

WHAT IS ASSESS?

ASSESS is a state-of-the-art computer driven expert system that produces psychological evaluations for use in the business environment. Developed by organizational psychologists and written in business language, ASSESS assists managers and HR professionals in two critical human resource functions:

- 1. Making effective personnel selection, placement, and promotion decisions.**
- 2. Providing objective developmental feedback and suggestions to the person being assessed.**

The information provided in ASSESS reports is based upon a group of standardized psychological and ability tests that have been well-researched and widely used in business. These tests measure many of the characteristics related to effective performance in managerial, sales, accounting, administrative, computer programming and many other professional level positions.

WHAT DOES ASSESS MEASURE?

The personality survey contains a core of standard questions, which measure characteristics related to effective job performance. This core is supplemented with one or more general and/or specific ability tests depending upon the type of job for which the candidate is being evaluated.

ASSESS provides important information about candidates regarding:

- √ **The ability to process information and quickly solve problems, to think critically and draw accurate conclusions from complex information, to analyze quantitative information, and to have competent language skills.**
- √ **A number of personality traits and characteristics which can impact a person's job performance such as energy level, emotional evenness, assertiveness, cooperativeness, practicality in thinking, and many others.**

The tests included in the battery are all standard psychological tests designed for use with people in a business environment. These tests have been well researched and provide a comprehensive assessment of the strengths and potential liabilities that a candidate is likely to bring to a position.

The intellectual abilities tests measure any of the following:

Verbal Comprehension

Arithmetic Reasoning

Mental Alertness

Numerical Ability

Verbal Reasoning

Abstract Reasoning

Critical Thinking

While the specific ability tests an individual takes depends upon what is required for the job, the ASSESS Personality Survey measures characteristics which can be applied to most jobs:

Reflective	Structured	Serious Minded
Fact-Based	Realistic	Work Pace
Self-Reliance	Work Organization	Multi-Tasking
Follow-Through	Acceptance of Control	Frustration Tolerance
Need for Freedom	Need for Attention	Detail Orientation
Assertiveness	Sociability	Need to be Liked
Positive About People	Insight	Optimism
Criticism Tolerance	Self-Control	Cultural Conformity

FOR WHAT PURPOSE CAN ASSESS BE USED?

Selection: ASSESS allows employers to obtain a preview of a candidate's traits and characteristics in areas such as intellectual abilities, work habits, style of dealing with people, and emotional consistency. It highlights areas where the individual is notably strong or stands out from other candidates. It provides specific suggestions regarding questions to ask the interview to probe potential problem areas and specific questions to ask of references to confirm or disconfirm potential liabilities indicated in the ASSESS results.

Placement: Based on the information provided by ASSESS, employers can do a better job of placing an individual in a position that best fits him or her. It allows managers and human resource professionals to identify individuals who have potential for higher-level responsibilities and individuals who may need special attention from management to be most productive. Suggestions for managing the person are provided in a special section of the Selection Report, Management Suggestions.

Promotion: Although observed job performance should be the primary consideration when making a promotion decision, ASSESS can provide objective information regarding the individual's strengths and areas of weakness which may not have been observed in their job performance. For example, an individual may have excellent reasoning skills, but may not have

been in a job where those skills could be demonstrated; or, an individual may not handle pressure well, but has not been in a job that had much pressure associated with it, therefore this weakness has not been observed.

Development: People want and need specific, objective feedback regarding their assets and liabilities; however, giving this type of feedback may be beyond the ability or resources of many managers. In addition to a detailed description of important personality traits, ASSESS Developmental Reports also provide interactive worksheets and developmental suggestions including on-the-job behaviors to practice and recommended readings for personal development. While not a substitute for specific performance feedback, the ASSESS Developmental Report is a useful management tool which can be used independently of, or as part of, a performance appraisal process.

Career Management: ASSESS can aid individuals who are in search of a career or job change. Based on the information provided by assess, an individual can focus his or her search on jobs or careers that will be a better “fit” with the individual’s personality. Also, there may be certain personality characteristics, which may hinder or help the individual during the job search. ASSESS can help the individual identify strengths and weaknesses in order to tailor the job search accordingly, as well as provide suggestions on how to minimize those weaknesses to be better prepared for new career or job paths.

WHAT TYPE OF REPORTS ARE AVAILABLE FROM ASSESS?

The Screening Report is a quick overview of the candidate’s strengths and weaknesses and is appropriate for use earlier in the selection process.

The Selection Report helps evaluate candidates’ assets and liabilities to determine job fit, performance potential and management needs.

The Developmental Report is written in a developmental tone so that the report can be given to the individual assessed and provides constructive, objective feedback of assessment results. It is designed like a workbook requiring the individual’s participation in development activities.

The Career Manager Report is designed for career counseling situations where the individual is considering a career change. It is designed like a workbook requiring the individual’s participation in job transition activities.

ABILITIES TESTS

One part of successfully choosing the best candidate for a position is knowing what types of intellectual abilities the candidate will bring to the job. This is why ASSESS is designed to accept seven different ability tests, a feature that is unique to our system.

Depending upon the requirements of the position and the time available for testing, a candidate may be given any combination of these tests, but generally 2-3 are recommended (see Suggestions for Selecting Ability Tests below).

<u>ABILITY</u>	<u>MEASURES</u>	<u>COMMENTS</u>
The Employee Aptitude Survey - Verbal Comprehension (EAS1)	Measures the extent to which a person is familiar with words in the English language.	A quick verbal fluency or vocabulary test. Recommended for middle to lower level positions requiring a good general vocabulary, e.g., supervisors, sales professionals, managers, and administrative assistants. (Timed; 5 minutes.)
The Employee Aptitude Survey - Numerical Ability (EAS2)	The ability to manipulate basic numbers (including percents and fractions) and to use single arithmetic.	A quick number skills test. Most appropriate for jobs with a high basic arithmetic content. (Timed; 10 minutes.)
The RBH Arithmetic Reasoning Test	The ability to solve word problems related to business math such as determining wage rates, discounts, percents, averages, etc.	A measure of the candidate's ability to reason through quantitative problems. Recommended for middle to lower level positions. (Timed; 15 minutes.)
The Employee Aptitude Survey - Verbal Reasoning (EAS7)	The ability to analyze verbal information and to deduce logical conclusions from that information.	A quick verbal reasoning test. This test could be substituted for the WATSON-GLASER if time is a critical factor in the testing process. (Timed; 5 minutes.)
The Thurstone Test of Mental Alertness	Measures flexibility in one's thinking, intellectual quickness, and verbal and quantitative reasoning skills.	The examinee must be able to quickly "switch gears" back and forth between problem types. A good measure of the type of "on your feet" abilities required in professional sales jobs. Recommended for professional, lower management, sales and administrative positions. (Time; 20 minutes.)
Raven's Standard Progressive Matrices	The ability to perceive and understand concepts by asking examinees to determine the relationship between a series of figures and identify the figure which will complete the system of relations	A word-free, number-free measure of general intellectual abilities. Best used in conjunction with other tests such as the WATSON-GLASER or the THURSTONE to provide a picture of overall intellectual ability or aptitude. (No time limit; estimate 25 minutes to complete for shortened version.)

THINKING

The ASSESS Personality Survey measures a number of personality traits and characteristics which can impact a person's job performance. The following is a description of the individual characteristics and what they measure. Please keep in mind that for personality characteristics low scores are not necessarily bad and high scores are not necessarily good. This significance of the score depends on what is needed in the job.

THINKING STYLE CHARACTERISTICS

LOW SCORES (Below 25 percentile)

HIGH SCORES (Above 75 percentile)

Reflective:

The tendency to be perceptive; introspective; and philosophical, as opposed to a tendency to be less contemplative.

Low: May spend little time in reflective thought. Feel little need to probe deeply in order to understand. May show preference for doing, for taking action.

High: Likes to think things over in depth; look at a situation from several sides, consider alternatives, consider why things have happened in the past and wonder about the future.

Structured:

Preference for thinking through problems or situations using logical, systematic procedures and a structured approach, as opposed to problem solving or reaching conclusions in a more direct, single-step fashion.

Low: May express little interest in math or logic. May not feel much need to develop a step-by-step approach for most projects or tasks.

High: Tend to think through situations in an organized, systematic manner. May plan a step-by-step approach for most projects or tasks. May express interest in math or logic.

Serious Minded, Restrained:

The tendency to be serious-minded and deliberate in dealing with information/situations.

Low: Usually comfortable making decisions on the spur of the moment. Have a carefree attitude about life.

High: Tend to take things seriously and to plan carefully decisions and actions.

Fact Based:

The tendency to view information and situations factually and dispassionately, as opposed to viewing situations from a more personal frame of reference.

Low: View things intuitively. May allow emotions to impact decisions.

High: View things objectively. Consider primarily the facts when making a decision.

Realistic:

The tendency to be an imaginative, perhaps wishful thinker, as opposed to a more serious-minded and here-and-now thinker.

Low: Tend to think in imaginative or wishful terms. May be a dreamer who generates a lot of possibilities and ideas.

High: Tend to think in no-nonsense, here-and-now, and realistic terms.

**WORKING STYLE
CHARACTERISTICS:**

**LOW SCORES
(Below 25th percentile)**

**HIGH SCORES
(Above 75th percentile)**

Work Pace:

The pace at which one prefers to do things.

Low: Act slowly, deliberately, or methodically. Prefer an unhurried work style or the opportunity to think before taking action. May emphasize accuracy over speed.

High: Move fast or keep going for long periods with little rest. Prefer a vigorous schedule where things happen quickly and there are a lot to do.

Self-Reliance:

Preference for relying on oneself and accepting responsibility as opposed to relying on or seeking/accepting support from others.

Low: Tend to rely on others for support or assistance. May be a “team player” willing to share tasks with others.

High: Tend to be independent of others and self-reliant. Like to make independent decisions and accept responsibility.

Work Organization:

The tendency to be organized, planful and structured in the way one works and handles tasks.

Low: May spend little time organizing work tasks; may not prefer work that requires structure and organization.

High: Prefers a structured and orderly approach to work; is probably viewed as organized and likely to have “everything in place.”

Multi-Tasking:

The tendency to prefer variety and handling multiple tasks, versus predictability and focusing on one thing at a time.

Low: Prefers to focus on one task at a time; is likely to prefer an environment that is predictable with limited change in how things are done.

High: Tends to enjoy variety and juggling multiple tasks; is likely to prefer an environment that is unpredictable.

Follow-Through:

The tendency to do more than expected and keep commitments.

Low: May be less concerned with meeting deadlines or following through with tasks.

High: Tends to complete deadlines on time and follow through with commitments.

Acceptance of Control:

The extent to which one is willing to accept direction or work in a structured environment.

Low: Prefer a less structured, more loosely defined work setting.

High: Prefer to have structure to guide work. Likely to follow rules, procedures, and guidelines.

Frustration Tolerance:

The tendency to be resilient when faced with frustrations and irritations as opposed to feeling their effects.

Low: Tend to be sensitive to and show concern for problems.

High: Resilient; not easily upset. Seldom worries.

Need for Freedom:

The extent to which one prefers personal freedom and independence in their job.

Low: Show little need for personal freedom. Generally comfortable functioning in a structured work environment.

High: Need and value personal or organizational freedom. May feel that any outside structure and influences are undue constraints.

Need for Recognition:

The extent to which one wants or needs personal attention, recognition, and positive feedback.

Low: Can be a quiet achiever for whom recognition is unimportant. Motivation comes from personal standards or values. May reject or be uncomfortable with public recognition.

High: Can have a need to be noticed and to be seen as important and successful. Seek positive feedback and recognition from others.

Detail Orientation:

The extent to which one prefers tasks which require them to be detail-oriented or thorough in their work.

Low: Tend to avoid or dislike personal involvement in tasks requiring high levels of precision.

High: Likely to be personality involved with the detail aspects of a task. Enjoy doing detailed work.

**RELATING STYLE
CHARACTERISTICS:**

LOW SCORES:
(Below 25th percentile)

HIGH SCORES:
(Above 75th percentile)

Assertiveness:

The tendency to take the initiative with people and make one's presence felt, as opposed to a preference for remaining in the background.

Low: May appear quiet or exhibit a "low profile" approach in dealing with people. May not "speak up" and offer opinions.

High: Likely to express self forcefully. Comfortable in positions of control and influence.

Sociability:

The extent to which one seeks and feels comfortable in social situations.

Low: May be shy or may prefer to be alone to read, work, etc. Tend to avoid or be uninterested in extensive people contact for long periods.

High: Likely to seek out and engage people. Enjoy social activity. Be comfortable with strangers.

Need to Be Liked:

Desire to be accepted and liked by others, as opposed to having little concern about acceptance.

Low: May be competitive and try hard to be the best. May place more emphasis on protecting personal rights and opinions than on being liked and accepted.

High: Tend to be accommodating with others. Being liked and accepted by others is important.

Positive About People:

The tendency to be trusting and optimistic in one's outlook toward people, as opposed to being critical or cynical.

Low: May be skeptical in the evaluation of people in general and cautious in trusting others.

High: Likely to give people the "benefit of the doubt" and take people at their word. Tend to concentrate most on the positive attributes in others.

Insight:

The extent to which one is aware of or "tuned in: to others' feelings.

Low: Have little interest in analyzing or understanding others' actions or motives.

High: Tend to be understanding of and sensitive to others' feelings.

Optimism:

The tendency to remain cheerful, optimistic, and even-tempered under most circumstances, as opposed to having a more sensitive or pessimistic outlook.

Low: Tend to experience fluctuations in mood. May be pessimistic, moody, or feel "down".

High: Tend to be emotionally consistent or even-tempered.

Criticism Tolerance:

The response to actual or perceived criticism. "Thick-skinned" vs. "thin-skinned".

Low: Highly attuned to the personal aspects of a situation. Take performance feedback as an indication of self-worth.

High: Usually look at problems objectively, rather than in terms of personal implications. Accept criticism as constructive.

Self- Control:

The tendency toward a highly self-controlled, deliberate, and serious style as opposed to a more unrestrained and carefree style.

Low: Tend to be spontaneous in action. Tend to act or speak without restraint. Tend to show emotions.

High: Likely to show consistent and controlled behavior. May not reveal a great deal about self to others. Tend to show restraint over emotions.

Cultural Conformity:

The extent to which one believes in and is concerned about adhering to the values and practices of one's peers, organizations or other relevant groups.

Low: Tend to be individualistic and unconcerned about being "different."

High: Tend to be conservative, traditional, and concerned about "fitting in."

Positive Response Factors:

The extent to which one puts his or her "best foot forward" when answering the survey

Low: Individual answered survey honestly, was much more willing to admit weaknesses May lack confidence in abilities or does not care what people think.

High: Individual presented him or herself in a positive manner, was putting his or her "best foot forward," or does not have much self-insight.

ASSESS TEMPLATES

Accounting

Accountant
Accounts Payable/Receivable/Bookkeeping
Internal Auditor

Administration

Administrative General
Executive Assistant
Office Assistant
Receptionist
Secretary

Architecture

Architecture General

Aviation

Aviation Manager
Corporate Pilot
Maintenance Technician

Communications

Communications Professional

Consultant

Consultant General

Engineering

Engineering General
Electrical
Mechanical
Mining

Executives

CEO
Executive General
Start-up Executive

Finance

Analyst
Controller
Credit Analyst
Loan Agent

General

Executive, General
Mid-Manager, General
Supervisor, General
Professional, General
Sales, General

Grocery

Store Manager
Department Manager

Assistant Department Manager

Healthcare

Allied Health Professional/Nurse
Emergency Room Physician

Hospitality

Restaurant Manager

Human Resources

HR Generalist
HR Manager
Recruitment and Staffing
Training and Development
Training and Development Manager

Insurance

Actuarial
Adjuster
Claims Representative
Claims Manager
Underwriter

Information Systems

Computer Engineer
Network Administrator
Computer Programmer
Software Design
Computer Analyst

Legal

Attorney

Management

Mid-Manager
Accounting Manager
Aviation Manager
Branch Manager
C-Store Manager
C-Store District Manager
Construction Manager
Grocery Store Manager
Grocery Department Manager
Grocery Assistant Dept. Manager
Hotel & Restaurant Manager
Human Resources Manager
HR Training Manager
Insurance Claims Manager
Loss Prevention Manager
Manufacturing Supervisor
Manufacturing Manager
Marketing Manager
Operations Manager
Procurement Manager

Product Manager
Real Estate and Property Manager
Real Estate and Property Assistant Manager
Restaurant Manager
Retail Store Manager
Retail Store Assistant Manager
Retail District Manager
Sales Manager
Supervisor General

Manufacturing and Production

Supervisor
Manager

Marketing, Advertising, PR

Marketing Professional
Marketing Manager

Real Estate & Property

Construction Manager
Leasing Agent
Assistant Property Manager
Property Manager

Retail

Assistant Store Manager
Store Manager
District Manager
Merchandiser
C-Store Manager
C-Store District Manager

Sales

Inside
Outside
Sales Manager
Sales General

