Management Dilemmas™
Assessment Report For
Ann Example

Date of assessment: 24 Sep 2010
Comparison group: Norm 1 - Managers (all levels)
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1 Information about this Report

This report describes how Ann Example performed in completing Management Dilemmas. Management Dilemmas measures an individual’s judgement and decision-making skills in relation to typical managerial situations.

The situations presented in Management Dilemmas relate to four competency areas, identified through research as being important for performing in a managerial role. Each competency area is broken down further into two elements.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Element</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Others</td>
<td>Motivating Others</td>
<td>Making the Right Call</td>
</tr>
<tr>
<td>Planning and Coordinating</td>
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<td>Managing Performance</td>
<td>Delivering Results</td>
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<td>Managing Relationships</td>
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<td>Handling Difficult Situations</td>
</tr>
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</table>

In the Management Dilemmas test, Ann Example was required to rate the effectiveness of different actions that could be taken in response to the situations presented. Her ratings are scored by comparing them to the consensus of a sample of experienced senior managers.

Management Dilemmas measures whether an individual can recognise how effective different actions are likely to be in response to a situation. It does not assess whether an individual would actually demonstrate those effective behaviours in practice, so please take this into consideration when reading this report. However, research has demonstrated that tests such as this measuring situational judgement can be useful predictors of performance at work.

If Ann Example took Management Dilemmas in unsupervised conditions, her identity has not been verified by an administrator when she took the test. To verify her level of capability in relation to the competencies assessed by Management Dilemmas, supervised methods of competency assessment should be used, such as simulation exercises and/or a competency-based interview.

Please remember that performance on Management Dilemmas is not fixed, and an individual’s scores may change over time with practice, experience and training. In practice, the results from this test are likely to be valid for up to 12 months.

Use of Management Dilemmas is restricted only to registered individuals who have demonstrated the required level of competence to apply the test and interpret the results from it.
2 Score Profile

The results for Management Dilemmas are presented as Percentile Scores. The Percentile Scores indicate the percentage of the comparison group that Ann Example scored higher than. If required, the equivalent T scores and Sten scores are provided as an Appendix to this report.

The Managerial Judgement score indicates the overall level of performance achieved by Ann Example in responding to the situations in the test. The competency scores are provided for additional interpretation about her test performance. The competency scores can indicate relative strengths or potential areas for development in terms of judgement and decision-making. The competency scores should be used with caution and interpreted in the context of the Managerial Judgement score.

Completion time: 30 minutes, 43 seconds

Comparison group: Norm 1 - Managers (all levels)
3 Interpretation Guidance

This section provides detailed interpretation of the Management Dilemmas scores obtained by Ann Example. A broad guideline about how to interpret her percentile scores is shown in the table below. This table shows five bands of percentile scores and a performance description for each band.

<table>
<thead>
<tr>
<th>Percentile Band</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-99</td>
<td>Well above average</td>
</tr>
<tr>
<td>71-90</td>
<td>Above average</td>
</tr>
<tr>
<td>50-70</td>
<td>Average</td>
</tr>
<tr>
<td>10-29</td>
<td>Below average</td>
</tr>
<tr>
<td>1-9</td>
<td>Well below average</td>
</tr>
</tbody>
</table>

The competency scores are each broken down into two elements for detailed interpretation. This can provide an indication of possible areas of strength or opportunities for development.

Managerial Judgement

This is the overall level of managerial judgement demonstrated by the participant when completing Management Dilemmas. The score reflects the quality of her judgement and decision-making across all of the scenarios presented in the test.

Ann Example achieved an overall Managerial Judgement score that was higher than 69% of the comparison group. Overall, her performance was in the average range when judging the effectiveness of actions across all of the situations presented in the test.

Based on this score, Ann Example demonstrated reasonable judgement in identifying how appropriate different actions are likely to be in managerial situations. Her judgements about the effectiveness of actions were similar to the consensus of experienced senior managers on several occasions. This suggests that Ann is generally aware of the impact that different actions are likely to have in managerial situations, but there may be some scope for improvement in specific areas. The competency scores may highlight some specific areas of strength to build on and opportunities for development for Ann to consider in relation to her managerial judgement.
Leading Others

This competency relates to situations where the participant is required to motivate others in challenging circumstances and deal with difficult decisions appropriately.

Ann Example achieved a score for this competency that was higher than 95% of the comparison group. Her performance was well above average when judging the effectiveness of actions in scenarios that required her to focus on leading others.

This means that Ann demonstrated very sound judgement in the scenarios relating to this competency area. Her performance on this competency can be broken down further into the two elements shown below.

Element 1: Motivating Others

One aspect of leading others is how a manager motivates his or her team. This element relates to situations where the participant is required to show appreciation for others’ work and encourage others to contribute to the direction of the team and organisation.

Ann’s responses to these scenarios suggest that this is an area of strength for her, which she could capitalise on in her work. When her team is faced with challenging circumstances, it is likely that Ann will be a good judge of when it is appropriate to show her appreciation for team-members’ efforts, and when to involve them in the direction of the team.

Element 2: Making the Right Call

Leading others is also about making the right choices when faced with tough or controversial decisions. This second element relates to situations that require the participant to take ownership of difficult decisions, demonstrating sound judgement and involving others where appropriate.

The responses by Ann to these scenarios indicate that she is highly effective in this area. When Ann is required to deal with a tough decision, it is likely that she will be a good judge of when it is appropriate to take personal responsibility for the decision, when to escalate it upwards and when to bring others into the decision-making.
Planning and Coordinating

This competency relates to situations where the participant is required to organise and prioritise work activities, and coordinate the resources to deliver them effectively.

Ann Example achieved a score for this competency that was higher than 50% of the comparison group. Her performance was in the average range when judging the effectiveness of actions in scenarios that required her to focus on planning and coordinating.

This means that Ann demonstrated reasonable judgement in the scenarios relating to this competency area. Her performance on this competency can be broken down further into the two elements shown below.

Element 1: Making Plans

When starting projects, it is important to put in place sufficient plans to ensure they will be successful. This element of planning and coordinating relates to situations which involve defining project requirements and planning the tasks, responsibilities and contingencies involved.

Based on Ann’s responses, this appears to be an area where she could improve her judgement and decision making. When planning projects, she should keep in mind the importance of clearly establishing the requirements of the project, what tasks are involved and any interdependencies, who will complete them and potential risks.

Element 2: Organising Work

Organising priorities and resources are also important skills in planning and coordinating. The scenarios for this element relate to establishing task priorities accurately and coordinating the required resources so that objectives are met.

Ann’s responses suggest that she is generally competent at dealing with these types of situations. When making decisions around prioritising and overcoming resourcing challenges, it is likely that she will usually identify suitable actions that will help to set priorities and make use of the resources available.
Managing Performance

This competency relates to situations where the participant is required to manage others to achieve results and brings the best out of people working for them.

Ann Example achieved a score for this competency that was higher than 27% of the comparison group. Her performance was below average when judging the effectiveness of actions in scenarios that required her to focus on managing performance.

Ann’s responses to the scenarios relating to this competency indicate that there is scope for improvement in this area. Her performance on this competency can be broken down further into the two elements shown below.

### Element 1: Delivering Results

One part of managing performance is helping team members to deliver results. This element focuses on situations that require participants to guide others to meet objectives and deliver to required standards, as well as overcoming obstacles to achieving results.

Based on Ann’s responses, she demonstrated good judgement in this area. When faced with situations that require her to help individuals and teams to deliver results, it is likely that Ann will recognise how best to set expectations and overcome obstacles.

### Element 2: Improving Performance

A second element of managing performance is about taking steps to improve performance of individuals and the team. This element relates to situations where the participant is required to coach others to improve performance and deal with underperformance from others in a timely and effective way.

Ann’s responses to the scenarios about this indicate that this could be an area of development for her. It may be useful for Ann to put more consideration into how she approaches improving others’ performance. It is important to confront underperformance in a timely way, provide constructive feedback and development opportunities, and set clear expectations for performance standards.
Managing Relationships

This competency relates to situations where the participant is required to manage interpersonal relationships with colleagues, stakeholders and direct reports, cooperating with others and addressing ‘people issues’ in an appropriate way.

Ann Example achieved a score for this competency that was higher than 69% of the comparison group. Her performance was in the average range when judging the effectiveness of actions in scenarios that required her to focus on managing relationships.

This means that Ann demonstrated reasonable judgement in the scenarios relating to this competency area. Her performance on this competency can be broken down further into the two elements shown below.

Element 1: Working with Others

It is important for managers to build and maintain effective working relationships with others at all levels. This element relates to situations where the participant is required to relate effectively to colleagues, stakeholders and direct reports, and take account of others’ opinions and concerns.

The responses given by Ann suggest that she is quite effective in this area. When dealing with others, it is likely that Ann will usually identify a suitable approach to relate to them and respond to their views.

Element 2: Handling Difficult Situations

At times, managers will be faced with difficult interpersonal situations, where they need to deal with conflict or confidential issues. This second element relates to situations where the participant must resolve sensitive issues, conflict or disagreement in a considered, effective way.

Based on Ann’s responses, she appears to be reasonably aware of the factors to consider in these situations. When dealing with interpersonal conflict or sensitive issues, it is likely that Ann will usually identify suitable actions to take that will help to address them.
4 Appendix: Standardised Scores

Sten Scores and T-Scores are provided for users who are trained to interpret them, as an alternative to Percentile Scores. Alongside this, the Raw Scores from the test are also given.

A Sten Score is a standardised test score presented on a 10-point scale, with a mean of 5.5 and a standard deviation of 2. A T-Score is a standardised test score with a mean of 50 and a standard deviation of 10.

Norm group:  **Norm 1 - Managers (all levels)**

<table>
<thead>
<tr>
<th>Competency Scores</th>
<th>Raw Score</th>
<th>Sten Score</th>
<th>T-Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial Judgement</td>
<td>102</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>Competency Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading Others</td>
<td>27</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Planning and Coordinating</td>
<td>22</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Managing Performance</td>
<td>24</td>
<td>4</td>
<td>44</td>
</tr>
<tr>
<td>Managing Relationships</td>
<td>29</td>
<td>7</td>
<td>55</td>
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</tbody>
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