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TALENT ASSESSMENT

Assessment and Coaching Report, Interview Guide

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The underlying analytics of this report are powered by Fitzgerald MSI and its strategic partners. We will help you to interpret results, but final responsibility for proper interpretation rests with the user. All assessment-related statements should be thoroughly probed by interview responses and behaviors, background data and references, and behavioral performance. Fitzgerald MSI utilizes a generalized assessment procedure. As such, we will support and stand by its interpretations and recommendations but not indemnify the user. It is programmed for general interpretation and should be appropriate for all employee groups, ages, etc. We interpret responses without knowledge of race, color, religion, sex, national origin, age, sexual orientation, or physical disability. It is up to the user to maintain any EEOC- mandated records.

General Ability

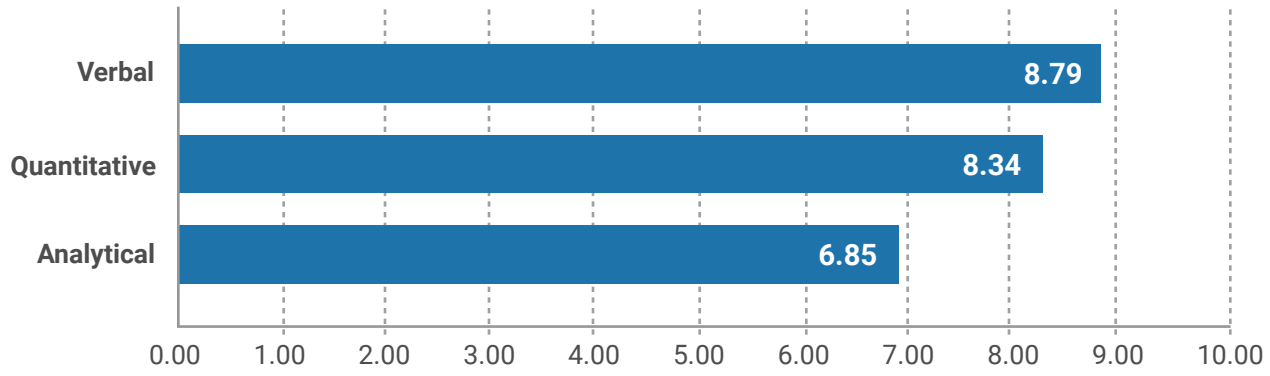
Elapsed Time: 12 minutes

The "General Abilities," as measured by the assessment, refer to a brief screening of an individual's scholastic aptitude and general problem-solving capabilities. Those who score high on this section of the assessment tend to have strong problem-solving skills and are quick to learn and grasp complex ideas. Those who score low tend to be more concrete in their thinking, require additional time and support when learning, and may struggle to understand and convey complex concepts. Performance on the General Abilities scales is correlated with performance in both educational and work settings. It is important to underscore that this section is not a measure of IQ, however; it is a general sense of problem-solving, which does factor into personality.

Verbal: A measure of verbal comprehension and problem-solving; high scores are indicative of those who are well-spoken and can easily comprehend and convey complex ideas. Low scores are suggestive of someone who expresses their ideas in a more superficial manner and may require more "hands-on" experience in order to learn effectively.

Quantitative: A measure of mathematical and/or financial problem-solving; high scores are indicative of those who easily understand and utilize basic mathematical concepts and can apply them in order to resolve problems. Low scores are suggestive of someone who may struggle with numbers and mathematical concepts when problem-solving.

Analytical: A measure of critical thinking ability, this scale measures an individual's ability to interpret information and apply reasoning skills. High scores are indicative of those who excel at strategic thinking and are skilled at recognizing assumptions and evaluating arguments in order to make effective decisions. Low scores are suggestive of someone who may have difficulty with abstract reasoning and will work more effectively with tangible or concrete problems.



Personality Description

An individual will typically be most effective and content in work that plays to his or her strengths, avoids his or her weaknesses, involves his or her interests, and satisfies his or her needs. Based on the assessment, we have identified the following personality characteristics, assets, and limitations.

Problem Solving Skills

His problem-solving skills and general intelligence rank in the superior range. He understands that effective problemsolving depends upon finding an accurate response in a timely manner. He evaluates problems in a logical and analytical manner, and his conclusions are typically objective. His personality is best suited to a predictable and stable environment.

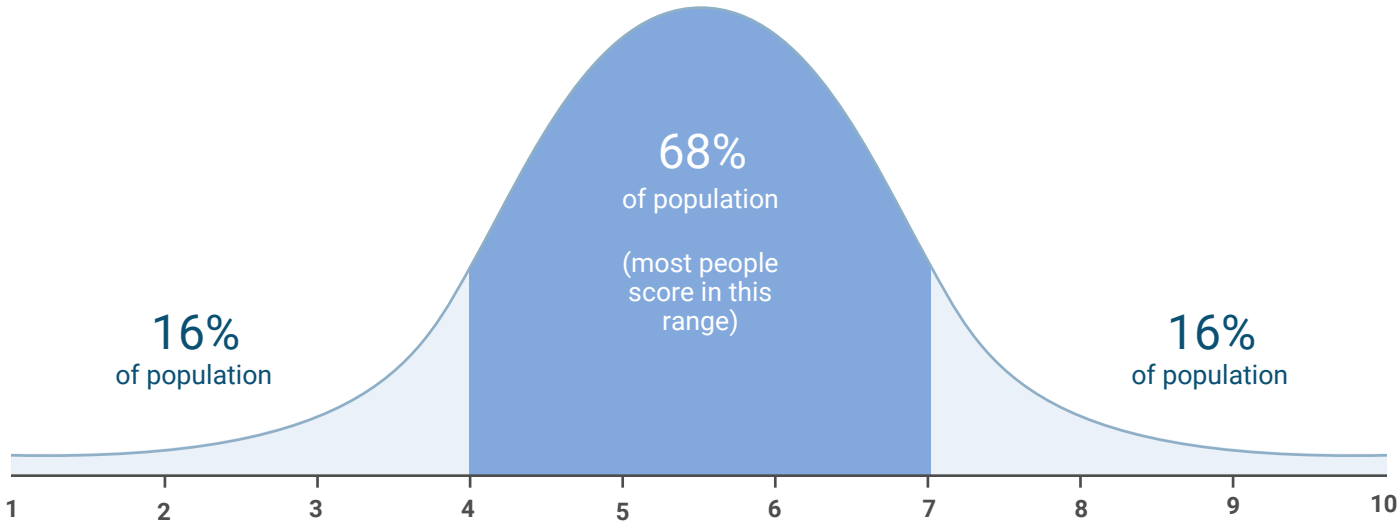
Emotional and Motivational Patterns

He is in the process of gaining additional maturity and stability. His behavior is not yet governed by a strongly defined set of values and beliefs. He will often reflect upon himself and others. He approaches life in a serious and earnest manner. His level of drive is average. He has high levels of stress and tension. He does not manage his tension and stress as effectively as he could. He bottles up his feelings until they are expressed in a more cumulative fashion. He is able to cloak his inward feelings through contradictory outward behavior. He is highly capable of looking beneath the surface in his assessments of others. He is not as flexible as he could be. His self-confidence and assurance is in a constant state of flux. If he trusts the intent of negative feedback, he will accept it and benefit. He does not bestow his trust and acceptance on others until they work hard to earn it. He is typically tough-minded in his assessments.

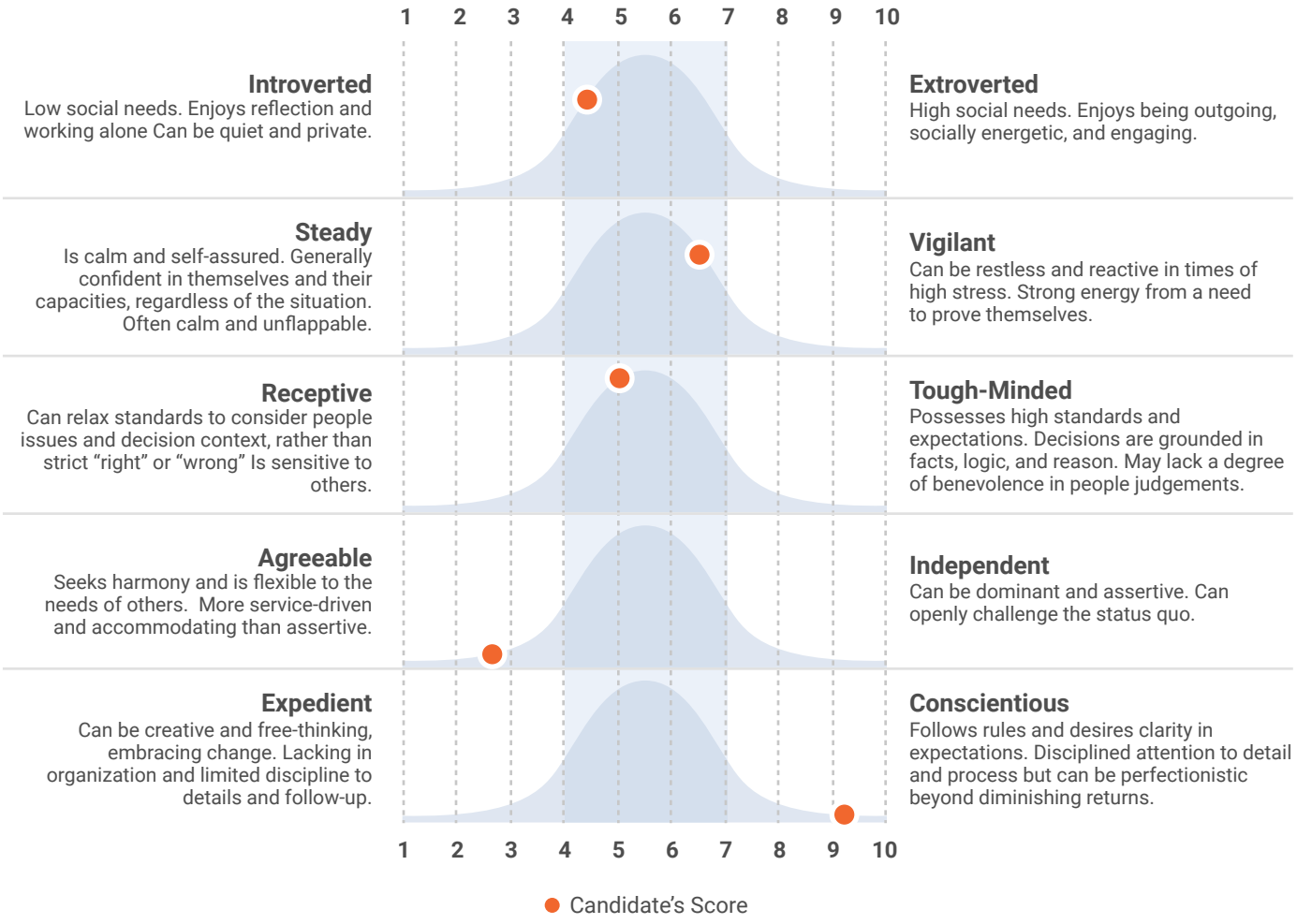
Interpersonal Skills

His needs for social contact are somewhat lower than average. He projects reserved and restrained interpersonal style. His social skills are generally adequate. He has developed an impressive degree of social savvy. His preference is to take measure of a social setting before relating comfortably. He relates most effectively with superiors and authority figures. He is nervous and uncomfortable in unfamiliar environments or when meeting new people. He does not always relate to others openly and directly. He does not persuasively represent himself and his ideas. He is willing to listen to the input and ideas of others. He can be reticent to assert himself and his needs. He is uneasy in settings where he must be center stage. He enjoys the camaraderie and cooperative nature of team efforts. He does not perceive himself as a leader.

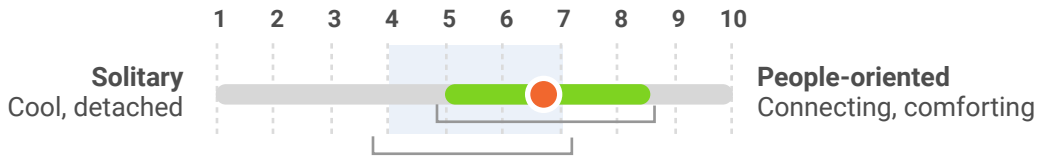
Big Five Traits



Personality traits determined to be (statistically and conceptually) most relevant for the target position are displayed in the graph above. For each trait, scores in the general population form a bell-shaped distribution around a mid-point of 5.5. About two thirds of the general population obtains scores in the 4 to 7 range for any given trait.

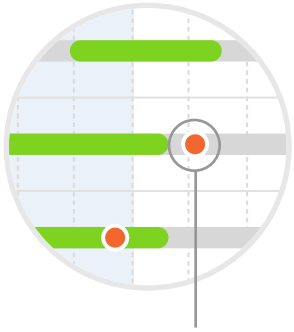


Graph Interpretation

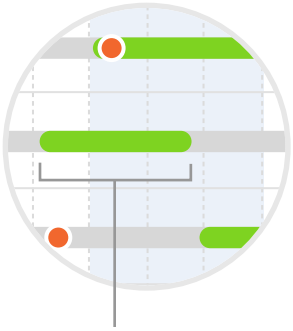


Evaluate the candidate's scores against both the peak performer range and the general population

The orange circle represents the test-taker's score on each trait. If the assessment results are compared against a Peak Performer Profile, green bars will be included in addition to the test-taker's score. The green bars represent the statistical range of top performers in the position. We define this statistical range as one standard deviation, or approximately 68% of the tested population who are performing well in the work role.



Candidate's Score



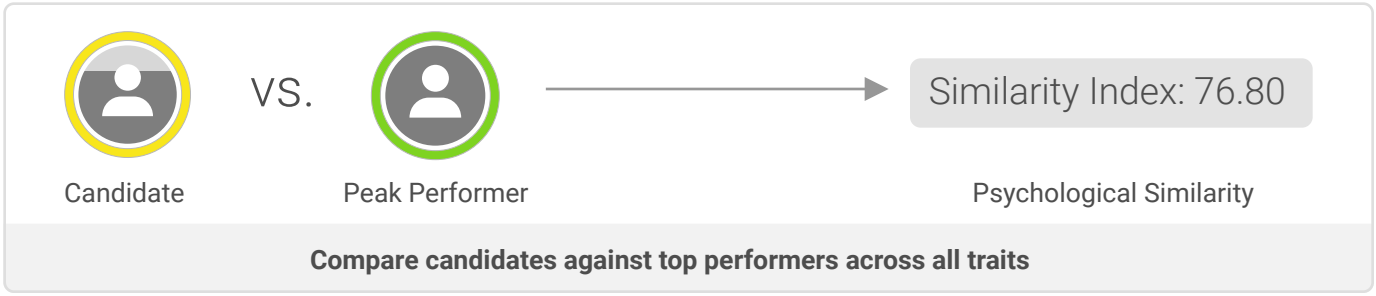
Peak Performer Range

Key Traits

Some personality traits are considered "Key Traits" for the profile. A key trait is one in which the top performers are similar to one another but different from the general population or from the lower performers. Thus, graphically, key traits will often be seen as relatively narrow green bars which lie towards the poles of the distribution, not the middle. These key traits are listed in blue italics. When evaluating a test-taker, pay particular attention to these key traits and how the test-taker scored relative to the top performers.

In evaluating a test-taker, consider each trait in two ways. First, think about how the test-taker compared to the general population. Second, think about how the test-taker compared to the top performers. If the test-taker is in the range of the green bar, then they are psychologically similar to the top performers for that particular trait. A test-taker's score slightly outside of the green bar in either direction is not cause for excessive concern since about one-third of the top performers also fell outside of the green bar. A test-taker's score significantly outside of the green bar should be explored through interview questions, behavioral observations, reference checks, and other techniques. Exploring significant differences is most important for Key Traits. For all traits, consider the impact of the trait in the context of the job.

Graph Interpretation

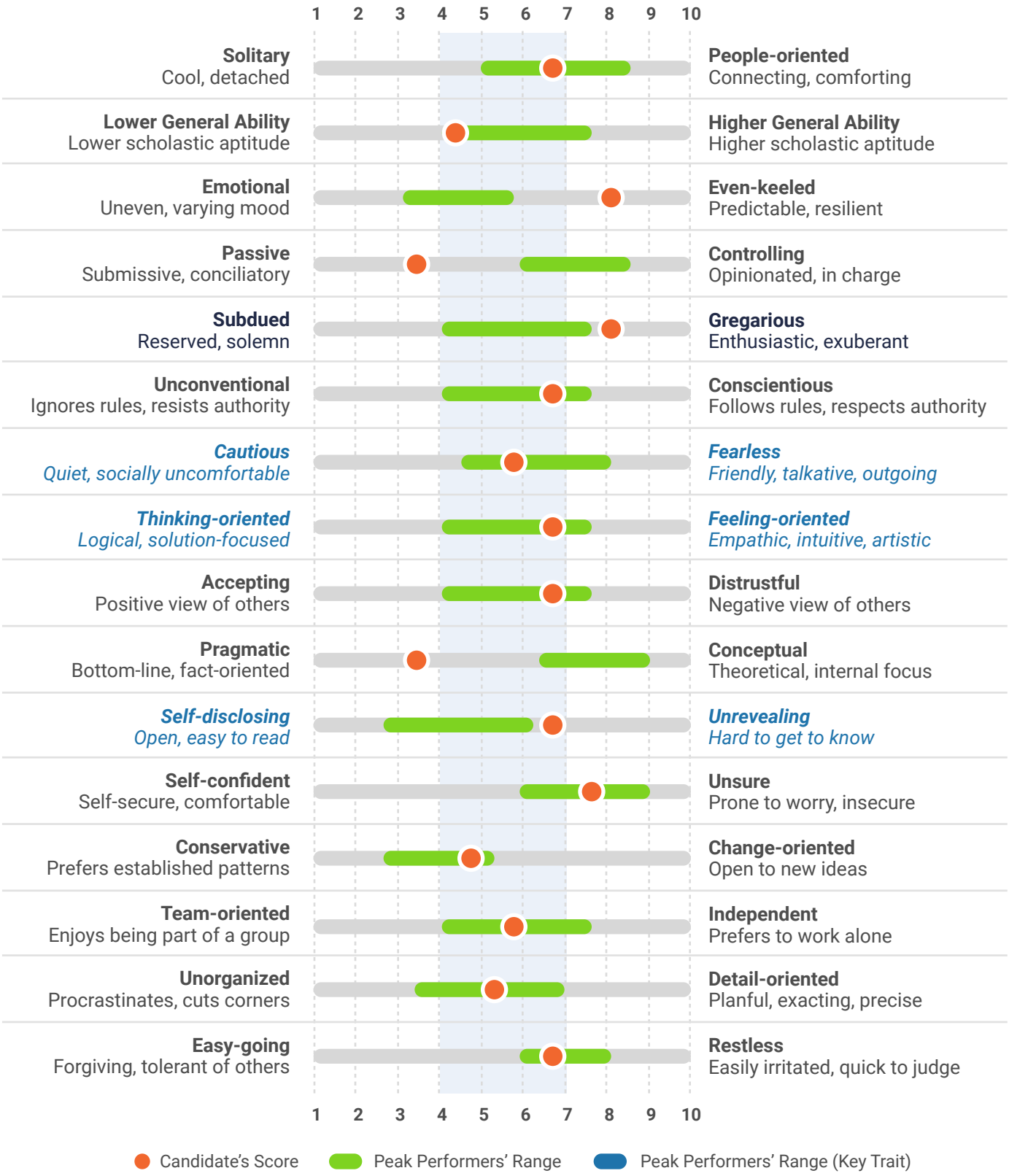


Compare candidates against top performers across all traits

The Similarity Index may be displayed at the top of the graph if the assessment results are compared against a Peak Performer Profile. The Similarity Index is an overall indication of how the test-taker compares to the top performers across all traits. Scores can range from 0 to 100, with 100 representing high psychological similarity between the test-taker and the top performers. Lower scores indicate lower psychological similarity between the test-taker and the top performers. Whereas high scores are indicative of a good match, it is important to bear in mind that many individuals with lower Similarity Index scores may still be suitable. Lower scores are an indication that the test-taker's profile should be examined more carefully, and the test-taker interviewed more extensively, paying particularly close attention to potential impact on the job.

Specific Personality Factors

Similarity Index: 76.80
(Recommended Hire)



Description of Personality Factors

Solitary vs. People-oriented

This factor measures how much a person needs or enjoys social contact with others. It will reflect a natural tendency to either reach out and build relationships or to be more inclined to value solitude or independence from others.

Lower vs. Higher General Ability

This factor reflects general problem-solving ability. It measures the degree to which a person enjoys learning, solving problems or has the ability for abstract thinking. It also indicates whether one prefers to have more time to think things through versus being more comfortable thinking "on their feet."

Emotional vs. Even-keeled

This factor reflects the degree to which a person may be influenced by his/her emotions. It will indicate the degree to which emotional feelings are evident to others and how much those emotions might be impacting a person.

Passive vs. Controlling

This factor indicates how aggressive, competitive and forceful a person might be at expressing one's own ideas versus being comfortable letting others advocate for their ideas. It will also reflect how comfortable a person might be with conflict or how much they might seek out a leadership role.

Subdued vs. Gregarious

This factor reflects how expressive, enthusiastic and energetic a person might be. It will indicate how much a person might be perceived as spontaneous and exuberant compared to being perceived as sober, restrained, and serious-minded.

Unconventional vs. Conscientious

This factor measures how conscientious, rule oriented and persevering a person might be. It will either indicate a tendency to follow rules and be dutiful or to be expedient, unconventional or inconsistent. This scale will also indicate the degree of structure a person prefers.

Cautious vs. Fearless

This factor indicates how outgoing, friendly or gregarious a person might be. It reflects how quickly one is comfortable in social settings and how bold or shy they might be. This factor also indicates to what degree one may be comfortable in less familiar situations.

Thinking- vs. Feeling-oriented

This factor reflects the degree to which a person is tough-minded as compared to be more feeling oriented. In problem-solving situations, it will indicate either a tendency to be rational, logical and data-driven or be guided by more subjective or intuitive information.

Description of Personality Factors

Accepting vs. Distrustful

This factor provides information on how trusting or skeptical a person might tend to be toward others. It will reflect either a natural tendency to be trusting of others and seeing the best in people or a tendency to be suspicious and wary of others.

Pragmatic vs. Conceptual

This factor indicates how a person approaches a problem. It will indicate an orientation toward either being practical, grounded in the facts, and solution oriented or being imaginative, creative, and more theoretical. It also indicates the degree to which one is more comfortable with implementation vs. innovation.

Self-disclosing vs. Unrevealing

This factor indicates the degree to which one is emotionally open and frank or guarded and discreet. It also indicates the degree to which one may communicate in a more direct manner versus being more diplomatic or measured.

Self-confident vs. Unsure

This factor measures how much innate self-confidence a person might have. It will either indicate a person is self-assured and confident or whether they are insecure, self-doubting and tentative.

Conservative vs. Change-oriented

This factor indicates the degree to which a person likes change or consistency. It will indicate how much stability and predictability a person prefers versus being more open to change, novelty, experimenting and risk taking.

Team-oriented vs. Independent

This factor will measure the degree to which a person values team work over independency. It indicates whether a person values and seeks opportunities to work with others in a collaborative manner or whether they prefer to work more autonomously and independently.

Unorganized vs. Detail-oriented

This factor reflects how organized, disciplined and detailed a person might be. It indicates that people are either precise, exacting, and diligent or they are less organized, less disciplined, and at times procrastinating.

Easy-going vs. Restless

This factor indicates the level of patience and tolerance a person might have for people and situations. It indicates whether a person is easily annoyed or frustrated as compared to being easygoing and tolerant of others. It also indicates how much one may strive to achieve personal goals vs being comfortable with current state.

Highlights

Potential Assets

Based upon the assessment, the following list prioritizes the candidate's greatest potential assets. These potential assets should be confirmed through interview responses and behaviors, background data and references, and behavioral performance. They include:

- He possesses problem-solving skills which rank in the superior range.
- He maintains attention to both accuracy and speed.
- He takes a serious and responsible approach to his work duties.
- He has strong street smarts and social shrewdness.
- He possesses well-developed listening skills.
- He has strong insights into the drives and motivations of others.

Potential Limitations

Based upon the assessment, the following list prioritizes the candidate's potential limitations. These potential limitations should be confirmed through interview responses and behaviors, background data and references, and behavioral performance. They include:

- His emotional maturity is in the process of development.
- His value system is in the process of development.
- He can lack assertiveness.

Interview Guide

Potential Limitation: He can lack assertiveness

Interview

- **When placed in a group situation, do you tend to dominate and lead the discussion, or do you prefer to follow the lead of others in the group? When others in the group disagree with your viewpoint, how do you react to the situation?**

  Does the individual appear to always follow others? Does he express his opinion? Would he prefer to submit to the viewpoint of others in order to avoid asserting his opinion?

- **Tell me about an occasion when there were objections to your ideas. What did you do to convince others of your point of view?**

  Examine how the candidate asserts his needs. Is it effective? Did he express his opinion or conform to the opinion of others to avoid the confrontation? Was he assertive enough?

- **How do you respond when you have a complaint about something in your personal or professional life? Do you grin and bear it, or act on it (write a letter, ask to speak to the boss, etc.)?**

  Is the individual aggressive enough to handle a confrontational issue?

Behavior

- Is he overly agreeable? Does he seem to tell you what he thinks you want to hear?
- Does the candidate appear to be submissive in his body language? Does he look you in the eye? Shake your hand firmly?
- Does he ask good, assertive questions about the company when given the opportunity?

Background

- Discuss with former employer how well the individual asserted his ideas, opinions or needs. Was he assertive enough?
- Did he stand up for himself or the company when needed?

Developmental Recommendations

Developmental Resources

Potential Limitation: He is prone to be emotionally over controlled and tends to internalize his feelings.

Book(s):

- Listen Up! How to Communicate Effectively at Work, by Eunice Lemay, Jane Schwamberger (2007)
- The Human Side of Leadership: Navigating Emotions at Work, by Rick Ginsburg, Timonthy Davies (2007)

Training Class(es):

- Interpersonal Skills for Managers
- Managing Emotions in the Workplace: Strategies for Success

Potential Limitation: He can lack assertiveness

Book(s):

- Develop Your Assertiveness, by Lenny B. Whimpmore, PhD (2015)
- The Assertiveness Workbook, by Randy Paterson, PhD (2012)

Management Tips

Potential Limitations:

- His emotional maturity is in the process of development.
- His value system is in the process of development.
- He can lack assertiveness.

Coaching Tips

Resources

Potential Limitation: His intensity and stress levels appear to be high right now.

1. Ask him if there are matters out side of work that are affecting his stress level and, if so, encourage him to seek appropriate support.
2. Begin meeting regularly to discuss work and its frustrations; seek ways of guiding him to reduce his stress levels through delegation, more open communication, etc.
3. Encourage him to take some time to relax and relieve stress – perhaps through exercise or taking a half-day in order to re-charge

Potential Limitation: He can lack assertiveness.

1. Challenge him to adopt a “take-charge” attitude in regard to his individual work as well as work performed as a team; meet after a specified time period and have him discuss how he implemented this “take-charge” attitude
2. Encourage him to use direct communication using “I” statements.
3. Meet regularly with him to discuss decisions he is currently making and voice support for those that display assertiveness.
4. Place emphasis on his accomplishments in order to boost self-confidence.

Potential Limitation: His social confidence is often lacking.

1. Ask him to make more group presentations and offer to help him strengthen his communication/ social skills. This should help him gain confidence and gather additional competencies related to his career.
2. Begin incorporating him into more teams where collaborative work will draw him into the social circle.
3. Encourage any signs of initiative that show increased self confidence.
4. Speak with him about the possibility of meeting with more clients or planning an event for a client; offer to serve as a mentor and to provide guidelines..