competing demands from the customer with company demands or needs.
- Tell me about a time when a customer gave you a difficult problem to solve.
- There are limits to how far an employee should go to try to satisfy customer demands and requests. Describe the criteria you use to decide when that limit has been reached.

EMPATHY

- Tell me about a time when you were dealing with a difficult person. What made them hard to take? What was going on that made this person act or feel that way? (Listen for a broad understanding of that person's personality and an understanding of the context that might have contributed to the situation.)
- Tell me about a time when you counseled an employee (or peer) who was going through a difficult time. What was the problem? What did you do? What was the result?
- Describe a time when someone at work responded emotionally to something you said or did. How did you respond? What was the result? (Listen for awareness of body language, voice tone, etc. as well as an ability to see the person in distress, not necessarily someone who is just offensive.)

EXTROVERSION

- Some employees waste valuable time on their jobs chit-chatting, gossiping, and socializing. Please indicate whether this is ever a problem for you and what steps you take to avoid it becoming a problem.
- Tell me how much time you would ideally like to spend each day in meetings and discussion groups on the type of job for which you are applying.
- All of us have different styles of interacting and communicating with other people. Describe a situation where your style did not mesh well with that of another employee. [Probe: How did your styles differ? What problems did this lead to? What adjustments did you make?]
- Give me an example of a presentation that you have made where the audience was not particularly interested in the topic. What did you do? What were the results?
- Sometimes it is hard for us to be objective about someone we know or like. Tell me if this has ever been a problem for you and, if so, how you dealt with it.

INTEGRITY

- What would you do if you discovered that a coworker had been taking home office supplies without permission and without telling anyone?

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INTEGRITY

- Under what conditions would it be acceptable to ignore or bend a company rule or policy?
- Describe what you would do if your boss asked you to keep quiet about some data he or she was falsifying for the annual company report.
- Under what circumstances would it be OK to claim a sick day (even though you were not sick) to deal with a personal problem at home?

OPTIMISM

- Describe a situation where you were more optimistic than your coworkers or boss about the feasibility of a project or deadline. Was it justified? How did others respond to your initial high level of confidence?
- Tell me about a time when you had unduly high expectations about a project or problem at work and did not adequately estimate the difficulty level or prepare for possible difficulties that arose .

ORDERLINESS

- All of us learn from our errors and mistakes. Tell me about the most recent error or mistake you learned from. [Probes: What was the error or mistake? What did you learn from it? What did you do to prevent it from happening again?]
- Tell me about a time when your organizational skills paid off and helped solve or prevent a problem at work.
- Describe the most significant thing you have done to help yourself become better organized on your job.
- Sooner or later all employees have to make some trade-offs between working quickly and doing a sufficient quantity of work versus working precisely and doing work of the highest quality . Tell me about an occasion at work when you traded off quality for quantity or when time constraints forced you to compromise on thoroughness or attention to detail. [Probe: How did you feel about having to make such a trade-off?]

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