

Profile - Management Success

Report Name Julie Sample

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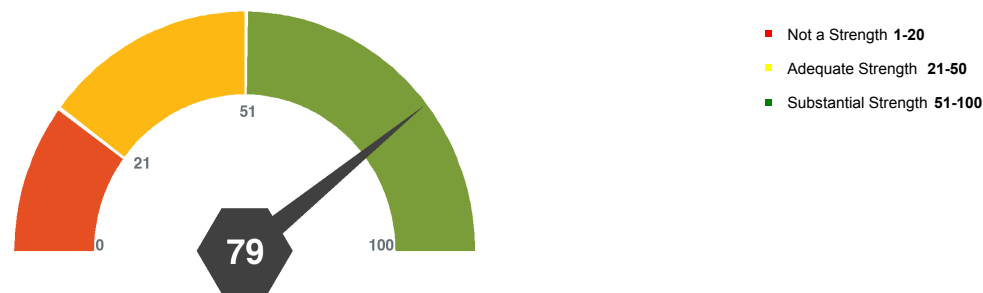
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Performance Overview



The overall assessment score is a combination of scores from each of the competency scales on this assessment. This overall score provides an indication of an individual's overall ability and fit for the target role. Scores on this scale are presented as percentiles. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum).

Performance Analysis

Test Competencies	Percentile Performance Compared to Other Test Takers
MSP Adapts and Leads in Change (S)	48
MSP Demonstrates Interpersonal Effectiveness (S)	82
MSP Demonstrates Performance Orientation/Drive (S)	66
MSP Influences Others (S)	76
MSP Manages Business Complexity (S)	63
MSP Manages People and Resources (S)	86

COMPETENCY DEFINITIONS

MSP Adapts and Leads in Change (S)

This assessment measures Adapting and Leading in Change, which is defined as an individual's ability to effectively handle and lead others in complex or changing work environments. This also includes effectively managing time to address issues. This assessment included the following facet(s):

- **Adaptability** – Includes being flexible and able to adapt behavior to changing circumstances in the work environment; is open to change (positive or negative) and considering a variety of tasks and environments in the workplace; rapidly recovers energy and enthusiasm following a discouraging situation or interaction.
- **Maintains Composure** – Includes being even-tempered, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations; is able to effectively work under tight time frames, heavy workloads, or conflicting demands without "burnout" or negative impact on self; willingly accepts criticism from others.
- **Improvement Orientation** – Includes seeking to grow as a person at work; asks for and accepts constructive criticism and feedback; seeks out challenges that will lead to growth; is willing to learn new tasks or gain new skills to perform every day job duties.
- **Time Management** – Includes managing the completion of work tasks or projects on-time without needing to be monitored or reminded by others; plans and organizes job tasks or resources; decides which tasks, resources, or needs are most important and gives them priority; quickly and effectively shifts between two or more tasks or sources of information; performs multiple activities at the same time.

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 high levels of adaptability and flexibility. They are open to change, willingly accept it, and can effectively explain and model appropriate acceptance behaviors to subordinates and peers. Moreover, these individuals often are change agents as they are driven to improve their performance as well as the performance of their team and the organization. They actively seek out feedback, look for stretch opportunities to grow, and do so with an open, accepting attitude. They are highly resilient and able to work very effectively in uncertain and highly stressful situations. They also have highly effective time management, planning, and prioritizing skills. Their resilience and time management skills allow these individuals to identify many opportunities for change and improvement that will be missed by others.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range demonstrate average levels of adaptability and flexibility. They typically are open to change and accept it when provided with a reasonable explanation. At times, they may struggle to effectively explain and model acceptance behaviors to subordinates and peers. These individuals are somewhat driven to improve their performance and the performance of their immediate teams. They periodically may seek feedback, but they generally do not actively look for stretch opportunities to grow. If opportunities are given to them, these individuals may require explanation and guidance to fully accept them. They are relatively resilient and typically able to work effectively in uncertain or stressful situations, although they may struggle at times. They tend to have an average level of time management, planning, and prioritizing skills. Their resilience and time management skills make them more effective than some, but these individuals may fail to identify opportunities for change and improvement that individuals stronger in this area would expose.
- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range demonstrate low levels of adaptability and flexibility. They are not open to change and require substantial explanation, if they accept change at all. Their closed approach to change leaves them unable to explain or model acceptance behaviors to subordinates and peers. These individuals lack the drive to improve their performance or the performance of their immediate teams. They do not seek feedback or look for stretch opportunities to grow. If opportunities are given to them, they may tacitly or even overtly reject these opportunities. They are not resilient, and uncertain or stressful situations block their ability to perform. They lack effective time management, planning, and prioritizing skills. Their lack of resilience and time management skills cause these individuals to miss opportunities for change and improvement.

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 behaviors remain. It should be noted that individuals who struggle in this area, by definition, are less adaptable and willing change. Therefore, they will find it very difficult to commit to changing themselves.

MSP Demonstrates Interpersonal Effectiveness (S)

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 behavior to avoid negative organizational behavior such as damaging company property or theft; manages behavior to avoid negative interpersonal behavior.
- **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 behavior 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 tend 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 behavior is required to ensure that modifications to work behaviors 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.

MSP Demonstrates Performance Orientation/Drive (S)

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; fulfills 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 behavior 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 behaviors 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.

MSP Influences Others (S)

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 behaviors 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 behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors 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.

MSP Manages Business Complexity (S)

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 themselves 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 behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors 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.

MSP Manages People and Resources (S)

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 behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors 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

MSP ADAPTS AND LEADS IN CHANGE (S)

- Describe a time when you had to convince others that change was not a bad thing. What was the change? How did you approach the situation? What was the outcome?
- Describe a time when you had to learn a new task or process at work. What was it? What was its importance? How did you react? What was the outcome?

MSP MANAGES BUSINESS COMPLEXITY (S)

- Describe a time when you had to make a decision with incomplete information. What was the decision? What did you do? What was the outcome?

MSP INFLUENCES OTHERS (S)

- 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?

MSP MANAGES PEOPLE AND RESOURCES (S)

- Describe a time when you had to manage a budget or financial plan at work. How did you go about doing this? What assistance did you require? What was the outcome of this situation?
- Describe a time when you had plan what others would do at work. What was the situation? How did you decide how to make the plan? What was the outcome?
- Describe a time when you had to build an effective team. What was the situation? How did you go about putting together the team? What was the outcome?

MSP DEMONSTRATES PERFORMANCE ORIENTATION/DRIVE (S)

- Describe a situation in which you had multiple, competing goals. How did you approach the situation? What was the outcome for each goal?
- Describe a time when you misunderstood what a customer or someone at work needed. What was the cause of the misunderstanding? What did you do in this situation? What was the outcome?
- Describe a time when you had to work quickly for a long period of time to complete the work expected of you. Why did you need to work quickly for this long? How did you approach the situation? What was the outcome?