



**We Improve Productivity
Through People.**



Educational Aide Assessment Report

Candidate: Elizabeth Waune

Date: 06/16/2008



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Prepared For: Employers

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The following pages represent a report based on the results of a psychological assessment. The profile presented below summarizes key results in each area compared against general population norms (indicated by the descriptors Low, Below Average, Average, Above Average, and High) and with norms for high performers in the type of job for which the candidate is applying (indicated by the shaded areas). The candidate's score is indicated by the diamond symbol: ◆

ALL RESULTS SHOULD REMAIN STRICTLY CONFIDENTIAL

	Low	Below Average	Average	Above Average	High
Agreeableness			◆		
Assertiveness				◆	
Attitudes Toward Child Management				◆	
Avoidance of Violence				◆	
Conscientiousness			◆		
Customer Service / Responsiveness		◆			
Emotional Stability / Resilience			◆		
Empathy					◆
Extroversion			◆		
Integrity			◆		
Long Tenure Potential			◆		
Optimism/Enthusiasm			◆		
Orderliness			◆		
Teamwork				◆	
Work Drive				◆	
Overall Cognitive Aptitude					◆



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Cognitive Aptitude Assessment

Compared to general adult norms using standardized tests which were validated for a wide range of positions, we estimate Elizabeth's overall level of general intellectual aptitude to be in the **Top 10 percentile** range. Her individual aptitude levels are:

Abstract Reasoning 80-89%ile

Numeric Reasoning 70-79%ile

Verbal Reasoning 80-89%ile

Elizabeth has a high level of general cognitive aptitude. She can learn new information quickly, solve complex problems efficiently, and be able to handle a heavy information-processing load on this job.

Explanation of Cognitive Aptitude Scores:

The aptitude scores in this section reflect percentile rankings -- not percent correct on the test. With percentiles, the average is the 50%ile. Half of the people score below this score and half score above it. As another example, if a person scores 80-89%ile on a specific test in this report, it means that they scored as well as or better than 80-89% of the norm group, but not as high as 11-20% of the norm group.

The **Overall Cognitive Aptitude** is an average of the separate aptitude sections given to this candidate.

The lower the Overall Cognitive Aptitude score, we predict that the candidate will have difficulty learning new information and making decisions. For example, if they are well experienced in their occupation, they may be able to continue to perform well practiced tasks adequately, but have difficulty learning new things. As such, they will need additional training time and more support from supervisors. People who produce lower Overall Cognitive Aptitude scores generally prefer tasks that call for specific responses rather than ones requiring insightful solutions. They are also slower in processing information and are often easily overwhelmed by complex problems, especially ones they have not dealt with before.

The higher the Overall Cognitive Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new and complex problems.



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Personality Assessment

Strengths:

- Elizabeth is moderately influential and assertive, though not aggressive or overbearing. She won't let other people take advantage of her and will usually stand up for her ideas, beliefs, and proposals.
- Elizabeth appears to value the needs and concerns of children. She typically enjoys interacting with them and does not lose her patience easily. Elizabeth usually looks for opportunities to help children learn from their behaviors and will probably be a fairly good role model for them.
- Elizabeth appears to be concerned with helping children grow into responsible adults. She is probably inclined to engage kids in developmental activities, make use of opportunities to teach them, and set appropriate boundaries with them. Being a good role model is a priority for her.
- Even when other people are acting in an aggressive manner, Elizabeth tries not resort to similar behavior. She strives to control her feelings and seek a resolution to conflict that does not include open hostility.
- When angry about something involving another person, she should be able to respond in a mature, controlled manner without becoming verbally or physically abusive. Even when confronted in a provocative manner, Elizabeth will search for ways to deal with the situation in a more appropriate manner.
- She is moderately conscientious and trustworthy in the way she works. Elizabeth fulfills most commitments and expectations, though she also makes up her own mind about when and how she will do so.
- She is usually stable and in control of her emotions. Elizabeth can handle most normal forms of job stress without lowering her job effectiveness.
- She makes an effort to understand and resonate to the feelings and problems of other people. Elizabeth should be good at reading the moods and concerns of customers. She is an empathetic, considerate person who can get close to the people she works with and will offer a helping hand to those in need.
- Elizabeth will communicate with others as needed while also concentrating on her own tasks and duties. She is generally cordial and pleasant, but not socially distractible.
- She balances optimism with vigilance in her posture toward other people as well as new situations. Elizabeth doesn't prejudge others, but she is also not gullible or easily deceived.
- Although generally systematic and methodical in her work, Elizabeth is not regimented. She is fairly flexible in the way she responds to emergent problems and changing job conditions.
- Elizabeth is supportive of organizational goals for teamwork and cooperation. She usually contributes to cohesiveness and interdependence in her work group.
- Elizabeth has an above-average work drive. She usually works hard and does what it takes, including putting in overtime or working long hours, to meet the demands of her job.

Developmental Concerns:

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- Elizabeth sometimes acts in ways that others see as undependable. She may need to reduce the gap between her stated intentions and actual behavior.
- She could strengthen her commitment to providing responsive, high-quality service to customers. Elizabeth needs to work on placing more emphasis on activities that lead to customer satisfaction and retention.
- High levels of job stress and chronic pressure may undermine Elizabeth's ability to handle her emotions in a stable, mature manner. She may need to develop more effective coping skills for such situations.
- Elizabeth may have trouble keeping her own emotions separate from the emotions of the people she works with. She can over-identify with their problems and concerns, such that her objectivity and professionalism are undermined. Her decision-making may also be impaired in her efforts to try to please other people.
- In job situations calling for good social skills, Elizabeth could be somewhat more sociable, gregarious, and outgoing on her job. She may need to communicate more frequently and effectively at times.
- Elizabeth's integrity is average. This is not an unacceptable score, but her supervisor will want to reinforce the importance of company rules, policies, and guidelines and to provide examples of how to handle ethically ambiguous situations along with consequences for improper behavior on the job.



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INTERVIEW QUESTIONS

After reviewing the assessment results for this candidate, you may want to conduct a structured interview to further explore and clarify some specific concerns. The interview questions listed below reflect areas of concern raised by the assessment results. You should keep asking questions until you have gained confidence in your assessment of the candidate. You can use some or all of these questions when interviewing the candidate. You will probably want to customize these questions to best fit your style and what you already know about the candidate as well as the job for which s/he is being considered. Most of these are behavioral description items which ask the candidate to describe specific behavior on the job. Some additional probes which you might want to use with individual questions are:

- * When did this take place?
- * What factors led up to it?
- * What were the outcomes?
- * What did others in the organization say about this?
- * How often has this type of situation arisen?
- * How would you handle it differently in the future?

CUSTOMER SERVICE

- No matter how hard you try, some customers are rude, annoying, or impossible to please. Describe the most difficult customer you have had to deal with and what efforts you made to accommodate him or her.
- Describe a situation where you went above and beyond your job description to make a customer satisfied. [Probes: What did you do? What was the outcome? How often has this type of thing happened in the last year?]
- Tell me about a time when you had to reconcile competing demands from the customer with company demands or needs.
- Tell me about a time when a customer gave you a difficult problem to solve.
- There are limits to how far an employee should go to try to satisfy customer demands and requests. Describe the criteria you use to decide when that limit has been reached.

EMOTIONAL STABILITY/RESILIENCE

- Tell me about a time when you had to keep on working despite having some problem or concern weighing on your mind. [Probes: How long did it go on? How was it resolved? How often has this kind of thing happened in the last six months?]
- Stress is a natural part of most work environments these days. Describe a situation where some significant form of stress has impacted you on your job and how you dealt with it.
- Describe a situation where you learned to live with something stressful at work.



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EMPATHY

- Tell me about a time when you were dealing with a difficult person. What made them hard to take? What was going on that made this person act or feel that way? (Listen for a broad understanding of that person's personality and an understanding of the context that might have contributed to the situation.)
- Tell me about a time when you counseled an employee (or peer) who was going through a difficult time. What was the problem? What did you do? What was the result?
- Describe a time when someone at work responded emotionally to something you said or did. How did you respond? What was the result? (Listen for awareness of body language, voice tone, etc. as well as an ability to see the person in distress, not necessarily someone who is just offensive.)

INTEGRITY

- What would you do if you discovered that a coworker had been taking home office supplies without permission and without telling anyone?
- Under what conditions would it be acceptable to ignore or bend a company rule or policy?
- Describe what you would do if your boss asked you to keep quiet about some data he or she was falsifying for the annual company report.
- Under what circumstances would it be OK to claim a sick day (even though you were not sick) to deal with a personal problem at home?

ORDERLINESS

- All of us learn from our errors and mistakes. Tell me about the most recent error or mistake you learned from. [Probes: What was the error or mistake? What did you learn from it? What did you do to prevent it from happening again?]
- Tell me about a time when your organizational skills paid off and helped solve or prevent a problem at work.
- Sooner or later all employees have to make some trade-offs between working quickly and doing a sufficient quantity of work versus working precisely and doing work of the highest quality. Tell me about an occasion at work when you traded off quality for quantity or when time constraints forced you to compromise on thoroughness or attention to detail. [Probe: How did you feel about having to make such a trade-off?]
- Describe the most significant thing you have done to help yourself become better organized on your job.

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