



Achiever® Assessment Report

Report prepared on: **Mr. Sample**

Report Type: Production Manager



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Mental Aptitudes

Mental Acuity



Mr. Sample is high in Mental Acuity, indicating he is a very fast thinker with superior problem-solving and reasoning ability. With his ability to quickly comprehend matters, he is capable of making effective decisions quickly, based on his knowledge, intuition and strong reasoning skills. Job satisfaction will be obtained by working on highly complex projects which challenge his intellect.

Business Terms



Mr. has an above-average understanding of business terminology, indicating he has had some exposure to business matters either on the job or in a business class.

Memory Recall



Mr. Sample has a superior knowledge of events happening in the world around him and should be strongly aware of competitive trends, as well as the economy's effect on business.

Vocabulary



Mr. Sample's language skills are good and should enable him to communicate effectively with others.



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Numerical Perception



Mr.'s above-average Numerical Perception score indicates he can process data quickly and carefully.

Mechanical Interest



Mr. shows some interest in machines and is probably willing to devote extra time to learn the technology used at work. Please note that this mental aptitude measures interest, not mechanical ability.

Personality Dimensions

Energy



Mr. Sample has a good level of energy and takes an energetic approach to work and other matters. He has a high drive level, but is generally able to control energy sufficiently to concentrate and accomplish assignments in a timely, yet effective manner.

Flexibility



Mr. has a good sense of integrity and is an ethical individual who is focused on what he wants to accomplish. He will also be flexible and adaptable to change, as well as able to handle multiple job demands and assignments. He is also interested in obtaining customer satisfaction by providing good service. He can be creative or stick with the "tried and true," depending on the circumstances. Even though he will try to generate new solutions to problems, and new ways to use existing applications of products or services, he will be concerned about quality prior to implementing a change. He can be inventive, but will test his new ideas and concepts to be certain any risks involved are minimal.



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Organization

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Even though Mr. Sample understands the importance of good organizational habits, he is also a good improviser who can adapt his schedule to unforeseen contingencies. He is usually focused on deadlines and strives to make good use of the time and resources he has available to him to reach organizational goals, but may occasionally lose sight of priorities.

Communication

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Mr. enjoys working with people and is a very open, sharing collaborator. He easily and comfortably articulates his own feelings, ideas and knowledge to others. He would not be happy in an environment where he has no opportunity to interact with others.

Emotional Development

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Mr. Sample has a healthy level of self-confidence without being unrealistic and is not easily deterred if situations occur which slow down his efforts. He believes in himself, and when faced with obstacles, is patient enough to wait for results.

Assertiveness

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Mr. will express his opinions and effectively and professionally defend his decisions and ideas when challenged, but is also willing to consider the ideas of others. He will have the ability to influence others and direct their activities without appearing too aggressive or overbearing.

Competitiveness

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Mr. Sample enjoys competition and is most successful when he is contributing to a group competitive effort. He has a competitive spirit and desire to win, and will work hard to help the team achieve its goals, but may avoid competition against co-workers, feeling that this type of competition could ruin good relationships with others.



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Mental Toughness

| | | | | | | | | |
|---|---|----------|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|----------|---|---|---|---|---|---|

Mr. is sensitive to the needs of customers and others. He may take criticism or rejection personally, and will prefer to work in comfortable surroundings free from criticism, rejection, etc. He will interact with others with a strong degree of concern, and may at times allow emotions to take precedence over facts.

Question/Probing

| | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|----------|---|---|---|---|---|---|---|

Mr. has a very trusting nature and tends to accept most instructions, directives and information at face value. Even though he has a positive, enthusiastic attitude, he may be so trusting that he allows others to take advantage. When problem-solving or troubleshooting complex issues, his effectiveness could be reduced by his not probing far enough into the situation to see the whole picture.

Motivation

| | | | | | | | | |
|---|---|---|---|---|---|---|---|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|----------|

Mr. is motivated by challenge and recognition for his achievements, and will take personal action to accomplish more when the right rewards are offered. He will accept a risk when the potential for profit and recognition exists. He is willing to work long hours and put in extra effort, even if it means sacrificing his family life to achieve success.

Validity Scales

Distortion

| | | | | | | | | |
|---|---|---|---|----------|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|----------|---|---|---|---|

Mr. Sample is reasonably fair in assessing his strengths and weaknesses. He has some characteristics that he is not completely happy with and tends not to show others. The validity may be slightly affected by his indirect answers.



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Equivocation



He has scored within our acceptable equivocation range.

**This report is confidential and is an opinion based on assessment results only.
Its contents should contribute approximately 1/3 to developmental discussions
since it is only one of several evaluatory and feedback resources.**

ScoreSheet



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Production Manager

| Mental Aptitudes | | | | | | | | | | | | | | | | |
|-----------------------------|---------------|---|---|---|----------|---|---|----------|---|---|---|---|---|---|----------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | |
| Mental Acuity | Slow to Learn | | | | | [| ● | — | ● | — | ● | — | ● |] | 9 | Fast to Learn |
| Business Terms | Uninformed | | | | | | | 7 | | | | | | | | Knowledgeable |
| Memory Recall | Unaware | | | | | | | | | | | | | | 9 | Aware |
| Vocabulary | Limited | | | | [| ● | — | ● | — | ● | — | ● | — | ● | 6 | Strong |
| Numerical Perception | Imprecise | | | | | | | | | | | | | | 7 | Accurate |
| Mechanical Interest | Indifferent | | | | 4 | | | | | | | | | | | Interested |

| Personality Dimensions | | | | | | | | | | | | | | | | |
|----------------------------|--------------|---|----------|----------|----------|---|---|---|---|---|--|--|--|--|----------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | |
| Energy | Restless | | | | 4 | | | | | | | | | | | Calm |
| Flexibility | Flexible | | | | | | | | | | | | | | 6 | Rigid |
| Organization | Disorganized | | | | 4 | | | | | | | | | | | Planful |
| Communication | Reserved | | | | | | | | | | | | | | 6 | Interactive |
| Emotional Develop. | Impatient | | | | | | | | | | | | | | 6 | Tolerant |
| Assertiveness | Cooperative | | | | | | | | | | | | | | 6 | Authoritative |
| Competitiveness | Team Player | | | | | | | | | | | | | | 6 | Individualist |
| Mental Toughness | Sensitive | | | 3 | | | | | | | | | | | | Tough |
| Questioning/Probing | Trusting | | 2 | | | | | | | | | | | | | Skeptical |
| Motivation | Security | | | | | | | | | | | | | | 9 | Recognition |

| Validity Scales | | | | | | | | | | | | | | | | |
|---------------------|-----------------|---|---|---|---|---|---|---|---|---|--|--|--|--|----------|--------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | |
| Distortion | Frank Answer | | | | | | | | | | | | | | 5 | Exaggerates |
| Equivocation | Chose Alternate | | | | | | | | | | | | | | 5 | Chose Middle |

STANINE: The STANINE is a system of measurements which divides the population into nine parts.

AREAS OF CONCERN - Scores of 1 OR 2 in any of the following dimensions:
Energy, Flexibility, Emotional Development OR Mental Toughness are areas of concern.

NOTE: Areas with dots and brackets [● — ● — ●] are of primary importance with the dots and brackets reflecting the most



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desirable range for an individual to score in to have those characteristics. Areas without dots and brackets are secondary areas that provide additional information regarding the individual. Scores within this range are shown with a number inside a blue circle. Those outside the desired range, or with no range identified, will have a number inside a black circle.



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Leadership Traits Assessment

Introduction

This report section evaluates Mr.'s traits in five key areas of leadership:

- Planning
- Organizing
- Staffing
- Coaching
- Facilitating

Areas with good leadership traits are identified on the following pages as well as those where training or development would be beneficial.

Mr. may or may not be one of the better people employed in a specific organization. If Mr. is a top performer in your organization, when compared to top performing leaders across America and Canada, this report segment may still highlight areas where development could make the individual a still better leader. Therefore, this Leadership Traits assessment should be reviewed in light of "what could make a good leader even better," with understanding that within human beings, there is always room for improvement.



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Leadership Potential Summary Report

for: Mr. Sample

Mr. has good leadership potential in the following area(s):

- Planning
- Facilitating

Mr.'s Training & Development Needs are:

- **Organizing** - learn how to organize and make better use of time and assets required to successfully perform the job or job requirements.
- **Staffing** - learn how to make better staffing selections as well as how to train, motivate and lead others.
- **Coaching** - learn how to better lead others to achieve what they are capable of as well as fulfilling the requirements of the job or job functions.



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Interview Questions

Introduction

Following are the interview questions which an interviewer may choose to use in the candidate interview process.

These interview questions are generated to establish basic traits critical for all employees.

The interview questions that follow are for a candidate who has prior work experience. In the event the candidate does not have prior work experience, the questions may need to be modified by the interviewer to fit the situation.



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Interview Questions for Mental Acuity

Mental Acuity - Measurement of how quickly an individual comprehends information and is able to reason through and solve problems.



Very strong
evidence of skill
is not present



Strong
evidence of skill
is not present



Some
evidence of
skill is present



Strong
evidence of
skill is present



Very strong
evidence of
skill is present

Probes

Describe your most challenging job. What made the job so challenging?

Give me an example of a time you were faced with a problem for which there appeared to be no solution. What steps did you take to resolve the issue?

All jobs, over time, can become monotonous and routine. Tell me how you keep yourself challenged, motivated and enthusiastic about a job once you've learned and become proficient at it.

What was the last major skill or course of study you accomplished? Did you learn this skill or gain this knowledge on the job, or on your own?

Interpretive Guides

Did the candidate describe circumstances which are likely to occur in this position? Does the candidate appear to accept responsibility and find ways to keep him/herself motivated?

Does the candidate appear to have good reasoning skills and the ability to resolve problems? Does it appear the candidate takes calculated risks in order to resolve crises? Is the candidate willing to admit limitations and ask for the input of others?

Does the candidate have a way to deal with boredom and keep him or herself challenged? Are there other activities the candidate enters into in order to obtain mental challenge? Is the candidate willing to take the initiative to learn new things without being directed to do so by management?

Is the candidate willing to keep skills and knowledge honed? Does it appear the candidate functions below his or her level of capability? Does it appear the candidate realizes his or her high mental ability and uses it to full advantage?



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Interview Questions for Mental Toughness

Mental Toughness - Measurement of the individual's ability to work long hours in a high-pressure environment meeting critical deadlines, as well as the individual's sensitivity and ability to exhibit empathy towards others.

Very strong
evidence of skill
is not present

Strong
evidence of skill
is not present

Some
evidence of
skill is present

Strong
evidence of
skill is present

Very strong
evidence of
skill is present

Probes

Tell me about a time you became very disappointed or discouraged in your past job. What caused these feelings and how did you get past them?

Describe a time, in a prior job, when you were unjustly criticized. What were the circumstances and how did you react?

Tell me about the most unpleasant work environment you've been in thus far. What made the working environment so unpleasant?

Tell me about a time when you allowed emotions to play too large a part in a decision you made at work. What was the outcome of the decision? What did you learn from this experience?

Interpretive Guides

Does it appear the candidate is easily discouraged or disappointed? What coping skills did the candidate exhibit in order to deal with this situation? Is this type of scenario likely to occur in the position for which the candidate is applying?

Can the candidate handle criticism appropriately? Were the steps the candidate took when unjustly criticized mature and appropriate? Does the candidate appear to understand the difference between constructive criticism and non-constructive criticism?

Was the work environment unpleasant because of certain people, or because of surroundings, i.e., temperature, lack of privacy, etc.? Are these environmental factors present in this position? Is the candidate capable of dealing with a moderate amount of unpleasantness?

Does it appear the candidate is overly emotional? Does the candidate understand the problems associated with making decisions based too much on emotion? Was the candidate able to resolve the problem and if so, were the steps he or she took appropriate, logical and mature?



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Interview Questions for Questioning & Probing

Questioning/Probing - Measurement of the individual's desire to question and probe, rather than accept instructions, directives and information at face value.

Very strong
evidence of skill
is not present

Strong
evidence of skill
is not present

Some
evidence of
skill is present

Strong
evidence of
skill is present

Very strong
evidence of
skill is present

Probes

Tell me about the last time in a job situation you made the wrong decision. What prompted you to make this decision and what was the final outcome?

Tell me what steps you took to gather information needed to solve problems in your last job.

Describe a time when you trusted someone in your last job and should not have. What were the circumstances and what was the outcome? Has that situation changed your outlook on life?

We all assume more than we should, from time to time. Tell me about a time when you assumed too much and problems arose due to your not asking enough questions.

Interpretive Guides

Did the candidate learn from his or her mistake? Does the candidate now understand what caused the mistake in order to avoid making the same error again? Was the candidate able to rectify the mistake in such a manner that the outcome was acceptable?

Does the candidate appear to understand how to gather information? Does the candidate have specific steps he or she takes in order to gather information, or is the process more haphazard?

Did the candidate exhibit gullibility and too much trust in the other person? Does the candidate appear to understand the need to be cautiously trusting? Does it appear the situation has unnecessarily jaded the candidate's outlook and attitude about life?

Does it appear the candidate is overly assuming? Since assuming people can sometimes tell more than they should, did the candidate talk extensively about personal matters which had little relevance to the interview or job?

Interview Questions for Motivation

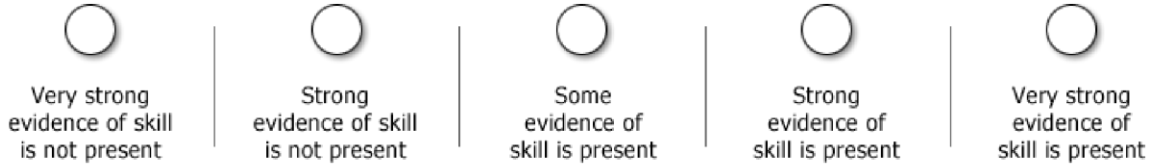


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Motivation - Measurement of the individual's achievement orientation and internal motivation to initiate changes and take risks in order to advance.



Probes

In your prior job, what was the biggest change you were faced with and how did you adapt to that change?

Give me an example of a time you took a risk and won. How did your accomplishment make you feel? How do you believe you would have felt if you had taken that risk and failed?

Other than money, describe what really motivated you in prior jobs to do more than you were expected to do.

What type of compensation plan have you most enjoyed in the past - straight salary, commission only, draw plus, etc. What most attracts you to this type of compensation plan?

Interpretive Guides

Does the candidate seem to thrive on change? Does it appear the candidate has good skills to cope with change?

Is the candidate a big risk taker? Does it appear the risks the candidate has taken are reasonable and calculated, or does the candidate appear to be somewhat impetuous? Does it appear the candidate is able to accept occasional failure?

Does the candidate appear to understand what motivates him or her and if so, are these factors reasonable and available in this position?

In this position, will the candidate be on the same type compensation plan as the one he or she most enjoyed in the past. If not, could the compensation plan be structured to better meet the candidate's needs?

Development Suggestions

Introduction

The behavior of each individual is influenced by genetics, biochemistry and environment. The individual's scores related in this assessment depict the individual as of the date and time the individual took the assessment.

Major changes in biochemistry and/or environment can change the scores on the assessment. Effective training and/or development that the individual is exposed to can and should also affect scores.



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Consequently, for those individuals who seek to achieve higher levels of productivity and success in their jobs and life, and for those employers who desire such for the people they employ, we have carefully reviewed the training and development materials available in the marketplace and have selected for recommendation those that we deem appropriate to suggest in areas where the person assessed could benefit most from growth and development. The recommended development suggestions are on the following pages. We trust that you will find these suggestions helpful.

Additionally, one year self-directed development programs are available for individuals working in sales, customer service or leadership roles. These programs provide training and development suggestions specifically tailored to these roles. Please contact the employer representative responsible for employment assessments to learn more about these programs.



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Online Courseware

Question/Probing

When interacting with others in a work environment, consider how your questioning/probing level may affect these relationships. You may benefit from the following development suggestions:

Seminars / Workshops:

- Models for Management™ by Teleometrics International

Self-paced e-Learning:

- [Models For Management](#) - Module 3: Communication and Interpersonal Relationships should be of particular interest for those wanting to explore how questioning/probing relates to communication style and effective relationships.

To access recommended online courseware, visit www.lmiuniversity.com.



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Online Courseware

Motivation

When working with others, how you are personally motivated may be affecting the results you are achieving. You may benefit from the following development suggestions:

Seminars / Workshops:

- Models for Management™ by Teleometrics International

Self-paced e-Learning:

- [Models For Management](#) - Module 4: Work Motivation should be of particular interest for those wanting to explore more effective ways of dealing with motivation in the work environment.

To access recommended online courseware, visit www.lmiuniversity.com.