

# PXT Select™

## Comprehensive Selection Report

**Emily Fideler**

**CONFIDENTIAL**

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# INTRODUCTION

This report is intended to help you choose the candidate(s) who may be the best fit for the position of **Sales Support - Sales General**. The Performance Model for this position reflects the attributes typical of high performers in this position. **Emily Fideler's** personalized information will be compared to the Performance Model, giving you a detailed understanding of how well-suited she may be to this role.

## What's in this report?

<p><b>RESULTS SUMMARY</b> Candidate's results from the assessment compared to the Performance Model</p>	<p><b>PERFORMANCE MODEL</b> Range of scores typical for success in the position, with scale and job fit interpretation</p>	<p><b>INTERVIEW QUESTIONS</b> Series of personalized questions based on the candidate's fit to the Performance Model</p>
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## What is a Performance Model?

The Performance Model for Sales Support - Sales General provides the recommended range of skills and behaviors for the job. This report compares Emily Fideler's assessment results to the range of scores to show how well she might fit the position. The Performance Model includes:

### THINKING STYLE

- Thinking Style is the ability to process information.
- It includes problem-solving, communication, interaction, and learning skills.
- Results are illustrated on scales ranging from 1 to 10.
- A higher score is not necessarily the best indicator of on-the-job performance.

### BEHAVIORAL TRAITS

- Behavioral Traits are commonly observed actions that help define who someone is.
- Each scale is defined by two opposing, but equally valuable, end points.
- One side of the continuum is not better than the other.

### INTERESTS

- This section may indicate a person's motivation and potential satisfaction with various jobs.
- These are ranked in order from the person's highest- to lowest-scoring interest.

## Distortion was not detected in this report. What does that mean?

Some candidates may answer in a way that is socially desirable or to make themselves look better, rather than respond candidly and risk disapproval. Based on her assessment results, it appears that **Emily answered candidly**.



# PERFORMANCE MODEL

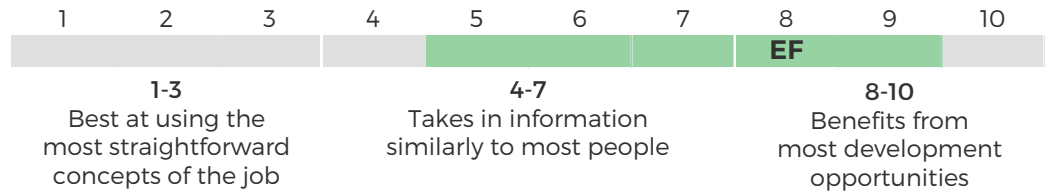
## For Sales Support - Sales General

The highlighted boxes represent the **Sales Support - Sales General** Performance Model, reflecting the specific requirements for this position. Emily's placement is labeled with her initials.

### THINKING STYLE

#### Composite Score

A reflection of overall learning, reasoning, and problem-solving potential

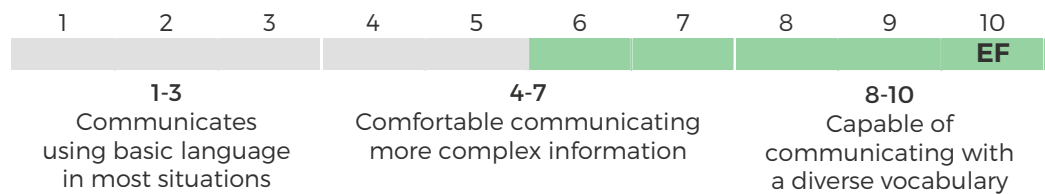


**Ideal Candidate:** Assimilates information with minimal confusion and can handle more complex information processing.

**Emily: Fits the Performance Model.**

#### Verbal Skill

A measure of vocabulary

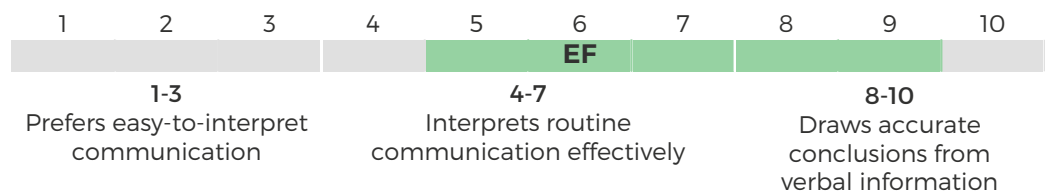


**Ideal Candidate:** Communicates with a wide vocabulary in a variety of settings and can understand sophisticated language.

**Emily: Fits the Performance Model.**

#### Verbal Reasoning

Using words for reasoning and problem solving

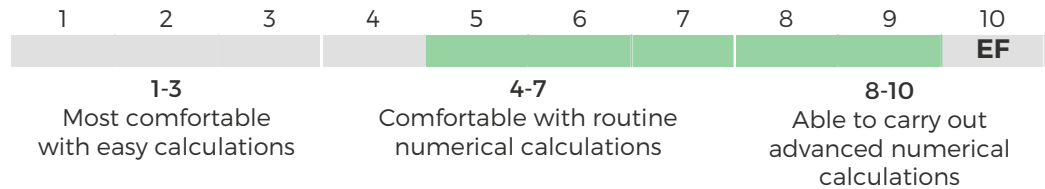


**Ideal Candidate:** Capable of analyzing and understanding the nuances contained in complex communication.

**Emily: Fits the Performance Model.**

### Numerical Ability

A measure of numerical calculation ability

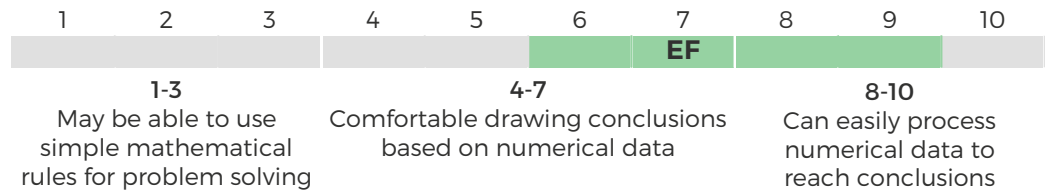


**Ideal Candidate:** Proficient with basic numerical equations and is fairly comfortable with complex calculations.

**Emily:** Likely more proficient than the position requires in the computation of data and might not feel sufficiently challenged in this area.

### Numeric Reasoning

Using numbers as a basis in reasoning and problem solving



**Ideal Candidate:** Very capable of analyzing even the most complex numerical data and arriving at accurate and sophisticated conclusions as a result.

**Emily:** Fits the Performance Model.

## BEHAVIORAL TRAITS

### Pace

Overall rate of task completion



**Ideal Candidate:** Very active and results-driven with the ability to juggle the demands of several tasks at once.

**Emily:** Tends to work very steadily and may have trouble keeping up with the quick pace of this position.

### Assertiveness

Expression of opinions and need for control



**Ideal Candidate:** Enjoys influencing others but is still willing to follow direction from someone else when necessary.

**Emily:** Fits the Performance Model.

### Sociability

Desire for interaction with others



**Ideal Candidate:** Strongly motivated by the chance to work with others, actively seeking out opportunities for teamwork.

**Emily:** Probably prefers a little less interaction with others than is typically required for success in this position.

### Conformity

Attitude on policies and supervision



**Ideal Candidate:** Effective without direct management, yet welcomes some structure and supervision as needed.

**Emily:** Fits the Performance Model.

### Outlook

Anticipation of outcomes and motives

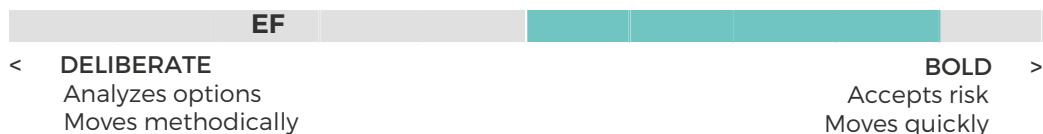


**Ideal Candidate:** Tends to be vigilant and on the lookout for potential problems.

**Emily:** Tends to be more trusting and less skeptical than others who have been successful in this position.

### Decisiveness

Use of speed and caution to make decisions



**Ideal Candidate:** Is comfortable making quick decisions, even when limited information is available.

**Emily:** May require additional time or appear indecisive when making decisions.

### Accommodation

Inclination to tend to others' needs and ideas



**Ideal Candidate:** Works best when encouraged to persistently pursue objectives and freely defend opinions.

**Emily:** Tends to be hesitant to challenge the opinions of others, which could be problematic in this position.

### Independence

Level of preference for instruction and guidance



**Ideal Candidate:** Moderately independent yet can accept necessary guidance and instruction.

**Emily:** May seek more guidance and instruction from others than is typical for best performance in this position.

### Judgment

Basis for forming opinions and making decisions



**Ideal Candidate:** Relies on intuition and experience to strategize solutions and make decisions.

**Emily:** Could dismiss relevant experiential information at times.

## INTERESTS

The assessment measures six possible Interests, which appear below from Emily's highest- to lowest-scoring interest. The **top three Interests for the Performance Model** are noted. Two-way and three-way ties are indicated if present.

This list of interests is obviously not exhaustive, and because interests are often something that can be satisfied outside of work, they make up only 20% of the candidate's overall job fit score (Thinking and Behavioral each make up 40% of the overall score). Still, a person's interests can sometimes provide insight into how easily motivated he or she will be concerning different tasks, and how much enjoyment he or she may find in a particular role.

### EMILY'S ORDER OF INTERESTS

- Ordered from her highest- to lowest-scoring interest
- Sales Support - Sales General Performance Model Interests are indicated
- Ties are indicated if present

#### **Enterprising** [PERFORMANCE MODEL INTEREST]

An Enterprising interest suggests the enjoyment of leadership, presenting ideas, and persuading others. Individuals with this interest may desire responsibility and exercise initiative, ambition, and resourcefulness.

TIED

#### **Creative** [PERFORMANCE MODEL INTEREST]

A Creative interest suggests the enjoyment of imaginative and artistic activities. It often involves personal expression, emphasis on aesthetics, and novel ways of solving problems, producing ideas, and designing new things.

#### **People Service** [PERFORMANCE MODEL INTEREST]

A People Service interest suggests the enjoyment of collaboration, compromise, and helping others. It may indicate a strong sense of empathy and support and a knack for bringing people together.

#### **Technical**

A Technical interest suggests the enjoyment of learning technical material, interpreting complex information, and solving abstract problems. Individuals with this interest may enjoy working with numbers, data, and/or computer programs.

TIED

#### **Financial/Admin**

A Financial/Admin interest suggests the enjoyment of working with numbers, organizing information, and office routines such as record-keeping and completing paperwork. It could indicate an eye for detail and a desire for accuracy.

#### **Mechanical**

A Mechanical interest suggests the enjoyment of building and repairing things and working with machinery or tools. Individuals with this interest may like tasks that involve using their hands, being outdoors, and/or breaking a sweat.



# INTERVIEW QUESTIONS

## Emily Fideler & Sales Support - Sales General

### CHALLENGE AREAS FOR THIS JOB FIT

Below you will find what could be Emily's top challenge areas for this position. The selection is based on how Emily scored on the assessment compared to the specific requirements for Sales Support - Sales General.

#### Outlook

#### MORE TRUSTING THAN PERFORMANCE MODEL

She tends to be very optimistic and accepting.

➔ Listen for: whether she thinks critically about others' ideas, rather than accepting them too readily.

1. Describe a situation where you were asked to critique someone else's work. How did you feel about this task, and what was the outcome?
2. Tell me about a time when you were skeptical about a decision that had been made. How did you voice your concern to your colleagues?

#### Pace

#### MORE STEADY THAN PERFORMANCE MODEL

She tends to be very patient and good with routine.

➔ Listen for: how she uses different strategies for negotiating workload, due dates, and resources.

3. Tell me about a time when you had a lot of work and additional assignments just kept coming. How did you handle the workload?
4. Describe the last time you worked on an assignment that demanded a lot of initiative and self-motivation. What was challenging and what did you enjoy about this experience?

#### Decisiveness

#### MORE DELIBERATE THAN PERFORMANCE MODEL

She tends to carefully analyze situations in order to make informed decisions.

➔ Listen for: her ability to make decisions more quickly when circumstances warrant it.

5. Describe a time when you waited too long to make a decision. What were the consequences? What would you do differently?
6. Would you describe your decision-making style as bold or cautious? Give an example of when it would have been better to take the opposite approach.

## AREAS OF STRENGTH FOR THIS JOB FIT

Next you will find what could be Emily's top areas of strength for this position. The selection is based on how Emily scored on the assessment compared to the specific requirements for Sales Support - Sales General.

### Assertiveness

#### FITS PERFORMANCE MODEL

She tends to be fairly comfortable sticking up for her opinions and needs.

☞ Listen for: how successfully she determines when to push forward and when to refrain from action.

7. Describe a recent experience where you had to be assertive with a colleague. How did you determine how much you needed to push to get what you needed?
8. When you work with someone who is highly forceful or demanding, what approach do you take to maintain an effective working relationship with this person?

### Verbal Reasoning

#### FITS PERFORMANCE MODEL

She is able to analyze more complex verbal information.

☞ Listen for: how she assesses and applies information for different settings, tasks, and people.

9. Describe a situation in which you received instructions that seemed to lack key steps or were incomplete. What did you do to fix the situation and make sure that you were completing the task correctly?
10. Tell me about a time when you discovered there had been a miscommunication. How did you figure out there was a problem, and what did you do to resolve the issue?

### Numeric Reasoning

#### FITS PERFORMANCE MODEL

She is reasonably efficient using numerical data in decision making.

☞ Listen for: the complexity of the numerical problem-solving techniques used and how readily she can explain the details of those techniques.

11. Describe a situation where there were changes to the way you had to work with or report data. What did you do to make the adjustment and to ensure accuracy?
12. Tell me about a time when you used numerical data to find a solution to a problem or convince others to change the way they were doing things.

## QUESTIONS FOR REMAINING SCALES

You will find suggested interview questions for the remaining scales below.

<b>Verbal Skill</b>	<b>FITS PERFORMANCE MODEL</b>
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She communicates at a high level and can easily understand complex instructions.

➔ **Listen for: how she connects with others who have different levels of verbal skill.**

13. How do you decide when it's appropriate to use advanced, technical, or specific language instead of communicating more casually or simply?
14. What do you do to ensure that your written reports, emails, or other communications are correct, clear, and easy for your audience to understand?

<b>Numerical Ability</b>	<b>ABOVE PERFORMANCE MODEL</b>
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She can perform complex calculations on a regular basis.

➔ **Listen for: how successfully she adjusts her approach with people who have different levels of numerical skill.**

15. What approach has been most successful for you when you've had to explain the numbers behind an estimate or a data-based decision?
16. Have you had any experiences where you've needed to help others understand how to complete a numerical task? If so, how did you go about it?

<b>Sociability</b>	<b>MORE RESERVED THAN PERFORMANCE MODEL</b>
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She tends to be fairly extraverted and people-oriented.

➔ **Look for: how willing she is to socialize when a task calls for it.**

17. What are some practices you've used to develop and maintain strong workplace relationships?
18. Tell me about a work situation that required you to be very outgoing. What was challenging and what did you enjoy about this experience?

**Conformity****FITS PERFORMANCE MODEL**

She tends to be cooperative and usually works within the rules.

☞ **Listen for: whether she recognizes when to push back and when to comply, given the situation.**

19. Tell me about a time when your supervisor made a decision and you disagreed with it. How would colleagues describe your reaction to the situation?
20. Describe a situation where you had to push repeatedly for your opinion. Would you handle the situation differently today? Why or why not?

**Accommodation****MORE AGREEABLE THAN PERFORMANCE MODEL**

She tends to be fairly agreeable and willing to go along with the group.

☞ **Listen for: whether she is willing to engage in difficult situations or conflict when the situation calls for it.**

21. Tell me about a time when another person really tried your patience. Specifically, talk about a time when you were angry or frustrated.
22. Describe a time when you acted as a mediator between two of your team members. What was the outcome?

**Independence****MORE RELIANT THAN PERFORMANCE MODEL**

She tends to seek support and easily accepts supervision.

☞ **Listen for: whether she seems uncomfortable or frustrated with undefined or unstructured assignments.**

23. Tell me about a time when you had to make a decision or bend the rules to keep your work moving forward. What did you take away from the experience?
24. What type of information do you like to have before you begin a new assignment? What do you do if you feel you haven't received enough guidance?

**Judgment****MORE FACTUAL THAN PERFORMANCE MODEL**

She tends to balance objective information and her instincts to make decisions.

☞ **Listen for: her ability to make decisions given available information, even if it is incomplete or unclear.**

25. In your experience, what are the benefits of basing decisions on facts alone? When might this approach be problematic?
26. If you need to make a decision without as much factual information or hard evidence as you'd like, how do you proceed?