



Tips and Templates

Your Guide to Interpreting The Personnel Report

Partnering With You To Drive Organizational Effectiveness

80 E US Hwy 6 ♦ Valparaiso, IN 46383-8917
Phone: 219-477-6378 ♦ Fax: 219-477-6379
E-mail: assessment@theeq.com
Website: www.theeq.com



TIPS FOR INTERPRETING THE PERSONNEL REPORT

Management Myth No. 1

Upon promotion into management, one becomes mystically endowed, with all of the traits necessary to hire, create and train a staff that gets the job done.

Management Myth No. 2

I feel I am a good judge of character. I know a good one when I see one.

TIPS

It is natural to be skeptical of a new process. It is natural to override the data because of personal bias. It is even more natural to discount the information from something like this because of personal preference, experience, or just the desire to make your own independent decisions. Through time and exposure you will come to understand the information. Through experience you will come to trust the data.

The report is not going to tell you to hire, or not hire. The report is going to provide a range to consider. Anything outside that range should be considered “higher risk” because the behavior begins to move further away from the desired behavior that is essential in a given role.

As an example, a shy (H-) person will have challenges leading and an accommodating (E-) manager will have trouble reprimanding people. The important thing to remember is to try to let the report help you understand how a person behaves, thinks and feels. That will help you understand what they are likely to do on the job. This is a behavior-based process not a skills-based process. How the person’s behavior manifests itself in a work setting is what we are after.

You are going to find a lot of similarities in terms of the behaviors regarding most of the job classifications, because each of the essential behaviors in the roles that we are going to be testing for have very similar traits.

The Personnel Report is nothing more than a guide for you. Do not try to overcomplicate the report. Let the report confirm your thoughts about the candidate and let the report guide you away from potential problem areas. You will never hire a perfect person. Everyone you hire will have “gifts” and “limitations”. You are just trying to make sure that their assets outweigh their liabilities.



TIPS cont.

The more contact a person has with people and the more interaction that is required to deal with people, the more interpersonal skills the person needs. You would not need the same level of social skills for a driver as you would a supervisor or even a customer service rep. It is recommended to stay away from scores of 4.0 or less where the relationship is high for social interaction and communication. Scores of 4.0 or greater suggest more comfort in dealing and interacting with people. Anything over 5.0 suggests a stronger ability to communicate with others.

What the report deciphers is a person's behavior, not skills. You should become familiar with the data and the language. Do not try to overcomplicate things by trying to read too much into the report. Make sure you evaluate the critical areas relevant to the job. You will be tempted to let your feelings and preferences override the data. The data should help you take your feelings and emotions out of the decision making process and help you make a choice in a rational, practical manner. It is okay to be wrong or even override the data. The only way you are going to get better at hiring, or understanding what the data is trying to tell you, is to experiment with it. I would however, like to caution you not to be too inclined to discount what the data says. In other words the data, more often than not, is usually right.



ESSENTIAL STEPS TO TAKE FOR THE BEST RESULTS

When evaluating a candidate for a position, pay close attention to the following areas. If any scores are marginal or in question, or even outside the recommended range, further exploration is highly recommended.

Additional time needs to be spent in conducting thorough background checks, additional interviews, or interviewing past supervisors regarding questionable scores.

Follow the steps outlined here. They are recommended guidelines for interpreting the report. See pages 9-10 for sample templates with recommended score ranges for different positions.

STEP 1. AREAS OF POTENTIAL CONCERN

This section is designed to spot any behaviors that could question an individual's ability to perform a specific job and help you assess any potential liabilities of a candidate. For example, people who are extremely frustrated or extremely impractical are likely to have trouble adapting to most kinds of work. In general, one area of concern is not unusual but more than one is rare among highly successful employees. There are (15) fifteen possible Areas of Potential Concern. Please refer to the Areas of Potential Concern section in the User's Manual for more detailed explanation of each area.

If one Area of Potential Concern is present, the hiring manager should assess how critical this factor may be to the particular job. If the factor is highly relevant, then consideration should be given to other candidates as well.

Consider very carefully any applicant with two or more Areas of Potential Concern. If a decision not to eliminate the person is made, there should be additional information to support the candidate's retention. There should be supportive material from other sources (e.g. background investigation, second interviews, and reference checks) to support a positive hiring decision.

When 3 or more areas are present it is highly recommended to evaluate other potential hires. In essence what is being suggested here is - hire at your own risk!

When in doubt you can always obtain consultation from The Executive Group for further insight and recommendations.



STEP 2. PERFORMANCE FACTORS SECTION

The Performance Factors are critical because they impact every position.

A. Personal Responsibility / Self-Control

This section evaluates an individual's conscientiousness and responsible behavior in meeting job responsibilities. Scores of 5.0 or greater indicate greater potential to be guided by organizational rules and to conduct oneself in a scrupulous manner.

- Scores of 5.0 or greater are advised regardless of the position.
- Scores of 4.0 are questionable.
- Scores of 3.0 or less raise questions as to dependability.

Low scorers may be prone to act impulsively or against their better judgment. To gain more insight refer to the narrative section of The Personnel Report.

B. Workplace Coping Skills

People who possess strong workplace coping skills have a general composure that is likely to facilitate strong work performance, regardless of the position. High scores indicate a requisite degree of personal resources and adaptive potential to respond well to job demands and frustrations.

- Scores of 4.0 are considered questionable.
- Scores of 5.0 or greater should be considered positively.
- Scores of 3.0 or less suggest low frustration tolerance, and should be considered cautiously.

Low scorers often exhibit tension, anxiety or reduced coping skills that are likely to interfere with work. The potential exists for very low scorers to be overwhelmed by the challenges and responsibilities of the job. They may be unable to roll with the punches and can become less effective when stressed in the work environment.

To gain more insight refer to the narrative section of The Personnel Report.



PERFORMANCE FACTORS cont.

C. Social/Interpersonal Skills

This refers to a person's social orientation. Their social, enthusiastic, outgoing nature as well as their interest in working with people or groups. In jobs requiring relating to peers, subordinates, supervisors, customers and clients, higher scorers tend to be more effective. Therefore it is essential in evaluating job candidates where interaction with others is a primary function.

- Scores of 5.0 or higher are desirable, especially for jobs requiring relating to others and/or where interaction is a primary function.
- Scores of 4.0 may be considered acceptable for customer service and managerial roles.
- Scores of 3.0 or less suggest they may do better in occupations that do not depend on the quality of interpersonal relationships.

Low scores would raise questions as to an individual's involvement or activity with others as it relates to supervising or managing others, selling to the customer, or servicing the customer. Low scorers do best in occupations that do not depend on the quality of interpersonal relationships. Therefore low scores raise questions as to whether the individual has enough interest in people to be successful in such a role.

D. Independent vs. Accommodating

High scorers are competitive in their approach and orientation. High scores suggest individuals who are competitive, driven, seek challenges and opportunities and enjoy controlling events. High scores also correlate to managers who are competitive and driven, as well as confident and comfortable taking strong positions.

- Scores of 5.0 or greater are advised for these kinds of roles.
- Scores of 4.0 could be considered appropriate for those in customer service positions because the role requires an accommodating and cooperative nature to take care of customers.
- Scores of 3.0 or less should be considered questionable in terms of the assertiveness necessary to succeed in management roles.

Very low scores suggest a meek or overly group dependent persona. While these people are generally cooperative and easy to get along with they may not move to take enough initiative to drive things to a meaningful end.



STEP 3. REASONING AND PROBLEM SOLVING / FACTOR B

Factor B is described as a brief measure of reasoning or intellectual ability. High scorers tend to be seen as bright, quick learners who are adept at abstract thinking and problem solving. The factor has shown significant correlations with performance in work settings.

- Scores of 7.0 or greater indicate a higher level of reasoning and problem solving abilities.
- Scores of 5.0 and 6.0 suggest an ability to function adequately.
- Scores of 4.0 or less should raise question as to whether the person has enough reasoning skills for most jobs, especially more senior level positions.

Low scorers (especially 3.0 and less) tend to be more hands-on in their learning style. They may need more time to reflect and are more effective in situations where they have background and experience to fall back on, or perform jobs requiring a repetitive nature.



STEP 4. MEAN SCORES FOR KEY AREAS

These are composite scores for a general population of Managers, and CSR's. They are not industry specific to your organization. To obtain industry specific scores a validation study would need to be conducted to improve the reliability of exacting scores and score ranges.

Mean Scores for Key Areas in Specific Roles

Key Areas	Management	Customer Service
Areas of Potential Concern	0	0
Personal Responsibility/Self Control	5.8	7.4
Workplace Coping Skills	5.8	6.6
Interpersonal Skills	6.1	6.7
Independent vs. Accommodating	6.3	4.5
Reasoning and Problem Solving	8.0	7.0

STEP 5. INDIVIDUAL FACTOR EVALUATIONS

Compare the candidate's scores on each factor with the suggested ranges by job classification on the following two pages. The individual scores provided here are suggested ranges for each position. They are merely a guideline to follow. First identify any scores outside a given range. Finally, identify if the trait is essential and necessary to perform the role.

See profile summary graphs on the following two pages for suggested ranges by job classification.

16 PF EVALUATION: MANAGEMENT

		1	2	3	4	5	6	7	8	9	10		
A	RESERVED Unengaging, distant				X	X	X	X	X			SOCIABLE Engaging, friendly	A
B	LOW VERBAL FACILITY Poor grasp of concepts						X	X	X	X	X	HIGH VERBAL FACILITY Good grasp of concepts	B
C	EASILY UPSET Job should fit needs						X	X	X	X	X	MANAGES FRUSTRATIONS Can adapt to job	C
E	SUBMISSIVE More passive, humble						X	X	X			ASSERTIVE Confident, competitive	E
F	SERIOUS Sober, somber				X	X	X	X	X			ENTHUSIASTIC Happy, energetic	F
G	UNCONVENTIONAL Ignores expectations						X	X	X			CONVENTIONAL Follows rules	G
H	SOCIALLY RESTRAINED Shy, avoids spotlight					X	X	X	X			SOCIALLY BOLD Needs to impress others	H
I	TOUGH-MINDED Realistic, no-nonsense		X	X	X	X						SENSITIVE Susceptible to feelings	I
L	TRUSTING Accepting, naive				X	X	X					SUSPICIOUS Skeptical, blaming	L
M	PRACTICAL Focus on solutions			X	X	X	X	X				IMPRACTICAL Focus on ideas	M
N	DIRECT WITH OTHERS Self-disclosing, open			X	X	X	X	X				INDIRECT WITH OTHERS Discreet, diplomatic	N
O	UNCONCERNED Casual, untroubled			X	X	X	X					WORRYING Fear of mistakes	O
Q1	RESISTS CHANGE Prefers the familiar					X	X	X	X			OPEN TO CHANGE Experimenting	Q1
Q2	WORKS IN GROUPS Collaborative				X	X	X					WORKS ALONE Not a team player	Q2
Q3	LESS ORDERLY Can be undisciplined					X	X	X				MORE ORDERLY Perfectionist	Q3
Q4	PATIENT Relaxed, Calm				X	X	X					IMPATIENT Tense, driven	Q4

X indicates desired range

16 PF EVALUATION: CUSTOMER SERVICE

		1	2	3	4	5	6	7	8	9	10		
A	RESERVED Unengaging, distant					X	X	X	X			SOCIABLE Engaging, friendly	A
B	LOW VERBAL FACILITY Poor grasp of concepts					X	X	X	X	X	X	HIGH VERBAL FACILITY Good grasp of concepts	B
C	EASILY UPSET Job should fit needs						X	X	X	X	X	MANAGES FRUSTRATIONS Can adapt to job	C
E	SUBMISSIVE More passive, humble				X	X	X	X	X			ASSERTIVE Confident, competitive	E
F	SERIOUS Sober, somber				X	X	X	X	X			ENTHUSIASTIC Happy, energetic	F
G	UNCONVENTIONAL Ignores expectations				X	X	X	X	X			CONVENTIONAL Follows rules	G
H	SOCIALLY RESTRAINED Shy, avoids spotlight				X	X	X	X	X			SOCIALLY BOLD Needs to impress others	H
I	TOUGH-MINDED Realistic, no-nonsense			X	X	X	X					SENSITIVE Susceptible to feelings	I
L	TRUSTING Accepting, naïve				X	X	X					SUSPICIOUS Skeptical, blaming	L
M	PRACTICAL Focus on solutions		X	X	X	X						IMPRACTICAL Focus on ideas	M
N	DIRECT WITH OTHERS Self-disclosing, open			X	X	X	X					INDIRECT WITH OTHERS Discreet, diplomatic	N
O	UNCONCERNED Casual, untroubled			X	X	X	X	X	X			WORRYING Fear of mistakes	O
Q1	RESISTS CHANGE Prefers the familiar			X	X	X	X	X				OPEN TO CHANGE Experimenting	Q1
Q2	WORKS IN GROUPS Collaborative			X	X	X	X					WORKS ALONE Not a team player	Q2
Q3	LESS ORDERLY Can be undisciplined						X	X	X			MORE ORDERLY Perfectionist	Q3
Q4	PATIENT Relaxed, Calm			X	X	X	X					IMPATIENT Tense, driven	Q4

X indicates desired range