

Klein Behavioral Science
Consultants, Inc.

Client's Guide
To
Confidential Assessment Reports

INTRODUCTION

This guide has been prepared to give our clients a basic familiarity with Klein Assessment Tests.

The first part is a guide to Test Administration. The second part defines and explains test categories and measurements. A thorough reading of this handbook will help you evaluate each report with greater understanding and accuracy.

The guide is organized as follows:

- General Suggestions
- Research
- Understanding Percentiles
- Trait Definitions
 - Basic Personality Structure
 - Work Values
 - Motivational Orientation
 - Intellectual Resources
 - Sales & Facilitation Capabilities

GENERAL SUGGESTIONS

1. Advise the candidate to plan to spend about one-half day in testing. The test has timed and non-timed segments. The average time to complete a test battery is about 3 ½ hours. There is no penalty attached to longer completion times on the non-timed tests.
2. If the tests are to be administered at your office, provide the candidate with a quiet place to work. Candidates should not be allowed access to reference materials, to use calculators or permitted to discuss the test questions with anyone (i.e., via cell phone).

RESEARCH

Klein Consultants' Research Division conducts continuing studies of test and job performance. In order for these studies to be complete, it is important that the bottom portion of the blue form be completed for each candidate. The race/ethnic categories are identical to those on the EEO-1 form used for federal reporting.

They are:

1. White (not of Hispanic origin): All persons not classified into one of the 4 specific minority categories below; also includes persons having origins among the peoples of Europe, North Africa or the Middle East.
2. Black (not of Hispanic origin): All persons having origins in any of the black racial groups.
3. Hispanic: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
4. Asian or Pacific Islander: All persons having origins in any of the peoples native to the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands.
5. American Indian or Alaskan Native: All persons having origins among the original peoples of North America whom maintain cultural identification through tribal affiliation or community recognition.
6. Other – others should be indicated here.

In addition, we have implemented an optional ongoing research program for our clients. The goals of this program are twofold. First, by following up on each individual tested, we hope to fine-tune our testing program, increasing its predictive validity and value to your company. Second, in the long term, this program will allow us to develop company specific norms. If you wish to participate in this program, please contact us directly.

UNDERSTANDING PERCENTILES

Klein Consultants report test scores in terms of percentiles. Interpreting these figures requires an understanding of the relationship between the numbers themselves and a norm or reference group.

For example, the fact that Jones answered ten of twenty math problems correctly does not mean much by itself. What is important is the individual's *relative standing* among others who have taken the same test. If you were told that his score was at the 80th percentile, this would mean that he scored higher than 79 percent of the people tested and lower than 20 percent. Thus, answering ten problems correctly is a relatively good performance.

If, on the other hand, only 30 percent of people tested answered as few as 10 problems correctly, Jones' percentile score would be 30—a below average performance.

Since percentiles are numbers that reflect an individual's *relative standing* among others, the crucial issue in interpreting percentiles is the relevance of the comparison group, usually called the *norm group*. In educational testing, for example, an individual's college entrance exam score is expressed in terms of percentiles. Here, a percentile standing of 50 would reflect average performance among the total number of individuals applying for admission to American colleges and universities. However, if the reference group were limited to MIT applicants, the same score would achieve a lower percentile ranking because of the generally superior performance of MIT applicants compare with those of most institutions.

Thus, understanding test performance requires a definite reference group or norm.

Klein Consultants use many normative bases: general population, sales applicants, management, first line supervisors and specialized groups. Moreover, when possible, we develop separate norms or norm adjustments for specific factors like industry or geographic region to take into account demographic variables that could affect test interpretation. The scores cited on the chart that accompanies the report reflect the norm group that provides the most meaningful reference.

In summary, percentiles are an easily understood method of reporting an individual's test performance in comparison with a defined reference group or norm. The ultimate value of such scores depends on the size and relevance of the norm group used to make the comparison. Klein Consultants' database, which consists of several large normative groups, is updated every few years to reflect demographic changes.

TRAIT DEFINITIONS

Our Assessment Reports are based on measurements of specific traits, abilities and values. Their definitions are listed below.

Basic Personality Structure

- Stability
- Self-reliance
- Objectivity
- Dominance
- Self-confidence
- Aggressiveness

Work Values

- Goal Directedness
- Orderliness
- Practicality
- Perseverance
- Vigor
- Need for Variety

Motivational Orientation

- Need for Independence
- Need for Achievement
- Need for Support
- Need for Recognition

Intellectual Resources

- Intellectual Speed
- Intellectual Accuracy
- Intellectual Capacity
- Intellectual Curiosity

Sales & Facilitation Skills

- Sales Knowledge
- Social Insight
- Tact
- Empathy
- Gregariousness
- Leadership Orientation

BASIC PERSONALITY STRUCTURE

Stability

Stability measures emotional stamina and the capacity to maintain composure in the face of unexpected problems and difficulties. In assessing its significance, consideration is given to the job, the personal demands placed on the employee and the availability of support and guidance.

Self-sufficiency

Self-sufficiency assesses emotional independence. It is a good indicator of resourcefulness and therefore the ability to make decisions independently and the capacity to take responsibility for the decisions and actions taken.

Objectivity

The ability to put psychological distance between oneself and external circumstances is also the capacity to meet job demands in an objective, poised and rational manner. Responding to unexpected problems and difficulties free of distracting personal biases, habits, prejudices and personal feelings ensure consistent job performance and is the essence of objectivity.

Dominance

Dominance measures the ability to take command of group situations. It represents the capacity to present one's views in a forceful manner and to assume a position of leadership solely on the basis of personal authority.

Self-confidence

Self-confidence reflects a self-assessment of competence and worth. Although self-confidence does not appear to correlate to capability, it does seem to be significantly related to achievement.

Aggressiveness

Aggressiveness is the ability to respond to obstacles with determination, to be forceful in the face of difficulties and to meet competitive situations head-on.

WORK VALUES

Goal Direction

Goal Directedness is the need to have clearly defined goals and objective toward which to focus one's energies and efforts. These objectives can either be project goals or career ambitions.

Orderliness

Orderliness is a preference for a systematic and methodical approach to work. As a consequence, scheduling and time management is usually held in high regard.

Practicality

Practicality is the need to establish priorities in such a way as to conserve time, energy and money. Accordingly, this scale measures the desire to do things with a minimum of wasted effort.

Perseverance

Reliable, determined and persistent individuals score high on this scale. Perseverance measures the capacity for sustained hard work.

Vigor

Vigor is primarily a measure of psychological energy. Individuals who score high on this scale see themselves, and are generally seen by others, as high-powered, capable of accomplishing more and able to inject energy, both physically and psychologically, into their work.

Need for Variety

To relish novelty, to seek diversity of experience and to strongly desire change and excitement indicates a significant need for variety. At its extreme, the need for variety can distort one's approach to the job and undermine reliability of effort.

MOTIVATIONAL ORIENTATION

Need for Independence

High scores on this scale indicate a need to establish one's own methods and to make one's own decisions. High scoring individuals value working independently and are most comfortable when least restricted.

Need to Achieve

The need to set high standards and attain significant achievement is measured by this scale. If the need to achieve is sufficiently high and management sets goals that are difficult but realistic, significant achievement usually results.

Need for Support

Thoughtful treatment and consideration are important to people who score strongly on this scale. Although most people feel the need for support from time to time, individuals who score high on this factor require a significant amount of encouragement and support.

Need for Recognition

This scale measures the need to be admired, praised, and rewarded for one's efforts. While the desire for praise is a meaningful part of satisfaction, an inordinate need for recognition can create demands on managerial time that may be disproportionate to the individual's importance or level of achievement.

INTELLECTUAL RESOURCES

Intellectual Speed

Speed is the measure of the ability to process information and to arrive at conclusions rapidly. Modified by the factor of accuracy, it provides the description of intellectual style—the manner in which an individual approaches new problems or changing circumstances.

Intellectual Accuracy

Accuracy is a measure of ability to process information and to arrive at a conclusion with a minimum of error.

Intellectual Capacity

Intellectual Capacity is the measure of the ability to absorb new ideas, acquire new skills and to profit from experience. In addition, it measures the ability to generalize from the specific.

Intellectual Curiosity

Intellectual curiosity is the need to reach out for new ideas and be stimulated by new concepts and new information. While it is likely that training time and resources might be wasted on someone who is indifferent to the prospect of acquiring knowledge, curiosity, by itself, is not an absolute correlate of trainability. It simply suggests that the individual has an interest in learning.

SALES & FACILITATION SKILLS

Sales Knowledge

The ability to present one's ideas effectively, to dispel skepticism and to convert other people to the merits of one's point of view are the skills contained in sales knowledge. Sales Knowledge can be intuitive or acquired. Some people develop sales know-how on the basis of long hours of study and training while others seem to have a natural ability to sell.

Social Insight

Social Insight is a measure of the intuitive and/or acquired knowledge of others—why people do and say what they do. Social Insight gauges an individual's ability to analyze the behavior of others and to draw realistic conclusions about them.

Tact

Tact measures knowledge of correct social behavior and alertness to the subtleties of social relations. It provides a general index of the ability to conduct productive relationships.

Empathy

Empathy is a measure of tolerance, patience and understanding. It is also the ability to appreciate the feelings and viewpoints of others.

Gregariousness

This factor is a measure of one's need to be with others and to work in an environment which presents the opportunity for social interaction. Thus, individuals who score highly here are looking for an environment that affords them the opportunity to easily interact with others.

Leadership Orientation

The desire to achieve power and to be in a position of authority, as measured by this scale does not directly translate into the ability to lead effectively. It simply suggests a desire to be in a position of authority and have the opportunity to lead others.