

## Testing Results



### Test Information

#### Talent Acquisition - Management Success Profile + Applied Reasoning (UP)

Name: Joseph Wilkins  
ID: 123  
Date: 23/9/2011  
Time: 11:45  
Time Taken: 67 minute(s)



### Performance Analysis

<u>COMPETENCY</u>	<u>PERCENTILE SCORE</u>
MANAGES PEOPLE AND RESOURCES	74
INFLUENCES OTHERS	75
DEMONSTRATES PERFORMANCE ORIENTATION AND DRIVE	99
DEMONSTRATES INTERPERSONAL EFFECTIVENESS	99
APPLIED REASONING (UP)	99
MANAGES BUSINESS COMPLEXITY	95

#### COMPETENCY DEFINITIONS

##### MANAGES PEOPLE AND RESOURCES

This assessment measures Managing People and Resources, which reflects an individual's ability to effectively manage people and other resources in a way that ensures individual, team, and organizational success. This assessment included the following facet(s):

- **Manages Others** – Includes developing others by fostering relationships with subordinates characterized by mutual trust, respect, and two-way communication; provides feedback to enable subordinates to continually improve performance; manages performance through regularly monitoring and assessing subordinates' performance; ensures subordinates are informed of and comply with all company policies.
- **Structures Tasks** – Includes delegating responsibility by assigning tasks to subordinates as

appropriate based on work needs, skill level, and development potential; manages and prioritizes others' time to ensure goal attainment; provides clear instruction to others and gives them the information needed to meet performance expectations; coordinates work and activities to ensure members of a group work together to accomplish tasks; effectively schedules events, programs, and activities, as well as the work of others.

- **Manages Resources** – Includes ensuring that the best person is in each position; recruits and selects talent that positions the organization for success; monitors, controls and allocates financial resources to achieve organizational goals; understands and follows company budgeting process; monitors, controls and allocates operational resources to achieve organizational goals.
- **Leads Teams** – Includes building teams through selecting individuals with the necessary and complementary skills to ensure goal attainment; encourages and builds mutual trust, respect, and cooperation among team members; monitors team performance and takes steps to ensure that the team achieves organizational goals.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range demonstrate characteristics that allow them to be highly effective leaders of others. These individuals maintain effective subordinate relationships using open communication and consistent, objective feedback to manage performance. They clearly explain their expectations and hold subordinates accountable, following-up and tracking progress using objective performance metrics. They excel in structuring tasks in ways that contribute to individual and group success and delegate appropriately. These individuals effectively track team progress and utilization and assign tasks logically and in ways that foster individual and team development. They also demonstrate a thorough understanding of team strengths and weaknesses, and they use this information to hire/build a team that effectively meets objectives.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range demonstrate some characteristics that allow them to be effective leaders of others. These individuals maintain subordinate relationships but may not always use consistent, objective feedback to manage performance. They may have trouble clearly explaining their expectations and may struggle at times to hold subordinates accountable. They may track progress using objective performance metrics if tools are available to do so. In busy or stressful times, they may find it difficult to structure tasks in ways that contribute to individual and group success. They are likely to experience some difficulty delegating. These individuals are more likely to assign tasks based on knowing who can most effectively complete them rather than in ways that foster individual and group development. They have some understanding of team strengths and weaknesses but may not use this information to hire/build a team that consistently meets all objectives.
- **Not a Strength (Scores between 1-20)**  
Individuals scoring in this range lack the characteristics that would allow them to be effective leaders of others. They struggle to maintain subordinate relationships and do not use consistent, objective feedback to manage performance. They do not clearly explain expectations or hold subordinates accountable. They find it very difficult to structure tasks and track individual and team progress. They do not delegate tasks appropriately and may not delegate at all. These individuals often seem to assign tasks randomly rather than in ways that foster individual and group development. They lack understanding of team strengths and weaknesses, and as a result, they cannot hire/build a team that consistently meets objectives.

**Trainability Factor** – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behaviour. This can be difficult, but reinforcement will help ensure that modifications to work behaviours are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

## INFLUENCES OTHERS

This assessment measures Influencing Others, which reflects an individual's ability to demonstrate the confidence, assertiveness, and ability to change and direct others' thoughts and actions by using persuasive arguments and actions. This assessment included the following facet:

- **Influence** – Includes being able to present information to influence others' opinions or actions, uses persuasive tactics to sway others' thinking or behaviours and bargains appropriately to gain commitment or resolve conflict; convinces others to accept an idea or a point of view; persuades others to act in a certain manner; expresses one's beliefs and opinions boldly; displays self assuredness in social situations and communicates an appropriate level of assurance and optimism when interacting with others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range enjoy and have superior ability working with and through others. They demonstrate a high degree of confidence and credibility across a range of situations. They use their credibility and assertiveness as a base to present ideas or suggest direction others accept. They gain acceptance by leveraging their ability to understand audiences, presenting arguments in ways that are logical and likely to be accepted, and doing all of this with expert authority required to change others' thoughts or actions. They are not easily threatened by challenges from others and demonstrate skill in turning challenges into opportunities to gain commitment from others. These individuals are highly effective at working within and across organizational boundaries, sharing information, and gaining consensus.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range have an average ability to work with and through others. They typically demonstrate confidence and credibility, but may encounter situations that cause them to waiver. They are assertive and can present ideas or suggest directions others usually accept. They understand most audiences and present arguments that are accepted more often than not. They do these things with a reasonable amount of the expert authority required to change others' thoughts or actions. At times, they may be threatened by challenges from others and miss some opportunities to gain commitment from others. These individuals likely are not equally effective working within and across organizational boundaries, but they tend to share information freely.
- **Not a Strength (Scores between 1-20)**  
Individuals scoring in this range have difficulty and often do not enjoy working with and through others. They lack confidence and credibility and encounter many situations that cause them to waiver. They lack assertiveness and do not present ideas or suggest direction others accept. They struggle with understanding audiences and presenting arguments that are accepted. A key reason for their difficulty is that they lack the expert authority required to change others' thoughts or actions. They are likely to be threatened by challenges from others. These individuals have difficulty working within and across organizational boundaries, tend to not share information freely, and rarely are able to gain consensus.

**Trainability Factor** – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behaviour. This can be difficult, but reinforcement will help ensure that modifications to work behaviours are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

## DEMONSTRATES PERFORMANCE ORIENTATION AND DRIVE

This assessment measures Performance Orientation and Drive, which reflects an individual's levels of conscientiousness, integrity, need for achievement, and drive related to obtaining personal and organizational goals. This assessment included the following facet(s):

- **Achievement Orientation** – Includes striving to achieve goals or objectives and shows strong follow through to complete what has been started; maintains an optimal level of effort until work tasks are completed successfully; meets productivity goals at work and maintains high quality and quantity of work over time; quickly and efficiently moves from one task to the next.
- **Conscientiousness** – Includes seeking to make an impact at work and demonstrating a willingness to exert additional effort or hours to meet goals or deadlines; fulfils obligations by being reliable, responsible, and organized; takes on responsibilities and needed action at work without being asked and takes the lead in performing tasks or promoting new ideas or work methods; demonstrates honest and ethical behaviour in all situations and follows company policies and procedures.
- **Personal Motivation** – Includes consistently exhibiting an optimistic and cheerful manner, regardless of obstacles or challenges; behaves in a positive manner with others; demonstrates energy and shows interest and excitement in performing the job; projects enthusiasm when interacting with others; takes ownership and responsibility for the completion of job tasks; owns mistakes and follows through with corrective actions.
- **Self Management** – Includes being self-assured when working with others, performing challenging job tasks, or making decisions; demonstrates the ability to defend one's own beliefs or opinions; works without needing to be closely watched or to have progress frequently checked; demonstrates resourcefulness and is able to make decisions without consulting others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range are driven, task focused, and able to accomplish more than others. They think carefully about how to approach issues and the consequences of their actions. They are planful, proactive, and extremely reliable. They crave achievement and work hard to achieve personal and organizational goals. To this end, they tend to set goals, organize their activities around those goals, and continually refine or polish their performance to achieve them. They require little or no direction to accomplish their work and objectives. They thrive on completing work and achieving objectives. These individuals also demonstrate a high degree of integrity.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range have moderate drive and task focus. They dedicate some thought to approaching issues and the consequences of their actions. They are proactive and reliable, but may need some direction from time to time. They enjoy achievement and work to achieve defined goals. They likely need an expected level of assistance to set goals and organize their activities around those goals. They enjoy completing work and achieving objectives and have an occasional need to refine or polish their efforts. They may over commit themselves occasionally, which may impact their ability to reliably complete work. These individuals also demonstrate integrity in words and actions.
- **Not a Strength (Scores between 1-20)**  
Individuals scoring in this range lack drive and task focus. They often do not think through their approaches to issues and the consequences of their actions. They are less reliable and need much more direction than others. They are satisfied with status quo, are not proactive, and do not strive to achieve defined goals. They need substantial assistance in goal setting and organizing their activities around those goals. They feel little need to refine or polish their efforts. They also do not commit or consistently over commit themselves, which impacts their ability to reliably complete work. These individuals may have lapses in integrity from time to time.

**Trainability Factor** – This characteristic is quite stable and does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure

that modifications to work behaviours remain. However, individuals who struggle in this area will have difficulty committing the effort required to make needed changes. Also note that lack of strength on this characteristic can impact the ability to leverage strengths or address other performance deficits.

## DEMONSTRATES INTERPERSONAL EFFECTIVENESS

This assessment measures Interpersonal Effectiveness, which reflects an individual's tendencies and approach to interacting with others at work through words and actions. This assessment included the following facet(s):

- **Demonstrates Respect** – Includes the ability to know how a person or group will react to words and actions; understands others' points of view; is sensitive to people of different backgrounds; maintains positive working relationships with others, regardless of their background or perspectives; manages behaviour to avoid negative organizational behaviour such as damaging company property or theft; manages behaviour to avoid negative interpersonal behaviour.
- **Interpersonal Communication** – Includes the ability to present ideas to others in formal and informal settings; understands the needs and preferences of the audience; speaks clearly and in a manner that is easily understood by others; uses correct grammar and word usage; effectively listens to and understands spoken information such as comments, questions, or directions from others; demonstrates active listening and gives full attention to others, uncovering all relevant information to understand the points being made, asks questions as appropriate, and does not interrupt at inappropriate times.
- **Social Orientation** – Includes being more extroverted and driven by personal interactions; enjoys working with others in business and social situations; demonstrates a tendency to be assertive and prefers situations in which there is a lot of action; demonstrates a natural tendency and need to interact with others; is positive and optimistic in interactions.
- **Team Orientation** – Includes going above and beyond to assist others; is sensitive to others' needs and feelings and actively looks for ways to help; is aware of others' reactions and understanding why they react as they do.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range enjoy and thrive in environments in which they work with others. They effectively interact with managers, peers, and subordinates given their ability to effectively craft and present ideas while taking the perspectives of their audience into account. They may not be extroverted, but they have the ability to move quickly between working alone and effectively working with others. They are sensitive to others' needs and can view their own efforts and successes through the lens of work groups and teams of which they are a part. They prefer to work through issues, not place blame on others, and effectively manage their behaviour to keep a positive working environment for themselves and others.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range likely prefer working with others. They likely interact better with certain groups at work, such as with their managers or peers. They may craft and present ideas fairly well but may be limited by an inability to take the perspectives of their audience fully into account. They may be more extroverted or introverted and can move between working alone to working with others, but they are not likely to be adept at doing so. They are usually sensitive to others' needs and can view their own efforts and successes through the lens of work groups and teams of which they are a part. They have the ability to work through issues with others, typically without placing blame. They prefer to be in a working environment that is positive for themselves and others.
- **Not a Strength (Scores between 1-20)**

Individuals scoring in this range likely have difficulty working with others. They may interact at a base level with peers but likely struggle with others dissimilar to themselves. They have difficulty presenting ideas, and they fail to take the perspectives of their audience into account. They likely are highly extroverted or introverted and have trouble with events that require a change to their natural social orientation. They are tending to be insensitive to others' needs and find it challenging to view their own efforts through the lens of work groups and teams of which they are a part. They may be quick to place blame when faced with issues, which can make it difficult to maintain a positive working environment for themselves and others.

**Trainability Factor** – This characteristic, while stable, lends itself to change that can be achieved through feedback, training, or coaching. Change can be made somewhat quickly, but reinforcement of proper behaviour is required to ensure that modifications to work behaviours are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

## APPLIED REASONING (UP)

This assessment measures Applied Reasoning, which is defined as an individual's ability to effectively reason through work related issues, develop and learn new methods, and solve problems at work. This assessment included the following facet(s):

- **Cognitive Capacity** – Includes using logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions, and approaches to problems; applies general rules to specific problems to produce answers that make sense (i.e., deductive reasoning); combines information to form general rules or conclusions; finds relationships among seemingly unrelated events (i.e., inductive reasoning); deals with complex situations or information; examines facts and trends to find the best method to handle issues.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range have mental ability that allows them to effectively reason through more complex issues, identify problems, and determine root causes quickly, with little or no direction from others. These individuals draw appropriate conclusions based on evaluation and interpretation of data and defend their decisions with sound and reliable research, synthesis, and rationale. As a result, they are able to complete financial, quantitative, and other analyses more quickly and accurately than others. These individuals learn and apply new information adeptly.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range have mental ability that allows them to reason through most simpler issues and some more complex ones. They often require some direction from others to complete these tasks. These individuals typically are able to draw reasonable conclusions based on some evaluation and interpretation of data and defend their decisions with basic research, synthesis, and rationale. They typically can complete most types of financial, quantitative, and other analyses but may struggle with them at times. These individuals tend to learn and apply new information with a reasonable amount training and experience.
- **Not a Strength (Scores between 1-20)**  
Individuals scoring in this range often struggle reasoning through issues, identifying problems, and determining root causes, and they typically are not able to do so without direction from others. These individuals often have trouble evaluating data, interpreting data, and drawing reasonable conclusions. As a result, they have limited ability to develop a rationale to defend their decisions. They likely struggle with financial, quantitative, and other analyses and tend to require more direction

to complete them. These individuals may be frustrated by and have difficulty learning and applying new information. They also tend to require extra training.

**Trainability Factor** – This ability is stable and quick gains are difficult to achieve, but individuals can improve by developing their qualitative and critical thinking skills through classes, targeted training, or specific experiences that require this ability.

## MANAGES BUSINESS COMPLEXITY

This assessment measures Managing Business Complexity, which reflects an individual's ability to understand complex interrelationships and apply this understanding to quickly and effectively resolve issues. This assessment included the following facet(s):

- **Business Acumen** – Includes developing and maintaining awareness of the market in which one's organization operates, including customers and direct competitors; develops and maintains knowledge of the key details for products/services; uses financial indicators to solve complex problems and make difficult decisions; clearly understands relationships between key financial indicators (e.g., costs, sales, profits, operating income, etc.); thinks strategically and takes future considerations into decisions as opposed to only considering short-term, tactical issues; approaches business issues and delivers business solutions that recognize the complex interrelationships among business activities; outlines how decisions affect the overall business, other organizational units, outcomes, or processes.
- **Problem Solving** – Includes recognizing there is a problem or that one is likely to surface, given the current situation; shows good judgment and common sense in handling day-to-day situations; reviews and interprets information to correctly understand rules, policies, procedures, general principles, or trends; quickly handles issues as they arise; works to obtain needed help or resources; makes the best choice after considering more than one option; reviews the details and knows when and where to seek input.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength (Scores above 50)**  
Individuals scoring in this range demonstrate a unique understanding of their businesses and organizations. They invest time to understand the organization and the market in which it exists, including what customers or clients expect. They have a keen understanding of how work translates into financials. They are engaged by opportunities to think strategically, and they adeptly leverage their understanding of the organization to develop effective short-term and long-term plans. These individuals are effective in challenging situations or crises. They think through and understand how different action plans will lead to different outcomes. They know what issues or problems are likely to arise, are not afraid to review multiple options, and engage resources to maximize outcomes. They know when they have enough information to make a decision and do so effectively, balancing the need for information with situational constraints.
- **Adequate Strength (Scores between 21-50)**  
Individuals scoring in this range demonstrate a relatively good understanding of their organizations. They invest some time to understand the organization and the market in which it exists. They may not always focus effort to understand what customers or clients expect. They have moderate ability to understand how work translates into financials. They have some strategic thinking ability which is useful in working with others to develop short-term and long-term plans. These individuals may find challenging situations or crises difficult to reason through and may not understand how different actions lead to different outcomes. With experience, they may have some understanding of issues or problems likely to arise. They may not review enough available options or engage the correct resources to maximize outcomes. They may be too quick or not quick enough to make a decision.

- **Not a Strength (Scores between 1-20)**

Individuals scoring in this range often lack a fundamental understanding of their organizations. They do not think to invest time to understand the organization, its market, or what customers or clients expect. They struggle with understanding how work translates into financials. They avoid situations that require strategic thinking or working with others to develop short-term and long-term plans. These individuals often succumb to challenging situations or crises; do not understand how different actions lead to different outcomes, or what issues or problems are likely to arise. They often fail to review enough available options and do not engage the correct resources to maximize outcomes. They often make decisions based on little or no information as a way to remove them from what they perceive as stressful situations.

**Trainability Factor** – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behaviour. This can be difficult, but reinforcement will help ensure that modifications to work behaviours are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.



## Interview Follow-up Suggestions

This section of the report provides suggestions for follow-up interview questions. These questions are generated based on the test taker's responses to assessment items and are categorized by competency. Note that if the test taker's responses indicate a lower level of competence within an area, there may be many follow-up questions for that competency scale. Conversely, if the test taker's responses indicate a higher level of competence within an area, there may be few to no questions for that competency scale. Use of these questions is not required; however, they do indicate how the test taker responded and also provide a way to gain more insight into competency areas that may require further exploration.

### MANAGES PEOPLE AND RESOURCES

- \* Describe a time when you had to help the members of your team work more effectively together. What was the issue? What did you do? What was the outcome?

### INFLUENCES OTHERS

- \* Describe a time when you had to make an argument for something in which you believed. What was it? What kind of argument did you make? What was the outcome?
- \* Describe when you spoke up at work to change others' minds on a topic. What was the topic? How did you approach the situation? What was the outcome?
- \* Describe a time you had to work on an extremely challenging project. What was it? How did you feel about your ability to complete it? What did you do? What was the outcome?

### DEMONSTRATES PERFORMANCE ORIENTATION AND DRIVE

- \* Describe a situation in which it was difficult to keep a positive attitude about work. What caused it? What did you do? What was the outcome?
- \* Describe a time when it was not clear to you and your co-workers how to complete a project or task. What was the project or task? What did you do? What was the outcome?
- \* Describe a time when you had to complete some important work on your own. What was it? Did you consult others and if so, why did you need them? What was the outcome?

- \* Describe a time when you did not complete your assigned work. What happened? What did you do when you knew you would not complete it? What was the outcome?
- \* Describe a time when you had to make an important decision on your own. What was it? Did you consult others and if so, why did you need them? What was the outcome?

**DEMONSTRATES INTERPERSONAL EFFECTIVENESS**

- \* Describe a time when someone asked you details about your company that you were not sure you should share. What was the situation? How did you approach it? What was the outcome?
- \* Describe a time when your performance was being judged based on team performance but not all the team members were "pulling their own weight." What was your role in the team? What did you do? What was the outcome?
- \* Describe a situation in which you had to be very outgoing toward others. Why did you need to be outgoing? How did you approach it? What was the outcome and would you do anything differently if you did it again?