



**Extruder Operator Assessment  
Report**

**Candidate:  
Marvin Sampleuser**

**Date:  
01/14/2020**

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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                     |     |               | ◆       |               |      |
| Conscientiousness                 |     |               | ◆       |               |      |
| Customer Service / Responsiveness |     |               | ◆       |               |      |
| Emotional Stability               |     |               | ◆       |               |      |
| Extroversion                      |     |               | ◆       |               |      |
| Openness                          |     |               | ◆       |               |      |
| Optimism/Enthusiasm               |     |               | ◆       |               |      |
| Teamwork                          |     |               | ◆       |               |      |
| Work Drive                        |     |               |         | ◆             |      |

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## Aptitude Assessment

|                                   | Percentile Range |       |       |       |       |       |       |       |       |         |
|-----------------------------------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
|                                   | 0-10%            | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | Top 10% |
| <b>Math for Industry</b>          |                  |       |       |       |       |       |       |       | X     |         |
| <b>Mechanical Reasoning</b>       |                  |       | X     |       |       |       |       |       |       |         |
| <b>Visual Inspection</b>          |                  |       | X     |       |       |       |       |       |       |         |
| <b>Overall Cognitive Aptitude</b> |                  |       |       |       |       | X     |       |       |       |         |

### Explanation of Aptitude Scores In This Table:

The aptitude scores in this table reflect percentile rankings -- not percent correct on the test. For example, if a person scores 80-89%ile on a specific test in this report, it means that they scored at least as well or better than 80-89%ile of the norm group, but not as high as about 10-20%ile of the norm group. So, higher scores are better than lower scores.

The **Overall Cognitive Aptitude** is an average score (an average for the standardized scores) for all of the separate aptitude tests 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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## 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

- 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.
- 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?]

### 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.

### OPENNESS

- Describe the most recent new job-related method, procedure, or technique you learned and how you felt about learning it. [Probe for when and how often this occurred.]

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- Tell me about a time when you recommended or implemented a better way of doing things at work.
- Describe a situation where you felt that continuing demands to do new things on your job lowered your overall productivity or efficiency.
- Describe your plans (if any) for continued education, job-related training, or professional development you have for the coming year.

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