

# Prevue Assessment™

## Learning & Reasoning Report

**Robert Sample**

regarding the position of

**Office Administrator**

at **View Assessments Inc.**

Friday, February 15, 2008

# Understanding this Report

## What is the Prevue Learning & Reasoning Assessment?

The Prevue Learning & Reasoning Assessment provides important information about an individual's capacity to learn and use information, develop skills, solve problems, and understand instructions. This assessment examines four cognitive dimensions: General Mental Ability, Working with Numbers, Working with Words, and Working with Shapes. The Prevue Learning and Reasoning Assessment is part of the Prevue Assessment, the cornerstone of all Prevue products.

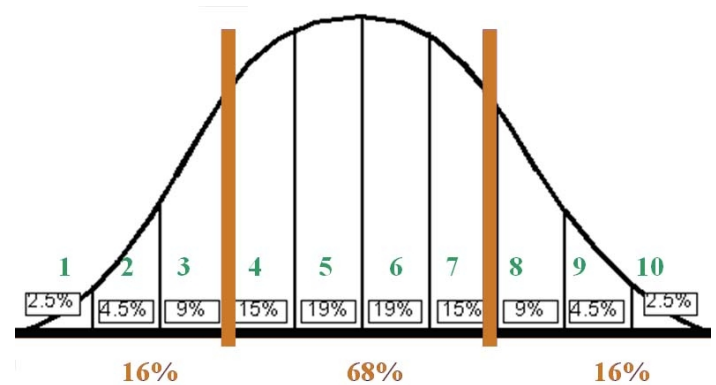
For more information about the Prevue Assessment and Prevue solutions for hiring, retention, promotion, coaching, training, and succession planning, visit [www.prevueassessments.com](http://www.prevueassessments.com).

## What is the Prevue Learning & Reasoning Benchmark?

The Prevue Learning and Reasoning Benchmark is a profile of preferred mental abilities for the Office Administrator position at View Assessments Inc.. This Benchmark has been scientifically designed with Prevue Assessment tools and customized by View Assessments Inc. management. The Benchmark shows a preferred range of scores on four scales of learning and reasoning: General Mental Ability, Working with Numbers, Working with Words, and Working with Shapes.

## What do Prevue scores mean?

Prevue results for thousands of people have been graphed to form a bell-shaped curve. The area under this curve is divided into 10 standard areas called stens. This creates a 1 to 10 scoring system. Few people will score either very low or very high (in the tails of the curve). Most people will score in the mid-range (where the curve is highest). Approximately 16% of the working population will score 1 to 3 (low). The 68% majority will score 4 to 7. The remaining 16% will score 8 to 10 (high).



## Using this report

1. Candidate's Learning and Reasoning Profile — information on Robert Sample's:
  - Overall learning and reasoning abilities
  - Match to the Benchmark for the Office Administrator position
  - Learning & Reasoning Benchmark Suitability score
  - Scores on four dimensions of learning and reasoning
2. Interview Questions and Suggestions — plan the interview and develop questions to explore areas where the candidate does not match the Benchmark for the Office Administrator position.
3. Candidate's Strengths — know where the candidate matches the Benchmark to capitalize on the candidate's strengths.
4. Best Practice Recommendations and Validity — ensure validity of the assessment results.

*"General Mental Ability is the best single predictor of performance, job competence and flexibility" (David Bartram 1998)*

# Candidate's Learning and Reasoning Profile

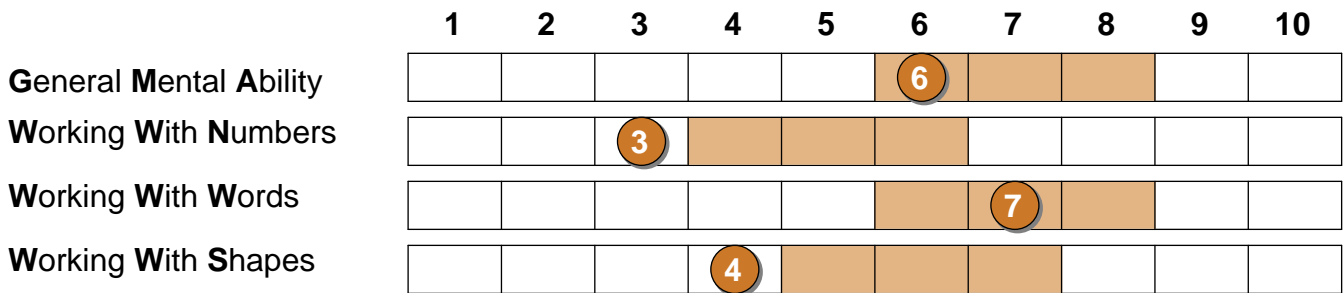
## Overview

This overview compares the candidate's scores on four dimensions of learning and reasoning to the mental abilities of the general working population worldwide. This comparison puts Robert Sample's scores in an international context without regard to gender, race, age, nationality, or ethnic origin.

This person has above-average ability in reading, writing, and working with words, average ability to work with shapes, and lower than average ability when working with numbers. Robert Sample will be quick and accurate doing assignments that require written language skills, with good proficiency for moderately difficult paperwork and most written material. With mid-range spatial skills, this individual can mentally manipulate shapes and objects fairly well and should be able to follow simple diagrams, read blueprints, and estimate space requirements. Compared with other workers, however, performance will be slower for learning any new tasks that require numeric skills. For competence in these tasks, additional instruction, guidance, and time will be necessary.

## Benchmark and Scores

The Prevue Learning & Reasoning Benchmark illustrates the preferred level of abilities for the Office Administrator position at View Assessments Inc.. The shadowed areas graphically represent the Benchmark for the position. The circled numbers are Robert Sample's actual scores. The Benchmark Suitability score (shown below) is the candidate's rating based on the candidate's match to the benchmark.



## Learning & Reasoning Benchmark Suitability

The Learning and Reasoning Benchmark Suitability score is relevant to determining the mental abilities aspects of Job Fit and supports the selection process. The selection decision should consider all factors in the selection process, including job interview, candidate history, and background check. For crucial selection decisions, a full Prevue Assessment of mental abilities, work-related motivations/interests, and personality traits is recommended.

**L&R Benchmark Suitability**

**86%**

# Interview Questions and Suggestions

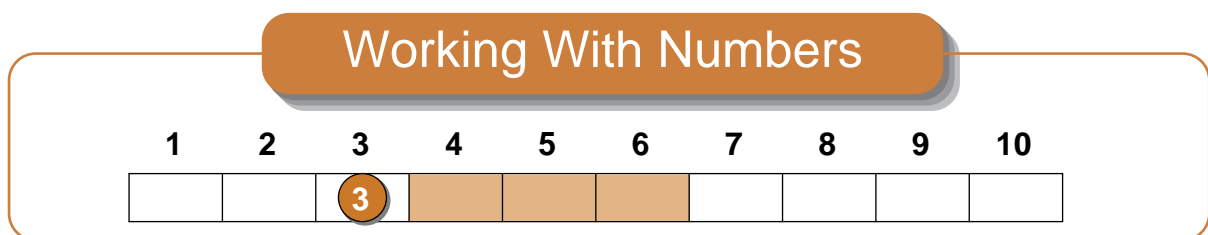
## Planning the Interview

Planning the interview ideally begins with examining concerns identified in the resume review, reference checks and the candidate's scores off the Benchmark for the Office Administrator position. Where the candidate's mental abilities do not match the Benchmark, this report will provide behavioral interview questions and performance-based suggestions to help you predict on-the-job learning and reasoning. Background information plus this report will help you to structure the interview and, ultimately, make the best hiring decision.

## Scores off the Benchmark

Robert Sample's scores were off the Benchmark for the Office Administrator position with View Assessments Inc. in the following areas:

- Working with **N**umbers - **B**elow the **B**enchmark
- Working with **S**hapes - **B**elow the **B**enchmark



**Working with Numbers** measures a candidate's speed and accuracy in dealing with information derived from simple numbers.

**Robert Sample's Score** - With below average ability for Working with Numbers, Robert Sample is below the given benchmark but may still be reasonably competent for many numeric tasks. This level of ability usually translates to moderate performance on number recognition tasks such as finding and recording data. Similarly, rough estimates based on simple calculations should be acceptable. However, more time is necessary for calculating totals, averages, or percentages. More advanced numerical tasks such as interpreting business financial reports or using complex statistics will require thorough training and support.

**1. INTERVIEW QUESTION:** If you need to give an estimate that requires a quick computation, how would you deal with this? What would you do if you couldn't use a calculator?

**SUGGESTION:** Robert Sample may have developed coping such as using a calculator or a spreadsheet, or writing down numbers and figuring calculations on paper. These strategies often compensate for below average numerical ability.

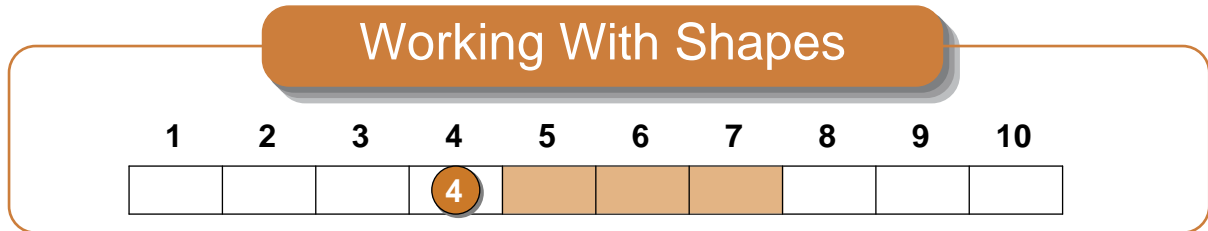
**2. INTERVIEW QUESTION:** When writing dates, do you use a particular format such as DD/MM/YY? Why do you use this format? If your supervisor required a different format, would you learn to use this new format? How would you remind yourself to use the new format?

**SUGGESTION:** This candidate should use a standard format with a solid explanation for that format. Willingness to master a new format indicates a positive attitude to on-the-job numeric learning. To remember a new format, writing the sequence in words may be necessary.

**3. INTERVIEW QUESTION:** Describe what you do if your calculator or spreadsheet gives you a result that seems far too large.

**SUGGESTION:** A person with below average numerical ability often relies on computing devices and may need more time to input data. Readily accepting potential errors increases risk exposure. A good coping strategy is to have a rough estimate and double-check unusual results with another source.

## Working With Shapes



**Working with Shapes** measures a person's ability to imagine or project how something will work when organized or rearranged. These spatial visualization skills are important for activities such as interpreting and responding to diagrams, graphs and charts or in arranging objects for display or storage.

**Robert Sample's Score** - Robert Sample shows below-average ability for Working with Shapes and scores below the given benchmark. This implies less speed and accuracy in shape recognition, a need for methodical learning for icons and graphics, and slower processing for visual information. Tasks requiring creative or challenging arrangement of objects will require training and support.

**1. INTERVIEW QUESTION: How do you learn an exit route when using a safety route diagram at work?**

**SUGGESTION:** This candidate may have coping mechanisms for relating diagrams to actual objects. These include visualizing objects, physically experiencing objects, or creating written versions of diagrams. For a safety route, this could be thinking of familiar places along the route, walking the route, or writing the route as a list of places and turns.

**2. INTERVIEW QUESTION: Consider a workflow chart for a new invoice procedure. How would you use the chart to learn tasks in order?**

**SUGGESTION:** Robert Sample may suggest:

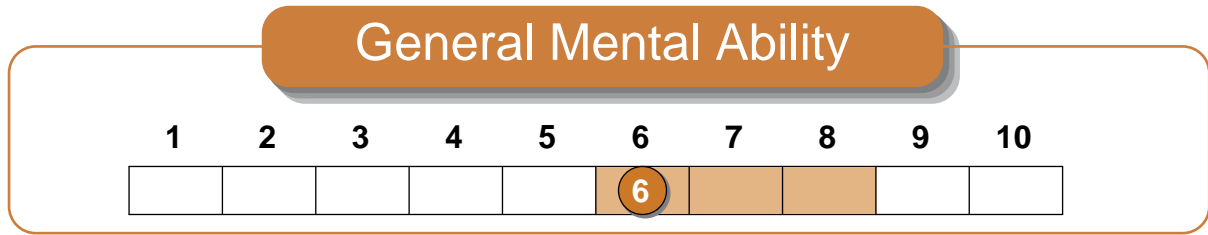
- Studying the legend before viewing the overall chart
- Reviewing the chart with another employee
- Writing individual notes on the chart

**3. INTERVIEW QUESTION: Describe how to arrange shared office equipment—printer, paper supplies, fax machine, reference materials, worktable, etc.—for efficiency.**

**SUGGESTION:** An employee with mediocre spatial ability is often slow to visualize and might need to make sketches or organize items several times to find the best arrangement.

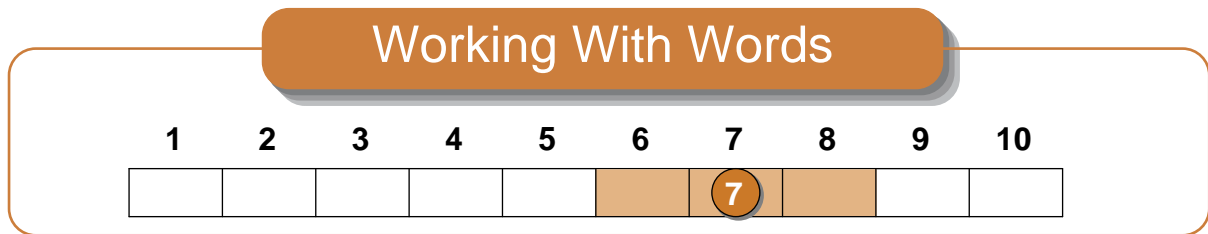
# Candidate's Strengths

Robert Sample has matched the benchmark for the following dimensions of learning and reasoning. This candidate can build on these strengths to improve overall job performance.



**General Mental Ability** is an overall indicator of how people work and learn. It is the single most effective predictor of future job performance for a wide range of occupations.

**Robert Sample's Score** - Robert Sample's score is average and is on the given benchmark for General Ability. This score implies a moderately efficient learning pace with adequate reaction to changing business issues and satisfactory information processing. Work requiring initial training and upkeep of skills is suggested. Work with very high stress levels or information overload may necessitate assistance and support training.



**Working with Words** measures the ability to use written language for reasoning and problem-solving.

**Robert Sample's Score** - Robert Sample is above average and is on the given benchmark for Working with Words. This implies good performance with most written work and word recognition tasks. These include reading, writing, and searching for information. This level of ability provides dependable efficiency for many verbal tasks in the Office Administrator position. Support may only be required for highly demanding paperwork.

# Best Practice Recommendations and Validity

## Administration

Best practice protocol recommends that assessments be administered in a controlled environment. The accuracy of reports based on unsupervised assessments cannot be guaranteed. For high stakes decisions, consider having candidates take the Prevue Assessment in a controlled environment.

The Prevue Cognitive Reasoning Assessment limits the amount of time the candidate has to answer the questions in the Working with Numbers, Working with Words, and Working with Shapes sections of the assessment. If the candidate does not read the instructions or misunderstands this time restriction, the candidate could score lower than expected.

The online administration of the assessment will terminate if the candidate:

- Uses the keyboard to answer questions contrary to the written instructions.
- Uses the refresh or backspace keys while taking the assessment contrary to the written instructions.
- Voluntarily elects to exit the assessment

In any of these events, an unsupervised candidate can log back into the section of the assessment where the administration of the assessment was interrupted but only with the approval of the person who issued the invitation to the candidate. If the candidate previously reviewed that section, the candidate may therefore have an opportunity to improve his or her score in that section.

*For more information on the administration of the Prevue Assessment, please see "Administering the Prevue Assessment" in the Prevue User Guide posted at [www.prevueassessments.com](http://www.prevueassessments.com).*

## Assessment Weighting

The weight given to the Prevue Assessment in any human resource selection or other high stakes decision should not exceed one-third of the total process. The remainder of the process, including the candidate's work history, interview, background checks, etc., should be considered in association with the results of this report.

## Ensure Fairness

When properly administered, the use of the Prevue Assessment will help to ensure that applicants are treated fairly without regard to race, color, religion, gender, or national origin. The Prevue Assessment was designed and developed to conform to the human rights legislative and best practice requirements prevailing in the various countries where the Prevue Assessment is distributed. This includes the EEOC Guidelines, the Americans for Disabilities Act and the standards for test development and administration published by the American Psychological Association, the British Psychological Society and the Association of Test Publishers.