

Confidential Results

Individual Success Profile



Supervisory Skills Evaluation Program (SSEP)

Results for:

**John Doe
ID# 123-45-6789
July 29, 2004**

**Confidential
For Human Resources Use Only**

Do not return this page to participant.

This profile can be used to make selection decisions and to identify a participant's development needs. If the purpose is for development and coaching, refer to pages 1 through 3. If you elected to use the CareeR_x option for creating an individual performance plan, refer to the CareeR_x report beginning on page 4.

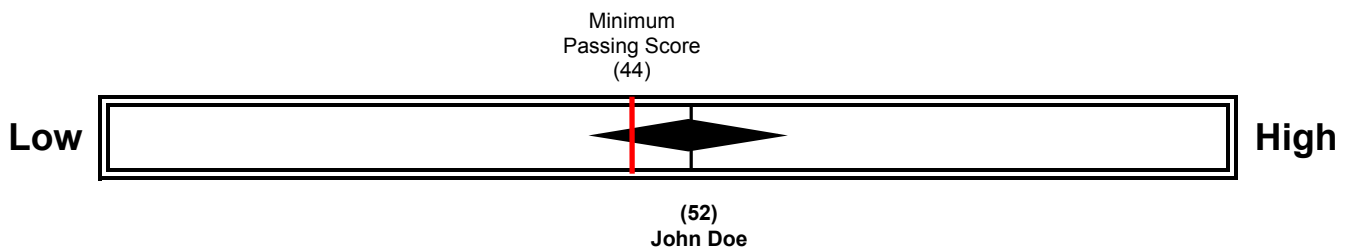
The Supervisory Skills Evaluation Program (SSEP) uses a series of videotaped job simulations to assess skill levels in five behavioral areas essential for success as a supervisor. The overall assessment score shown below is a proven, accurate predictor of a participant's potential for success on the job. This prediction is based on comparing a participant's assessment results with a composite profile of highly successful supervisors. The Personalized Skills Profile (page 1) lists the participant's skill rankings for the five skills measured in the assessment. The Suggested Development Opportunities section (page 2) lists the skill definitions along with bulleted statements of possible behaviors associated with the participant's level of performance. If you elected to use the CareeR_x option, the CareeR_x report beginning on page three will list the specific recommended developmental options available in your organization for this participant. The information on pages 1 through 3, and the CareeR_x report can be shared with participants when providing coaching and performance feedback and can be used to provide insight on their specific development needs.

Because of the assessment's reliability and validity in predicting job performance, a participant's overall score should be your primary criteria when making a selection decision. Please remember, however, that factors such as previous experience, motivation, and trainability should also be considered before making a final hiring or promotion decision.

Predicted Performance Level

The graph below displays the named participant's overall score on a scale ranging from low to high. This graph not only represents the participant's score, but also indicates the likelihood of success as a high-performing supervisor. Specifically, the thin line running through the center of the diamond represents the participant's overall score. The bold vertical line on the graph indicates the minimum passing score established by your organization. Any participant whose assessment results do not meet or exceed this score has failed to display the behaviors expected from a successful supervisor and should not be recommended to proceed further in the selection process.

John Doe's overall score of 52 meets the minimum passing score; therefore, John Doe is recommended to proceed further in the selection process.



The following pages identify the development areas for John Doe. These were identified by comparing John Doe's responses with the typical responses given by successful, high-performing supervisors. John Doe's specific development results can be used to provide feedback for coaching or performance planning.

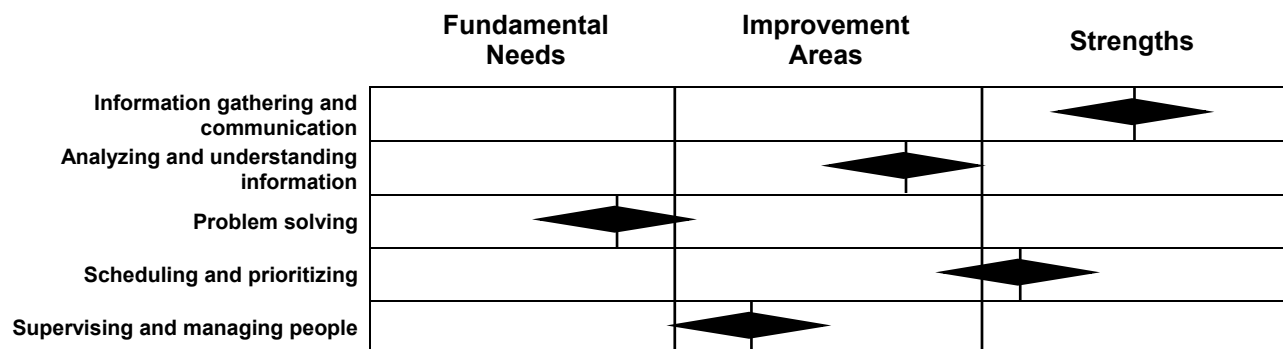
Personalized Skills Profile

Supervisory Skills Evaluation Program (SSEP) is a computer-scored, video-based assessment designed to evaluate critical skills that are required to successfully perform as a supervisor. During the assessment, you experienced situations similar to those encountered by supervisors and were asked what you would do in those situations. The situations and questions were designed to evaluate your current level of development in the following skills, which have been identified as necessary for supervisors:

- Information gathering and communication
- Analyzing and understanding information
- Problem solving
- Scheduling and prioritizing
- Supervising and managing people

The following results compare your effectiveness with the results of highly successful supervisors. Remember that you are not being compared with the average or general population. It is also important to realize that each skill measured in SSEP can be trained, coached, and developed.

The chart below is divided into three areas: Fundamental Needs, Improvement Areas, and Strengths. Each diamond on the chart represents your score in one of the five skills measured. Specifically, the line running through the center of each diamond represents your score in a skill. It is important to understand that each skill is only one part of the entire assessment and that your overall ability is more accurately a combination of all five skills.



Suggested Development Opportunities

Below is a description of the skills on which you were evaluated. The skills have been grouped according to your level of performance. This page presents skill definitions along with bulleted statements describing possible behaviors associated with your level of performance. This information will help you to better understand the skills and to identify the areas in which to focus your development.

Strengths

Information Gathering and Communication — Asks questions and solicits information from team members and associates about work problems. Communicates with team members regarding their requests, complaints, or problems. Explains policies and procedures to team members and associates or refers them to other departments (e.g., Human Resources).

People at this level of performance tend to:

- Create a working environment in which both supervisors and subordinates can freely discuss issues and share ideas.
- Consistently ask the right questions. Ask questions which penetrate the core of an issue.
- Solicit input in a non-threatening manner. Explain reasons behind decisions in a way that gains acceptance and support.

Scheduling and Prioritizing — Schedules and reviews general work order/work flow for team members to meet operational needs in light of conflicting requests and available resources. Alters initial approaches or decisions based on situational changes.

People at this level of performance tend to:

- Prioritize work flow to ensure that the most important work activities with the shortest production schedules are accomplished first.
- Determine creative approaches to resource allocation and scheduling. Fully utilize slack times to prepare for peak production periods.
- Plan ahead and anticipate work flow problems. Quickly adapt work schedule to adjust for potential problems before production is affected.

Improvement Areas

Analyzing and Understanding Information — Analyzes information about production to calculate the necessary materials, equipment, tools, and time for a job to be completed. Recognizes the relationships between information about materials, tools, equipment issues, and people.

People at this level of performance tend to:

- Understand relationships between resources, yet may not fully recognize trends when evaluating production issues.
- Closely estimate the resources needed to complete a production schedule, resulting in few shortages or surpluses.
- Generally formulate realistic expectations regarding production issues.

Supervising and Managing People — Monitors peers' and subordinates' work performance/flow. Provides direction, guidance, training, and/or follow-up to peers and subordinates on task assignments. Evaluates the job performance of subordinates and recommends or initiates appropriate action.

People at this level of performance tend to:

- Demonstrate adequate coaching and development skills. Recognize obvious development needs among team members.
- Attempt to build cooperative working relationships with peers and subordinates.
- Provide guidance for completing task assignments and evaluate performance by providing periodic performance feedback.

Fundamental Needs

Problem Solving — Determines alternative solutions to work problems or situations. Decides which course of action or alternative work method will be most effective in solving a particular problem. Determines the need for equipment repair and replacement.

People at this level of performance tend to:

- Make quick decisions without considering alternative solutions or negative repercussions.
- Fail to understand the short-term and long-term consequences of decisions.
- Make ineffective or inappropriate decisions which create subsequent problems (i.e. ignore maintenance concerns until equipment fails).