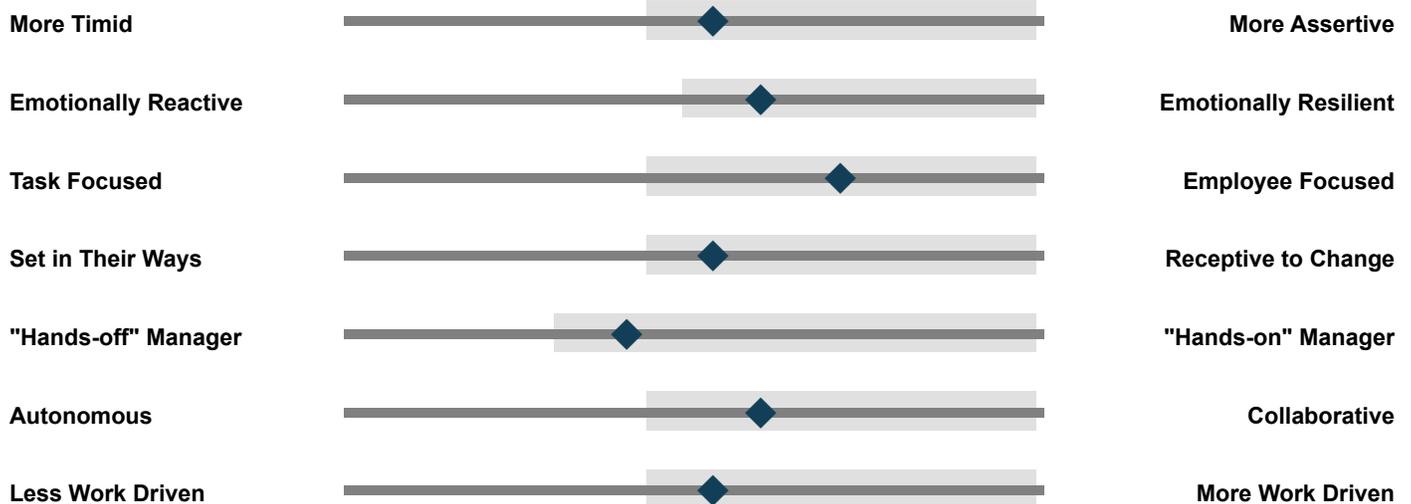




## ASSESSMENT RESULTS SUMMARY

### Personality Assessment\*

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 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: ◆



### Aptitude Assessment\*

	Percentile Range									
	0-10%	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	Top 10%
General Reasoning								X		

ALL RESULTS SHOULD REMAIN STRICTLY CONFIDENTIAL

\*Score interpretations follow on next page.

# Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

## Page 1 Aptitude Scores Explained

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	Percentile Range									
	0-10%	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	Top 10%
<b>General Reasoning</b>								X		

### Score Interpretation: Aptitude

Aptitude is a predictor of how well people can handle complexity in the job and the degree to which they can expand their range of duties to take on additional assignments. If the job you seek to fill is mentally challenging, and/or if you expect this person to multitask, make solid independent decisions, and learn new things on their own, then you should place a high premium on strong aptitude scores. If the job in question can be learned fairly quickly and if the tasks are consistent with what the candidate has done successfully in previous jobs, then high scores on the aptitude section are not as critical.

NOTE: Some aptitude test results are presented as "percent correct" and some are presented as "percentiles." Please make sure you read the explanations, below, so that you understand the difference in these two terms.

#### 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 lower the 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.

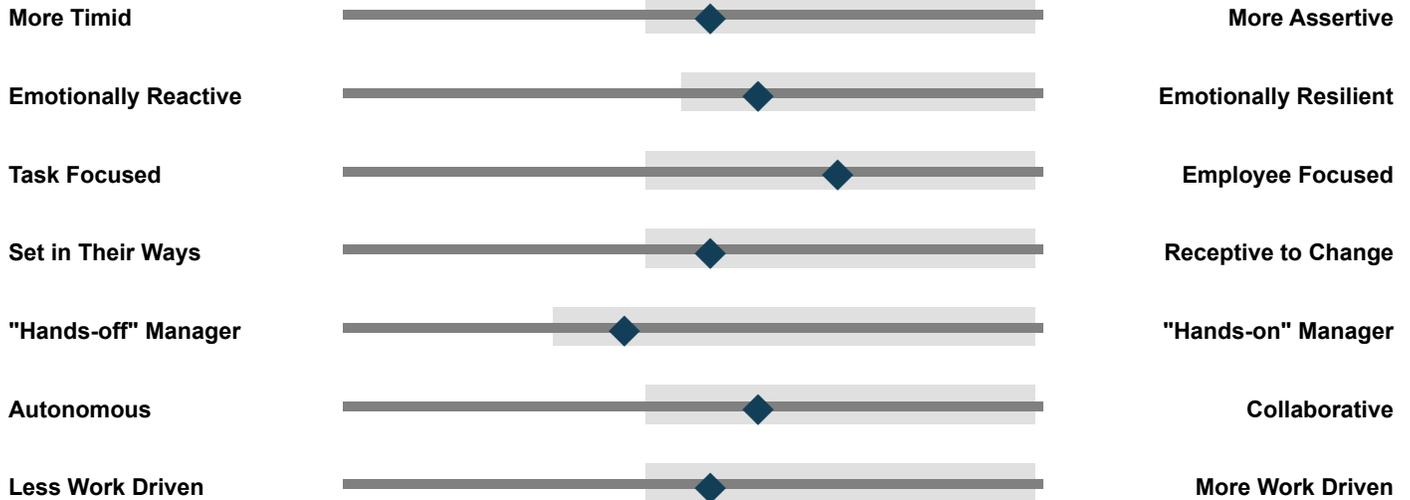
The higher the Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new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

# Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
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## Page 1 Personality Scores Explained

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### Score Interpretation: Personality Traits

The scores for each dimension measured in the assessment are summarized in the table, above. Once you get familiar with how the dimensions are defined, you will be able to draw your own conclusions just by looking at this score summary. The candidate's score is represented by a diamond. The gray bars represent the desirable range. Scores outside of the desirable range should be viewed as an indicator of potential problems. Not necessarily "deal breakers" but issues worthy of additional investigation.

#### "Strengths"

Each score in the graphical display that appears in the desirable range will have a statement in the "Strengths" section. Sometimes, a personality strength can also be a weakness disadvantage, depending on job demands. So a particular score on the assessment might produce two statements: one in the "Strengths" section and another statement in the "Developmental Concerns" section.

#### "Developmental Concerns"

Each score in the graphical display that appears outside the desirable range will have a statement in the "Developmental Concerns" section. Statements in this section reflect potential problem behaviors in the work setting. They may describe personal characteristics that do not seriously detract from overall job performance, or they may predict a critical concern. Each company and each job is a little different, so you need to read the statements, then come to your own conclusion to determine whether a potential problem is a fatal flaw or not.

Follow up interviews are always recommended in a "short listed" candidate to explore any questions or concerns these test results suggest.

# Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
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## Personality Assessment

### Strengths:

- John is moderately assertive when the situation permits or calls for it. However, he is by no means aggressive or overbearing, and tries to influence the behavior and guide the work of subordinates in a respectful, reasonable manner.
- He is average in terms of emotional stability and coping skills. John can deal effectively with most normal forms of job stress and strain.
- John is typically considerate and respectful of the needs and concerns of subordinates. They are likely to see him as someone who is in touch with what they are feeling. John will usually do what he can to ensure high levels of employee morale and satisfaction in his work group.
- He is about average in terms of openness to change. While John will consider new ideas and ways of doing things on his job, he likes to have convincing evidence of their usefulness before making a change.
- As a manager, John usually empowers subordinates and trusts them to do their work autonomously. After specifying general goals and objectives, he delegates frequently and expects his subordinates to function in a fairly self-reliant manner.
- As a manager, John tries to get people to work together in a cooperative manner toward team-based goals, but John will also emphasize individual contributions and the importance of employees working self-reliantly where that is appropriate.
- John has an average work drive, which should be enough to meet basic job demands. He will not be an idler or a slacker on the job. As a manager, John will expect reasonable levels of effort from subordinates.

## Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

### **Developmental Concerns:**

- John may sometimes need to be more assertive in his leadership style. He could be more directive and forceful, especially in situations involving challenges to his authority and when dealing with difficult employees.
- High levels of job stress and chronic pressure may cause John to lose control of his emotions. He may need to develop more effective coping skills for such situations .
- John could be more willing to innovate and learn new approaches to his work. He could be more open to improving job-related knowledge, skills, and abilities for himself and his subordinates.
- As a manager, John may sometimes give his employees too much latitude and discretion. He may need to be more closely involved in such functions as goal-setting, clarifying responsibilities, keeping track of work performed, and giving contingent feedback to the people who report to him.
- As a manager, John may occasionally need to do more to foster group unity and cohesion among his employees. He could be more consistently teamwork-oriented.
- He may, at times, need to invest more time and effort into his work. Long-term job success and organizational advancement may require John to extend himself more to meet pressing or heavy job demands.

# Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

## 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?

### ASSERTIVE LEADERSHIP

- Describe a time when you successfully took charge of a difficult situation in your organization and turned it around into a success.
- Describe a time when you successfully confronted a problem situation that others had trouble dealing with in the past.
- Tell me about a time when you successfully argued or negotiated with upper-management and were able to persuade them to accept your recommendation over the recommendations of others.

### EMOTIONAL STABILITY

- Tell me about a time when you had to keep on working despite having some problem or concern weighing on your mind. [Probes: How long did it go on? How was it resolved? How often has this kind of thing happened in the last six months?]
- Stress is a natural part of most work environments these days. Describe a situation where some significant form of stress has impacted you on your job and how you dealt with it.
- Describe a situation where you learned to live with something stressful at work.

### INTEGRITY

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

# Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

## INTEGRITY

- 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?

## OPENNESS

- Describe the most recent new job-related method, procedure, or technique you learned and how you felt about learning it. [Probe for when and how often this occurred.]
- Tell me about a time when you recommended or implemented a better way of doing things at work.
- Describe a situation where you felt that continuing demands to do new things on your job lowered your overall productivity or efficiency.
- Describe your plans (if any) for continued education, job-related training, or professional development you have for the coming year.

## STRUCTURED VERSUS PARTICIPATIVE MANAGERIAL STYLE

- Describe your approach as a manager of setting goals and objectives for the people who report to you.
- As a manager, tell me about your approach for monitoring the performance and accomplishments of the people who report to you.
- Describe whether you empower the people who report to you to function independently, and if so, how.

## TEAM-ORIENTED MANAGEMENT STYLE

- Describe your team meetings with an emphasis on what you do versus what your employees do.
- What do you think makes an effective team?
- What is the proper role of the supervisor or manager with a group where the company emphasizes team principles?
- How do you typically get employees to take an active role in the team? What types of things would they do? To what degree have you been successful in getting employees to function as true team members?
- What problems have you had implementing team principles with your department?

## WORK DRIVE

- Under what conditions, if any, do you think a company has a right to ask its employees to work long hours? What is the upper limit for you on how many hours/week you are willing to work on an ongoing basis to meet the demands of your job.
- Describe some ways that you think your commitment to your family or personal life away from the job may have limited your advancement opportunities or earnings potential. How do you feel about this?
- What are the potential problems associated with a company expecting too much overtime from their employees or encouraging them to become workaholics?

## Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

- Describe how you keep work separate from your home and personal life and how you keep job demands from intruding on your free time.
- Under what situations would you be willing to work overtime and weekends for your job? How long would you be willing to do so?

## Manager / Supervisor - 20 Assessment Report

Candidate: John SamplePerson  
Date: September 08, 2022

# GLOSSARY OF TERMS: TRAIT DEFINITIONS & SCORE INTERPRETATIONS

- **Assertive Leadership**—refers to a person's tendency to assert themselves and act forceful in a leadership role. People high on this dimension are inclined to seize the initiative, take charge of unstructured situations, and marshal work group resources for goal attainment. They can impose their will on others and often prefer a dominant leadership role in groups and organizational settings. They usually strive for organizational power, influence, and authority. People low on this dimension are more followers than leaders and are usually accommodating, humble, unimposing, and self-effacing.
- **Managerial Human Relations**--refers to a manager's concern for the welfare of his/her subordinates and consideration of their needs and concerns. High scorers tend to show an active interest in the thoughts and feelings of subordinates and treat them with respect and compassion. Low scorers are less considerate and feeling-sensitive, as well as more impersonal and distant from the people who report to them.
- **Openness to New Experience/Adaptability**—refers to a person's receptivity/openness to change, innovation, new experience, and learning; flexibility and willingness to adjust to changing situations and demands. High scorers tend to demonstrate these characteristics and are more willing to try out new procedures and ways of doing things on their jobs; they are more able to improvise and make rapid adjustments when needed. Low scorers tend to prefer stability, convention, and tried-and-true ways of doing things. They exhibit higher degrees of comfort with stable, unchanging work environments and job requirements.
- **Stress Tolerance/Emotional Resilience**—a person's overall level of adjustment, resilience, and emotional stability. High scorers can function more effectively under conditions of job pressure and stress, whereas low scorers are less stress-resistant, lose their composure more readily, and are more subject to negative emotions on the job.
- **Task Structuring Leadership**—a basic dimension of leadership and management, task structuring refers to an individual's orientation toward planning, scheduling, monitoring, and organizing the work environment and tasks of subordinates. High scorers are inclined to manage tightly and keep close tabs on the activities and accomplishments of the people who report to them. Low scorers tend to be more hands-off and loose in their managerial style.
- **Work Drive**—a person's disposition to work for long hours (including overtime) and an irregular schedule; greater investment of one's time and energy into job and career, and being motivated to extend oneself, if necessary, to finish projects, meet deadlines, be productive, and achieve job success. High scorers put in more hours on the job or in work-related activities, whereas low scorers are less willing to work overtime, make personal sacrifices for their job, and they are more likely to seek a work-life balance and resent job encroachment on their personal lives.

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