# test center

## by People Systems

Youth Program Manager Assessment Report

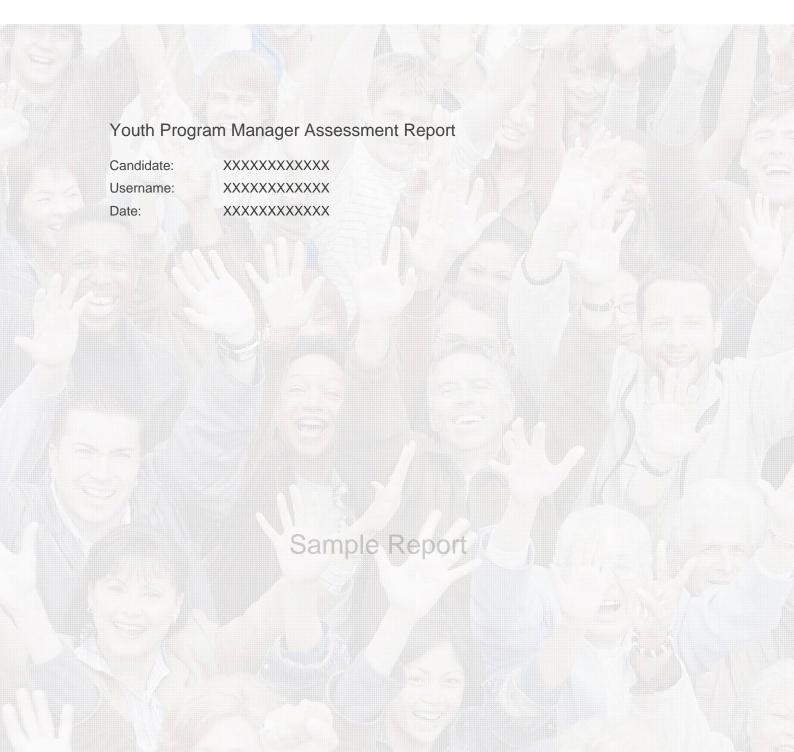| | |
|---|---|
| Candidate: | XXXXXXXXXXXX |
| Username: | XXXXXXXXXXXX |
| Date: | XXXXXXXXXXXX |

Sample Report

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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 | | | | | ◆ |
| Assertive Leadership | | | | ◆ | |
| Attitudes Toward Child Management | | | | | ◆ |
| Conscientiousness | | | ◆ | | |
| Customer Service Orientation | | | | ◆ | |
| Dependability | | | ◆ | | |
| Emotional Stability | | | | ◆ | |
| Empathy | | | | | ◆ |
| Extroversion | | | | | ◆ |
| Impression Management | | | | ◆ | |
| Integrity | | | | ◆ | |
| Intrinsic Motivation | | | | | ◆ |
| Managerial Human Relations | | | | | ◆ |
| Openness | | | | ◆ | |
| Optimism | | | ◆ | | |
| Self-Confidence | | ◆ | | | |
| Task Structuring | ◆ | | | | |
| Teamwork | | | ◆ | | |
| Work Drive | | | | | ◆ |
| Overall Cognitive Aptitude | | | | | ◆ |

## Cognitive Aptitude Assessment

Compared to general adult norms using standardized tests which were validated for a wide range of positions, we estimate Heidi's overall level of general intellectual aptitude to be in the **Top 10 percentile** range. Her individual aptitude levels are:

| | |
|---|---|
| Abstract Reasoning | Top 5%ile |
| Numeric Reasoning | 80-89%ile |
| Verbal Reasoning | Top 5%ile |

Heidi has a very high level of general cognitive aptitude. She can learn new information quickly, solve complex problems efficiently, and be able to handle a very heavy information-processing load on this job.

**Explanation of Cognitive Aptitude Scores:**

The aptitude scores in this section reflect underline 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.

## Narrative Responses Provided by This Candidate

In reading through the candidate's responses, you should look for general themes that reflect the person's attitudes, values, and beliefs about work.  Insights can help you generate probing interview questions.  From another perspective, the way in which candidate responses are constructed demonstrate sophistication of communication skills.

|  | **Ms. Smith's Responses** |
|---|---|
| *Responsibility at work…* | is something we all need to work on together and share the load. |
| *Working long hours every week…* | is part of the program manager role. |
| *It's hard to do good work when…* | there is high turnover among your workforce and staff is low. |
| *When my suggestions at work are turned down I…* | analyze why my idea was not acceptable and use that information to try to make valuable contributions in some other way. |
| *Having to work on the weekend…* | is definitely part of this job. |
| *Overnight travel…* | I doubt I will be doing overnight except for attending conferences occasionally. |
| *As a manager, my greatest satisfaction at work…* | is seeing our kids improve and get to the point of being able to return to their home environment. |
| *Effective leadership…* | is vital for an organization to have the direction and organization it needs to be successful. |
| *Mentoring employees who report to me…* | is very gratifying to me -- hopefully it is helpful to the employee. |
| *When I have to make a decision quickly…* | I try to weigh all the factors, consider consequences, then make the best choice with what I have to work with. |
| *Giving performance feedback…* | is important for employee growth.  I want to make sure they come out of the experience feeling that they have gained insight and that they now feel more valuabled and appreciated by our program. |
| *When I have to reprimand or discipline an employee…* | it is very painful for both of us, but I share the problem behavior in a factual manner so that we can make sure we are both talking about the same situation, and then we jointly come up with a plan of action. |
| *Besides supervising other people, a manager should…* | spend some time with the kids himself to get to know them and make sure they feel he is accessible. |
| *The average employee…* | is dedicated and loyal to the program. |
| *An employee who brings personal problems to work…* | is nothing unusual  we need to help them deal with their issues and still get their jobs done well. |
| *The key to my success as a manager…* | is getting to know my employees well and understand their differences and preferences. |
| *The biggest challenge to a manager in dealing with today's workforce…* | understanding all the different perspectives of young people today. |
| *The best way to motivate people…* | is to provide them with a nurturing, supportive enviornment with challenging, interesting work. |

| | |
|---|---|
| *The way I get people to work together is…* | have regular meetings where people share their feelings and their concerns. |
| *I get people to participate in team discussions by…* | opening up the topic then letting people chime in as they feel is appropriate. Typically my team meetings provide a good environment for sharing. |
| *Creating a strong team is not as important as…* | making sure that our kids are well cared for. |
| *Content of my team meeting typically consists of…* | Review of our upcoming scheduled events, sharing of important information from other departments or upper management, group problem solving. |
| *Team meetings are best used for…* | group problem solving. |
| *The kind of assignment I like best is…* | dealing with a work group where quality standards are low where I can really make a difference. |
| *I enjoy working with people who…* | are kind-hearted and want the best for the kids in our program. |
| *I would turn down a job if…* | I felt quality standards or safety was compromised. |
| *The best way to get ahead in an organization…* | I am not sure I want to rise any higher in an organization than program manager, but I worked hard and learned as much as I could to get here. |
| *The most fulfilling job I had…* | was where I felt I made a big difference in the success of childrens lives. |
| *My greatest satisfaction in a job…* | is seeing children grow and resolve their problems. |
| *A boss deserves loyalty if…* | he or she is fair, ethical, and has a position of authority. |
| *What I want most from a job is…* | personal satisfaction that I am making a difference in childrens lives. |
| *The best type of supervisor for me would be someone who...* | is equally supportive of the highest standards of care as I am. |
| *Working closely with other people…* | is a joy. |
| *My career goal for five years from now…* | is to be in a program manager working with children and youth. |
| *To better myself I…* | constantly learn from peers through reading books and journals, going to conferences. I learn also from co-workers as we share. And, I learn from the children by trying to figure out what works and what does not. |
| *Working with coworkers who do not know as much as I do…* | is a chance for me to share my knoweldge. |
| *If I feel underutilized in my job…* | that would be rare. |
| *To get ahead in most companies you have to…* | be competitive, but I choose to work in programs where we treat each other with respect. |
| *I sometimes felt my career advancement was limited by…* | nothing. |
| *My ideal job would be…* | program manager over youth programs. |
| *What annoys most workers…* | feeling undervalued or ignored. |
| *I would quit my job if…* | I felt quality was not a real concern to upper management. |
| *At work I feel tense when…* | there is a lot of conflict among co-workers. |
| *I don't like to work with people who…* | are lazy and uncaring. |
| *My work performance suffers when…* | I have been sick and have no one to cover for me. |

| | |
|---|---|
| *I would really dislike a supervisor who…* | was inconsiderate or who belittled employees for small infractions. |

## Personality Assessment

**Strengths:**

- She is very motivated to have smooth, amiable working relationships. Heidi is quite accommodating and compliant, particularly when conflict arises. She tries to be civil and polite at all times.

- She is fairly assertive in her managerial style. Heidi will direct the work of subordinates in a straightforward manner and deal with challenges to her authority without seeming domineering.

- Heidi truly cares about the well-being of children and young people. She is patient with them, has realistic expectations of their behaviors, and strives to be a mentor to them.

- Heidi has a very positive attitude toward children. She enjoys being around them, is able to interact appropriately with them, and views herself as a mentor to young people.

- She is often conscientious and dependable in her job performance. Yet, Heidi can also adjust to changing circumstances and be flexible in how and when she carries out tasks and assignments.

- Having an above average level of customer service commitment, Heidi usually works to meet customers' demands in a timely and courteous manner. She often takes time to give extra attention to customers to ensure their satisfaction and repeat business.

- Heidi is usually reliable on her job. She fulfills most work commitments and expectations, though Heidi also makes up her own mind about how she will do so.

- She is resilient in the face of job stress and strain. Heidi can handle most demanding conditions and work pressure without becoming unduly frustrated or frazzled.

- She can identify closely with the feelings and concerns of other people. Heidi has a high level of empathy which enables her to understand and relate to the people she works with. She is likely to be perceived by customers as someone who is very insightful, sympathetic, and helpful.

- Heidi is extroverted, gregarious, expressive, and open about sharing her information. She is likely to be an effective communicator who is attuned to social cues and interpersonal dynamics in the workplace . Heidi will try to establish and maintain contacts with other areas in the organization, including other managers and departments.

- She tends to adjust her speech and behavior in order to make others think well of her. Heidi often tailors her image to suit her audience.

- Heidi registers as having a sound level of integrity and honesty. She is unlikely to do things which others would consider to be improper, immoral, or dishonest.

- She is much more motivated by intrinsic rewards on her job than by extrinsic, tangible factors. Heidi appreciates recognition in the form of praise and recognition of her contributions. She is also attracted to variety and personal responsibility for work outcomes.

- As a manager, Heidi is very concerned with maintaining positive attitudes and high morale among the employees who report to her. Their feelings are important to her. She will move quickly to dispel their fears, worries, grievances, and tensions, if possible. Heidi is likely to enjoy employee coaching and mentoring.

- She is typically progressive and open-minded. Heidi is usually ready to adopt and disseminate new ways of doing things and engage in innovation initiatives. She will be concerned with continuous improvement, job training, and employee development.

- Although fairly optimistic  most of the time, Heidi is not naïve or unrealistic. She tempers her positive outlook with an awareness of the potential for problems and difficulties . As a manager, Heidi typically communicates realistic expectations to subordinates.

- Heidi is not one to crowd her subordinates or to second-guess their decisions and actions. As a manager, she gives them considerable job autonomy and discretion. Heidi works best with employees who are responsible and self-directed to perform well.

- As a manager, Heidi sometimes emphasizes independence and at other times stresses cooperative effort among the employees who report to her. She values both team player and individual contributor functions in achieving organizational goals.

- Heidi has a high work drive and is very committed to meeting the demands of her job. She will work hard and put in long or irregular hours when needed. As a manager, Heidi will consistently model a strong work ethic for subordinates.

**Developmental Concerns:**

- Heidi sometimes acts in ways that others see as undependable. She may need to reduce the gap between her stated intentions and actual behavior.

- Heidi could more consistently honor her sales commitments and obligations.  She could do a somewhat better job of doing everything she says she will do for customers and following through on her pledges and promises to them and to her employer.

- Heidi can sometimes identify too strongly with the feelings and emotions of the people she works with. This can cause her to get caught up in their problems and to lose perspective of what is the best course of action. Heidi may need to become more objective and professional in some situations.

- Heidi may be too involved in the social side of work. She may spend time chatting and interacting with others when she should be concentrating on her own work obligations.

- She may sometimes come across as insincere or misleading. Heidi could be more straightforward in her everyday dealings with coworkers, particularly if she wants to earn their trust and build rapport with them.

- Heidi's self-confidence score is below-average.  She may worry about unresolved issues too much, at times, and have doubts about her personal efficacy on the job.

- Heidi may not be engaged enough in managing the ongoing activities and work habits of subordinates. She may need to be much more involved in such functions as goal setting, clarifying expectations, monitoring performance levels, and giving corrective feedback as needed, especially in situations where employees are new to their jobs or are not internally motivated to do well.

- Heidi may need to be more concerned with teamwork and cooperation among her subordinates. She could try harder to get them to help each other and to work cooperatively to achieve common goals.

**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?

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.

INTRINSIC MOTIVATION

- Tell me which factors define success for you in a job.

- Describe how your feelings of job satisfaction are affected by how much challenge and variety you have at work.

- Tell me what you would do if your job became repetitive and routine.

- Describe the kind of work that really motivates you.

SELF CONFIDENCE

- Describe a situation at work where you were unsure of yourself. How often does this happen?

- What sort of things cause you to feel lack of confidence? What did you do about it? What has the outcome been?

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.