ASSESSMENT REPORT

ASSESSEE: GEORGE GRETSAS

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ASSESSMENT REPORT

INTRODUCTION

The MPS assessment reporting system is designed not only to convey the results of assessment, but also, to provide meaningful feedback information which assessees may use to improve their performance as supervisors or managers.

Thus, two primary types of information are included in this report:

- **Scores**: Assessee’s total score on each assessment exercise, including scores on each skill measured in each exercise

- **Developmental Feedback Information**: Feedback about the assessee’s current skill level and behavioral patterns in performing each assessment exercise

Scores for all exercises are provided in the Assessment Summary (see page 4). The *Assessment Summary* is intended to permit a quick review of all results.

Developmental Feedback Information is contained in the separate report sections which follow the Assessment Summary. Each report section contains feedback about the assessee’s current behavioral patterns and skill level. There is one report section for each assessment exercise that was used.

INTERPRETING RESULTS AND FEEDBACK INFORMATION

Detailed guidance to assist in interpreting MPS exercises, scoring and results is also attached to this report in the form of one or more appendices. The appendices which are included will depend upon the particular assessment exercises that were used.

If the General Management In-Basket, Supervisory Simulator, or Customer Service Simulator Tests were used, the interpretive guidance for each will be in a separate appendix. For all other MPS exercises, refer to interpretive guidance entitled: "MPS Simulation and/or Oral Exercises." This guidance deals with MPS exercises such as the Leaderless Group Discussion, Employee Performance Counseling and Management Report & Briefing. The cover page of the appendix lists all of the exercises to which the interpretive guidance applies.

To thoroughly understand the assessment results and feedback information, it will be necessary to review the interpretive guidance that applies to the specific assessment exercise. However, in order to review the Assessment Summary, a brief explanation of the scoring system(s) will suffice.

For the General Management In-Basket, Supervisory Simulator, and Customer Service Simulator, the scores are the assessee's percentile standing relative to the national data base.
of job applicants and/or incumbents who have taken these simulation tests. The total percentile score is not the average of the percentile scores shown for the separate skills that are measured (for further explanation, see interpretive guidance).

For all other MPS simulation tests, scores are assigned on a 7 point rating scale, as follows:

1 = Very Low  
2 = Low  
3 = Below Average  
4 = Average  
5 = Above Average  
6 = High  
7 = Very High

Half-point intervals may also be used (i.e., a score of 3.5 might be assigned). The total score is the sum of the scores obtained on the separate skills measured in the exercise.

The following illustrates how scores are reported in the Assessment Summary:

GENERAL MANAGEMENT IN-BASKET

GMIB Factors
- Leadership Style & Practices 82.5%  
- Handling Priorities & Sensitive Situations 33.4%  
- Managing Conflict 57.4%  
- Organizational Practices/Management Control 77.5%  
- PERCENTILE STANDING (Total Score) 68.3%

LEADERLESS GROUP DISCUSSION

Assessment Dimensions
- Leadership 1.0  
- Oral Communications 3.5  
- Problem Analysis/Decision Making 5.0  
- TOTAL 9.5

In the above example the assessee’s General Management In-Basket total score percentile standing is 68.3%. The assessee scored highest in Leadership Style and Practices (82.5%) and lowest in Handling Priorities & Sensitive Situations (33.4%).

In the Leaderless Group Discussion exercise, the assessee’s lowest score was in leadership (rating = 1.0; "Very Low") and the highest score was in oral communications (rating = 5; "Above Average"). The total score for the exercise was 9.5, which is the sum of the scores assigned on the three skills that were measured.
Following the Assessment Summary are report sections which address each assessment exercise (i.e., each simulation test) that was used in the assessment process. The results for each assessment exercise include the scores obtained as well as feedback information about the assessees’s current behavioral patterns with regard to each skill needed to perform the assessment exercise.

The information in the separate report sections should be used by assessees to develop an understanding of their current behavioral patterns and developmental needs, and to formulate specific improvement objectives.

Remember -- it is necessary to review the appropriate interpretive guidance for each exercise in order to properly understand the information contained in each report section.

**SUMMARY OF STEPS TO FOLLOW**

1. Review the Assessment Summary.
2. Review interpretive guidance contained in appendices.
3. Review each report section (i.e., results for each exercise).
4. Formulate improvement objectives, typically in conjunction with the Human Resources or Personnel Department.
### ASSESSMENT SUMMARY

**ASSESSEE: GEORGE GRETSAS**

<table>
<thead>
<tr>
<th>ASSESSMENT EXERCISE</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL MANAGEMENT IN-BASKET</strong></td>
<td></td>
</tr>
<tr>
<td>GMIB Factors</td>
<td></td>
</tr>
<tr>
<td>• Leadership Style &amp; Practices</td>
<td>36.7%</td>
</tr>
<tr>
<td>• Handling Priorities &amp; Sensitive Situations</td>
<td>24.0%</td>
</tr>
<tr>
<td>• Managing Conflict</td>
<td>51.0%</td>
</tr>
<tr>
<td>• Organizational Practices/Management Control</td>
<td>30.0%</td>
</tr>
<tr>
<td>• PERCENTILE STANDING (Total Score)</td>
<td>33.5%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>LEADERLESS GROUP DISCUSSION</th>
<th></th>
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<tr>
<td>Assessment Dimensions</td>
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<tr>
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<tr>
<td>• Problem Analysis/Decision Making</td>
<td></td>
</tr>
<tr>
<td>• TOTAL</td>
<td>11.0</td>
</tr>
</tbody>
</table>

"BELOW AVERAGE" — Lower score than 66.5% of all the people who have ever taken the test.

- Below Average 3.0
- Above Average 5.0
- Below Average 3.0
GENERAL MANAGEMENT IN-BASKET

FEEDBACK REPORT

ASSESSSEE: GEORGE GRETSAS

See Appendix A for Interpretive Guidance
INTERPRETING THE GMIB SCORE PROFILE

* Percentile standings are in relation to the GMIB data base consisting of professional staff, supervisors and managers.

* Category Rankings based on total score: Very High; High; Above Average; Average; Below Average; Low; Very Low

GMIB SUCCESS FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>Factor 1</td>
<td>Leadership Style and Practices</td>
</tr>
<tr>
<td>Factor 2</td>
<td>Handling Priorities/Sensitive Situations</td>
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<td>Factor 3</td>
<td>Managing Conflict</td>
</tr>
<tr>
<td>Factor 4</td>
<td>Organizational Practices/Management Control</td>
</tr>
</tbody>
</table>

PERCENTILE STANDING RE GMIB DATA BASE

- Rejected candidate Kolb scored 90% — "High"
- Rejected candidate West scored 78% — "Above Average"
- Dropout candidate Hoover scored 59% — "Average"
- Gretsas scored 33.5% — "Below Average"

ASSESSEE'S TOTAL SCORE CATEGORY: BELOW AVERAGE
This assessees current supervisory skill level is in the BELOW AVERAGE range. This assessees scored at the 33.5 percentile, meaning that this assessees scored equal to or higher than 33.5% of those previously taking the GMIB. This assessees fully attempted 8 of the in-basket items and received partial or full credit on 8 items.

GMIB SUCCESS FACTORS

LEADERSHIP STYLE AND PRACTICES: SUCCESS FACTOR #1

Leadership Style and Practices pertains to the ability to motivate others using effective human relations principles; to lead rather than rule, guiding and motivating others to develop a team approach that contributes to employee morale and overall effectiveness; to be proactive in situations in which subordinates need direction but to do so in a manner that motivates employees to meet expectations; to be assertive in situations in which subordinates are engaging in practices that could lead to lowered employee morale and take appropriate action in guiding and developing such subordinates for their own individual improvement as well as the improvement of the work group as a whole; to deal effectively with subordinates with regard to new ideas and programs that they may suggest.

SIX GMIB items are used to score this factor, but a maximum of FIVE skill descriptions may appear in this report section. This assessees fully attempted 3 items related to this factor.

The following are the major characteristics of this assessees current skill level and managerial style on this factor:

- **SKILL DESCRIPTION:** Demonstrates average skill in handling situations involving subordinates who are demonstrating confusion or difficulty in meeting their responsibilities or in attaining specific objectives within their general sphere of responsibility; recognizes where subordinates are in need of guidance and projects a helpful attitude; however, demonstrates a tendency to focus on dealing with the employee’s immediate problems and does not appear to take the employee’s developmental needs into account in formulating a course of action; as a result, leadership style in such situations does not tend to promote the employee’s professional growth and development.
• **SKILL DESCRIPTION:** Demonstrates an excellent understanding of participative management principles and practices in decision making situations; "leads" as opposed to "ruling," thereby increasing the likelihood that subordinates will be more cooperative and committed to achieving organizational goals; also demonstrates excellent insight into underlying principles of employee motivation and correctly identifies situations in which subordinates should be involved in order to motivate them and improve the quality of work results; understands "why" their involvement in certain situations contributes toward increased group cohesiveness and commitment; also demonstrates excellent insight into the interpersonal elements of decision making situations as opposed to focusing only on the obvious "work-related" or "production" aspects of work unit operations; very importantly, also demonstrates the ability to effectively apply these concepts to practical situations involving both the work group and individual subordinates.

**HANDLING PRIORITIES AND SENSITIVE SITUATIONS:** SUCCESS FACTOR #2

Handling Priorities and Sensitive Situations pertains to the ability to identify priority situations or problems and to plan and organize time to insure that such matters are fully addressed; to plan all necessary actions and appropriately delegate responsibilities and/or guide personnel as necessary to insure that priority objectives are met; to identify the interpersonal as well as practical problems associated with responding to or dealing with personnel external to the organization and to plan and formulate a course of action that is appropriate and responsive to the specific demands of the situation, including concerns for efficiency, public relations or sensitive interpersonal issues that could affect the outcome.

**FOUR GMIB items** are used to score this factor and there are a maximum of **FOUR** skill descriptions that may appear in this report section. This assesse fully attempted **3** items related to this factor.

The following are the major characteristics of this assesse’s current skill level and managerial style on this factor:

- **SKILL DESCRIPTION:** Demonstrates a need for greater insight into, and understanding of, how to handle situations which are obviously important and sensitive from a public relations perspective and which possess the potential for negative organizational outcomes if not skillfully handled; does not formulate a plan of action that effectively takes into account key organizational efficiency and/or public relations issues in such situations; apparently as a result, demonstrates a tendency to implement a plan of action which may prove ineffective and which may well be perceived as nonresponsive from a public relations perspective.
SKILL DESCRIPTION: Demonstrates a need for greater insight into, and understanding of, how to effectively handle situations that require a high degree of interpersonal skill and planning; demonstrates a desire to be responsive to the obvious work-related aspects of such situations, and to take corrective action where this is very important, but either does not tend to perceive or does not effectively deal with the interpersonal elements of these situations - in instances where devising a strategy to address the interpersonal problems may be just as important to a successful outcome as correcting the obvious work-related problems.

SKILL DESCRIPTION: Demonstrates average understanding of methods for accomplishing critical organizational objectives that should not or cannot be accomplished through own efforts; identifies the need for control of delegated assignments in critical situations; however, tends to engage in some assumptions which may or may not hold true; does not tend to use proper delegation techniques and/or implements a plan that is unlikely to achieve an appropriate degree of control.

MANAGING CONFLICT: SUCCESS FACTOR #3

Managing Conflict pertains to the ability to identify situations in which conflict is either apparent, disguised, or likely to develop, and to effectively manage these situations; to identify underlying subordinate motivations and/or the subtle interpersonal elements of situations and take these issues into account in formulating a course of action with regard to "surface" issues raised or requests made by subordinates; to identify underlying competitiveness among subordinates and to deal with it in a productive and efficient way, managing it for the good of the organization rather than being managed by it; to understand the interpersonal elements of dealing with other segments of the organization and use methods that achieve cooperation rather than underlying resistance and conflict.

SIX GMIB items are used to score this factor, but a maximum of FIVE skill descriptions may appear in this report section. This assessee fully attempted 3 items related to this factor.

The following are the major characteristics of this assessee’s current skill level and managerial style on this factor:

SKILL DESCRIPTION: Demonstrates above average skill in dealing with overt organizational conflict; demonstrates an understanding of the role of conflict in organizations as well as appropriate techniques for managing it productively to avoid negative organizational consequences; improvement could result, however, by developing a more in-depth understanding of the underlying causes of organizational conflict and how to productively manage it in an ongoing manner.
**SKILL DESCRIPTION:** Demonstrates above average insight and skill in dealing with situations that require an understanding of the subtle interpersonal issues and rivalries that may develop among subordinates and which can lead to low morale, tensions and conflict if not properly managed; identifies situations in which it is improper to be overtly directive and controlling in resolving problems between subordinates; recognizes the importance of adequately defining problems before taking supervisory action; tends to take action which will improve team atmosphere rather than leading to increased conflict or rivalries among subordinates; improvement could result, however, by developing greater insight into the nature of underlying conflict and rivalries among subordinates, methods subordinates may use to involve the supervisor in "power plays" in relating to others, as well as more effective methods for defusing and managing such situations.

**SKILL DESCRIPTION:** Demonstrates average insight and skill in dealing with situations in which employees are experiencing frustrations in meeting their job responsibilities; however, takes actions which appear helpful in the short run and which project interpersonal sensitivity but which increase the likelihood that such problems will continue on a long-term basis; does not demonstrate insight into a plan of action which will be to the long-term benefit of the employee.

**ORGANIZATIONAL PRACTICES/MANAGEMENT CONTROL:** SUCCESS FACTOR #4

Organizational Practices/Management Control pertains to the ability to identify ineffective practices, methods and systems in use or proposed for use by subordinates and to exercise management control, where appropriate, in redirecting, guiding and holding subordinates accountable for meeting their responsibilities and established goals or objectives; to recognize situations in which employees are evading their responsibilities or engaging in ineffective practices and to provide guidance and direction as appropriate to improve performance; to deal effectively with issues related to job classification, organizational structure and employee accountability; to avoid solutions to problems which are appealing in the short run but which have long-term negative consequences for productivity, efficiency, employee accountability for results and/or employee morale.

**FIVE GMIB items are used** to score this factor, but a maximum of **FOUR** skill descriptions may appear in this report section. **This assessee fully attempted 1 items** related to this factor.

The following are the major characteristics of this assessee’s current skill level and managerial style on this factor:

**SKILL DESCRIPTION:** Demonstrates above average skill in identifying inefficient organizational practices and methods of organizing work; demonstrates a willingness to exercise management control in situations where
control is appropriate; improvement could result, however, by developing a higher degree of understanding and skill in formulating efficient work organization methods and in directing and/or guiding subordinates in the use of these methods where appropriate.

ADMINISTRATIVE SPEED/ATTENTION TO PRIORITY MATTERS

- **Administrative Speed:** Processes administrative workload at a below average pace as indicated by fully completing less than an average number of in-basket items.

- **Attention to Priority Matters:** No development needed. Assessee plans and organizes time to insure that all critical problems are fully attempted.
LEADERLESS GROUP DISCUSSION

BEHAVIORAL CHECKLISTS

ASSESSEE: GEORGE GRETSAS

See Appendix B for Interpretive Guidance
INTRODUCTION

The purpose of the LGD exercise is to evaluate group interaction skills which are known to be critical to success in supervisory/managerial positions. The LGD provides an opportunity to directly observe how individuals relate to one another when placed in a group setting that requires the participants to analyze and solve problems.

FACTORS MEASURED

The three dimensions or factors measured in the Leaderless Group Discussion exercise are:

1. **Leadership**: Effectiveness in getting others to accept ideas and suggestions, and in guiding others to accomplish a task or arrive at a solution to a problem; assertive at appropriate times; seeks responsibility of leadership role.

2. **Oral Communications**: The ability to express ideas clearly, concisely, and effectively in oral form; to listen to others attentively and with comprehension; to give appropriate non-verbal messages and to interpret such messages when given by others.

3. **Problem Analysis/Decision Making**: Skill in identifying and analyzing problems and developing logical solutions; identifies logical causes of problems, develops alternative solutions, and makes decisions in a logical manner.

BEHAVIORAL CHECKLISTS

The behavioral checklists which follow describe the assessee’s performance on each dimension measured in the assessment exercise.

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**LEADERLESS GROUP DISCUSSION EXERCISE**

**ASSEESSEE: GEORGE GRETSAS**

**TOTAL EXERCISE SCORE: 11.0**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
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<tr>
<td>Leadership</td>
<td>3.0</td>
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<tr>
<td>Oral Communications</td>
<td>5.0</td>
</tr>
<tr>
<td>Problem Analysis/Decision Making</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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Checklists not available due to copyright restrictions.

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