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# Management Report

The primary purpose of this Management Report is to provide you with information concerning the significant behavioral tendencies of Mr. Student and preferred style of performing his job. This information is intended to augment, and not replace, any other sources of work related data. This report will confirm or clarify your impressions, and alert you to new considerations, regarding his compatibility with the demands of his position. You will also get a good picture of his potential for growth and development within your organization.

This report will help you to understand your employees better in all aspects of your work with them. Combined with your knowledge of their work performance, this information can help you better understand any difficulties that an employee might be encountering. It also contains valuable information with respect to training needs.

## SUMMARY OF PRIMARY BEHAVIORAL TENDENCIES

**This section of the report summarizes the typical behavioral tendencies of Keith with regard to six critical job-related components. The purpose of this information is to help you to identify and make full use of his strengths, and to help him manage those areas that might be limiting his effectiveness.**

### I - Productivity

- Concerned with immediate results, he emphasizes the basics as opposed to complicated approaches.
- He can become critical of others who do not share his sense of urgency.
- Self-motivated, he stays on the move.
- Keith thinks that job responsibilities should be well-defined so that everyone knows what is expected of them.
- Usually, he prefers setting priorities and estimating the time required to complete a task.

### **Suggestions for improving his effectiveness:**

- Realize that others may need time to adjust to his quick decision-making style.
- Balance his drive to get results with an awareness of his effect on other people and relationships.

- Keep an eye on long-term processes in his attempts to get immediate results.
- Examine each task for ways of accomplishing it more quickly and effectively. Start with the end goal and look for the best ways of getting there. He should remember that the best way might be new or unconventional.
- When appropriate, look for possible shortcuts to make work routines more efficient and productive.

## **II - Quality of Work**

- Although he may be committed to quality work, Keith prefers activities in which exactness and attention to detail are not his primary task.
- Preferring to concentrate on overall concepts, he tends to delegate quality assurance tasks to others.
- A perfectionist, he has a tendency to do the important work himself so as to be sure that it will be done correctly.
- Performing with accuracy and effectiveness, he can be relied upon to handle details.

### **Suggestions for improving his effectiveness:**

- Concentrate on his ability to follow through on a project.
- Take the time to work out the steps in a process in writing before beginning a project.
- Develop a more realistic assessment of practical limits and of the limitations of others.
- Avoid becoming defensive to comments about his decisions, opinions, and performance.

## **III - Initiative**

- He is capable of expressing a sense of urgency for others to act now.
- He will pursue an opportunity in an aggressive and independent manner.
- Forward-looking, Keith is comfortable with change and risk.
- Inclined to defer risky decisions, he will seek proof that the results are reliable and effective.
- With a strong tendency to prefer a perfect result, he could lose sight of other realities, such as consistent productivity or critical deadlines.

### **Suggestions for improving his effectiveness:**

- Understand that often the established way of doing things is based on solid reason; be aware that sanctions may exist.
- Learn how and when to challenge policies and supervision.

- Accept that everyone makes mistakes but successful persons learn from those mistakes.

#### **IV - Teamwork**

- Direct and demanding, Keith tells people what to do in a forceful, confident manner.
- Keith can become impatient with the need to coordinate his own efforts with the abilities and objectives of others.
- With a strong need to control, he can steer the course of what is happening, the direction of events, and the final result.
- Using formal communication media, e-mail, rosters, progress reports, etc., he tends to add procedural thinking to the team.
- He tends to avoid discussions of personal information during team meetings.

#### **Suggestions for improving his effectiveness:**

- Understand other points of view before acting. Let other team members finish a point before making a counterpoint.
- Look for points of agreement and common interest, especially if disagreement and conflict are an issue.
- Consider the thoughts, feelings, and experiences of others.
- Avoid a win/lose approach to people and relationships.
- When working with others, remember to acknowledge their accomplishments.
- Develop the ability to delegate tasks to others.

#### **V - Problem Solving**

- Decisive and self-assured, Keith has a tendency to develop quick solutions.
- When immediate action is required, he can be counted on to respond quickly.
- Keith tends to be a quick and decisive problem solver; however, he might fail to consider long-term consequences, or to include all critical factors in more complex situations.
- Systematic and thorough in his thinking, Keith is analytical and weighs the pros and cons.
- Keith takes pride in looking at a problem in depth, approaching work in an accurate manner.

#### **Suggestions for improving his effectiveness:**

- Avoid sharp criticism of others.
- Acknowledge other's opinions. Integrate different ideas so as to capture the best of all.

- Explain steps in his reasoning process instead of assuming his conclusions are readily acceptable.
- He should try to reduce rigidity in his thinking along with his need to be exceptionally accurate.
- Learn to distinguish between those solutions that require additional study and those that require immediate action.

### **VI – Adapting to Change**

- The more practical and orderly a change initiative has been designed, the more likely that Mr. Student will participate energetically.
- Mr. Student will express strong reservations about any change process that is not specific and systematic.
- Although he may be excited by a change process, he would not likely support change for change's sake alone.
- Keith tends to see things in a matter of fact fashion, including how he envisions the proper course of a change process.

### **Suggestions for improving his effectiveness:**

- Encourage Mr. Student to trust others more and to allow their change implementations to progress unhindered and free from judgment.
- Appeal to his preference for progressive action when he becomes hindered by a focus on petty details.
- Caution him if he ignores the perspectives and feelings of others when a plan for change is initially developed.
- Encourage Keith to truly motivate others at an emotional level (or find others who can do so) when he supports a change process, rather than simply expecting others to comply without feeling engaged in the process.

### **RESPONSE TO JOB-RELATED STRESS, FRUSTRATION AND/OR CONFLICT**

#### **When experiencing stress, frustration and/or conflict in a job setting, Keith may:**

- Become decisive, self-assured, and bold.
- Act with, and express, a sense of urgency for others to act now.
- Rise to the occasion and take charge of uncertain situations.
- Respond objectively and calmly to objections raised by others.
- Think before responding, checking facts first.

**If, however, the level of stress, frustration and/or conflict becomes intense and/or continues over an extended period of time, there may be a tendency to:**

- Act recklessly; become inattentive to critical details and important routine tasks.
- Become autocratic, extremely demanding and push people rather than lead them.
- Become argumentative, making it difficult for others to compromise and reach agreement.
- Over-think and over-analyze decisions and fail to make decisive recommendations.
- Not be flexible enough to provide concessions which would help solve the problem.

### **WORK MOTIVATION**

**This section of the report describes the different types of incentives, rewards and conditions that are most compatible with his behavioral tendencies and motivational style. When motivating Keith, consider providing:**

- New challenges in areas of interest that are a real test of abilities.
- The opportunity to be first, number one; to be the best.
- Opportunity to control, to be in control of people and situations.
- The opportunity to be in charge, to be assertive, to be the leader.
- The assurance that identified and agreed upon standards and objectives will not be changed or sacrificed.
- The opportunity to be critical and analytical.
- Personal autonomy, the opportunity to work independently.

## MOTIVATIONAL ENERGY

**Motivational Energy (ME) reflects the intensity that an individual shows and how he approaches most situations. His ME indicates that he will approach most situations with a rather high intensity and suggests that he might be inclined to show one or more of the following behavioral tendencies:**

- Preferring a quick pace, variety, new challenges, and opportunities, he might not pay enough attention to the continued success of more long-term, on-going projects.
- Occasionally, he may dominate a group and cut off the expression of important data by others.
- He may take on an unproductive challenge just because it is there.
- Inclined to push his own viewpoints, Keith may be slow in considering the ideas of other group members. As a result, he could become excluded from the group's information flow.
- When acknowledging and recommending employees, he may emphasize individual accomplishments over group contributions. As a result, unproductive competition among team members might increase while team efforts suffer.
- Although typically effective at making decisions, he could improve the accuracy of some decisions by identifying the most difficult problems and spending more time on the targeted resolution.
- Because he is capable of stating his position firmly and with conviction, he might be perceived by others as arrogant and overly demanding.
- Keith can overuse a position of power and authority without careful regard for others.

The graph shows the relative relationship of his scores on all five scales, while the bulleted statements summarize his results. For a more complete understanding of these results, please refer to the earlier pages of this Management Report.

**Scale I:**



*Scale I measures control, ambition and results orientation*

**Scale II:**



*Scale II measures social influence, positive expectancy and expressiveness*

**Scale III:**



*Scale III measures patience, composure and being a team player*

**Scale IV:**



*Scale IV measures precision and analytical / quality orientation*

**Scale V:**



*Scale V measures motivational intensity and focus on change*

The graph above demonstrates the scores attained by Mr. Student on the PPI. When we observe his scores, we may predict what is most likely to be noticed in his daily activities. These scores suggest the following:

- He has a need to control the course of what is happening and guide the direction of events.
- He tends to take responsibility for results and accepts the rewards of his success.
- He is a self-starter who will take independent action.
- Generally, he can be effective when working with details.
- He can be relied upon to value quality results and perform with accuracy and care.
- He is self-motivated to make his own decisions and then take action.
- Strong-willed concerning his own ideas.
- Forceful, he will often seek to be in charge and in control.