



Training Workbook

How to Use

The MPA Reports

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Purpose of the Management Potential Assessment (MPA)

The MPA measures the leadership and management potential in applicants and employees. It is intended to be used, in addition to all other job-relevant information, as part of a hiring or promotion decision-making process.

The MPA specifically measures cognitive ability and thinking skills, and fourteen basic personality characteristics that affect job-relevant behavior preferences. The results are presented in five Behavior Clusters to assist in your understanding of the effect that personality-driven behavior preferences have on behavior on the job.

The MPA questionnaires are administered online at an SSL-secured and encrypted web site with guaranteed 24/7/365 access. No confidential information, such as social security number or birth date, is collected.

The results are delivered via email as attachments in portable document format (*.pdf), and can be used in two ways:

- **For hiring and/or promotion decisions** – The MPA Results Report and the Interview Suggestions Booklet provide objective information about job-relevant attitudes and behavior preferences. This information should always be used *in addition* to all other job-relevant information gathered during the hiring or promotion decision process.
- **For development, coaching and mentoring of an employee** – The Coaching Suggestions Guidebook and the HELM Summary provide coaching suggestions, feedback for the person who completed the MPA questionnaires, and constructive, developmental suggestions for performance improvement *that are customized by how the person answered the MPA questionnaires*.

Purpose of the Training Workbook

The purpose of the Training Workbook is to train hiring managers and other users of the MPA in how to use the MPA Results Report during the selection or promotion process.

The MPA Training Workbook presents essential information about the MPA, including what the questionnaires measure, and an explanation of each of the results reports you will receive.

In addition, this Workbook provides information about how to use each report, and how to talk with the employee about the results.

There are review questions at the end of each section of the Workbook. A section at the end of the Workbook contains the correct answers to all the review questions and a referral to the page where you will find the correct answers.

Use the review questions to check your understanding of the material, and as a guide to relevant sections of the Workbook as needed.

Remember, you can call us with questions! Here's our contact information:

(800) 886-4356
information@helmtest.com

1. Introduction to the MPA (MPA)

The MPA measures job-relevant personality preferences (attitudes) and aptitudes.

The MPA is based on these two questionnaires:

1. The General Information Appraisal (GIA)
2. The Helm Preference Inventory (HPI)



KEY POINT: The decision to hire or not to hire a candidate should *never* be based on MPA results alone. Hiring decisions should always be based on everything you know about a candidate's suitability from interviews, work history, references, background checks, drug screening, and other job-relevant sources of information.

Let's look at each of the two questionnaires in more detail:

A. GENERAL INFORMATION APPRAISAL

The **General Information Appraisal** is a measure of practical intelligence. The General Information Appraisal *operationally defines* practical intelligence as an individual's level of general knowledge and thinking skills. Practical intelligence is what people demonstrate in the course of discharging their job's duties and responsibilities.

General Knowledge + Thinking Skills = Practical Intelligence

B. HELM PREFERENCE INVENTORY

The **Helm Preference Inventory (HPI)** measures fourteen personality traits or characteristics. These personality characteristics are called:

- Flexibility
- Energy Level
- Impulse Control
- Sociability
- Friendliness
- Team Orientation
- Assertiveness
- Organization/Structure/Planning
- Big Picture Orientation
- Decision-Making Strategy
- Coachability
- Take-Charge Tendencies
- Emotions and Moods
- Objectivity



KEY POINT: *Don't assume that you understand a characteristic based only on its name.*
The HPI personality characteristics have very specific definitions that will be discussed next.

Understanding Underlying Personality Characteristics

Most of the names of the MPA characteristics are familiar words in common use. However, the definitions of the MPA characteristics are precise and often differ from the daily use of the words. In order to use the MPA reports effectively, it is necessary that you understand how the names of the characteristics are defined.

The closer the rating for any characteristic is to either extreme end of the 10-point scale, the more pronounced, and the less amenable to modification, is the behavior associated with those extreme ratings.

These fifteen characteristics are the underlying basis of the MPA reports and contribute to one or more of five Behavior Clusters. A more detailed explanation of the Behavior Clusters is in Section 1.B on page 9. The chart at the end of this section (page 11) shows the fifteen underlying characteristics in the left hand column, and then shows the Behavior Cluster or Clusters to which each one most significantly contributes.

1. “Intelligence”

This characteristic is defined as a measure of an individual's level of general knowledge and thinking skills. It is taken from the results of the General Information Appraisal and provides a good general evaluation of a person's working

intelligence – that is, the person's ability to deal with complexity, learn new tasks, and “catch on” quickly.

People with high ratings on this scale require regular challenge and may become bored if the job does not provide it. People with low ratings

on this scale may think and learn more slowly. **CAUTION:** a person may obtain a low rating on this characteristic for other reasons, such as fatigue, test anxiety, illness, testing offsite, or other distractions.

2. “Flexibility”

This characteristic is defined as a reading on how comfortable the person is dealing with change. It is not an indication of whether or not the person *can* deal with change, but whether the person sees change as a negative interruption, or as an opportunity to learn and grow.

People with high ratings on this characteristic thrive on a steady diet of change, and may value change for its own sake. People with low ratings on this characteristic may resist change and be somewhat rigid and inflexible at adapting to new policies and procedures.

3. “Energy Level”

This characteristic is defined as the person’s physical stamina and the work pace with which the person is most comfortable.

High energy level people tend to walk fast, talk fast, and work fast. Low energy level people move more slowly, conserving their energy, and may visibly tire toward the end of the day.

4. “Impulse Control”

This characteristic is defined as the ability of a person to restrain his or her impulses, to stop and think things through before speaking or taking action.

People with strong Impulse Control do not tend to make impulsive decisions; they usually speak in measured, carefully thought-out sentences. People with low Impulse Control tend to be

impulsive. If a thought comes to mind, it is likely to come out of their mouths.

5. “Sociability”

This characteristic gives us an idea about how comfortable a person feels dealing with people. People with high ratings are extroverts – that is, they are *energized* by contact with people and will become uneasy if deprived of it.

People with low ratings on this characteristic tend to be introverts – that is, they are more *energized* by doing things alone, and are more likely to feel it drains them of energy to deal with people, *even if they have developed good social skills*.

6. “Friendliness”

This characteristic is defined as a person’s willingness to work at being pleasant to others, even when he or she doesn’t feel like it.

People with high ratings on this characteristic feel it is important to give others the benefit of the doubt, perhaps without regard to other considerations that may be important. People with low ratings can seem rude or inconsiderate.

7. “Team Orientation”

This characteristic is defined as the person’s willingness to trust and accept others.

People with high ratings on this characteristic may at times be too trusting, perhaps even gullible.

People with low ratings may have difficulty trusting others (both people and organizations) to do their part, and if they are in a management or supervisory role they may have difficulty delegating tasks. A person with a low rating on this characteristic may be more comfortable as an individual contributor than as a team player.

8. “Assertiveness”

This characteristic is defined as a person’s willingness to deal directly with difficult issues, with conflict, and with confrontation.

High ratings on this characteristic indicate a person who, intentionally or unintentionally, can come across as overbearing, pushy, or confrontational (particularly if his or her rating on Friendliness is “4” or below.)

Low ratings on assertiveness may indicate a person who has difficulty dealing with conflict and confrontation unless required to do so and who may, as a result, avoid them if possible. People with very low ratings tend to have difficulty asking questions or engaging in difficult conversations.

9. “Organization/Structure/Planning”

This characteristic is defined as either a preference for organizing, structuring and planning one’s work (people with high ratings) or for thoroughly understanding one’s work (people with low ratings.)

People with a strong preference for organizing, structuring and planning like to make lists, keep appointment books, and organize a task before they begin it.

People with a strong preference for understanding, on the other hand, may resist the structure of agendas and keeping notes, but place great emphasis on understanding the purpose and structure of a task.

10. “Big Picture Orientation”

This characteristic is defined as either a preference for understanding their work by *first* looking at the big picture (people with high ratings), or by *first* looking at specific facts and details (people with low ratings.)

People with a rating above the middle of the scale like to fit a problem into its overall context before trying to solve it; they like to understand how things fit together in general.

People with a rating below the middle of the scale like to understand and solve problems by gathering facts and details.

11. “Decision Making Strategy”

This characteristic is defined as a preference for either making decisions primarily by using logic and reason (people with high ratings), or primarily by using intuition (people with low ratings.)

Most people can use either strategy depending on the circumstances, but some people have a strong preference for one of the other strategy.

12. “Coachability”

This characteristic is defined as a person’s openness to advice and suggestions for improvement.

High ratings may indicate a person who may be over-reliant on direction and help from others.

Low ratings may indicate a person who tends to rely too much on what he or she knows, to the point of not being open to advice from others unless it comes from a high credible person.

13. “Take Charge Tendencies”

This characteristic is defined as the person’s need to be in a position of authority and control.

High ratings can indicate a person who has a strong desire for positions of control and authority, a strong desire to be in charge, whatever the circumstances. *Such a strong need,*

however, does not necessarily indicate that the person is capable of such positions.

Low ratings indicate a person who is not comfortable being in positions of authority, or being responsible for others, even if he or she is qualified for such a position.

The higher the rating, the more likely the individual will initiate action independently.

14. “Emotions and Moods”

This characteristic is defined as the person’s expression of emotions and moods.

All people have moods, and this characteristic gives us an idea of how much control the individual has over the display of his or her moods.

People with high ratings tend to show the same mood from day to day.

People with low ratings tend to be moody and may worry unnecessarily.

15. “Objectivity”

This characteristic is defined as the person’s ability to not take things personally, to avoid seeing other people’s rudeness, lack of consideration, or inappropriate comments as personal attacks.

People with high ratings have “thick skins” and tend not to get their feelings hurt easily.

People with low rating on this characteristic may be “thin-skinned” and sensitive to what he or she perceives to be personal attacks, whether they were intended as such or not.

Behavior Clusters

The MPA Results Report shows you how each person’s personality characteristics combine to form work-related behavior clusters.

The five Behavior Clusters are key areas of work-related behavior that affect how a person performs in different situations on the job. Work-related behavior, in any specific instance, is affected by many factors beyond the MPA’s fifteen personality characteristics, including but not limited to the knowledge, skills, and abilities that a person brings to the job, as well as personal issues not related to work.

Each Behavior Cluster is made up of between three and six personality characteristics that contribute importantly to behavior within the cluster. The five key behavior clusters that pull together the information contained in an individual’s personality characteristics are:



Behavior Cluster Definitions



Work Style

The person's overall work style on the job: energy level and stamina, willingness to accept direction or advice from others, approach to planning and understanding problems, overall ability to learn new information.



Management Style

How this person will lead and direct the activities of others: willing to take charge of situations, delegate tasks and follow up, comfortable asking questions, presenting unwelcome information, likely to plan before taking action.



Dealing with People

How this person will interact with people: energized by being around people or prefers to work independently, willingness to make an effort to get along with others, straightforward or not, diplomatic or tactless.



Problem Solving

How this person uses information to solve problems and challenges: ability to control emotional reactions in order to focus on finding solutions, able to blend logical and intuitive thinking.



Mental Toughness

This person's ability to manage his or her emotional reactions and moods: able to remain calm in stressful situations, ability to focus on the situation.

The chart on the following page shows which personality characteristics (left column) contribute most significantly to each of the Behavior Clusters (2nd through 6th columns.) As you look down the column for each Behavior Cluster, you will see the descriptions for highest and lowest ratings for the personality characteristics that make up that Behavior Cluster. If there are no labels in a cell for a given Behavior Cluster, it means that the specific personality characteristic does not significantly affect that Behavior Cluster.

MPA Training Workbook

MPA Characteristic in Each Behavior Cluster

Characteristics by Behavior Cluster with Job-Relevant Cluster Descriptions					
Characteristic Name:	 Work Style	 Management Style	 Dealing with People	 Problem Solving	 Mental Toughness
1. Intelligence	Quick Thinking vs Needs Extra Time and Guidance	Abstract vs Concrete Thinker		Out of the Box vs Traditional Problem Solving	
2. Flexibility	Strongly Prefers Change vs Prefers the Familiar			Open to New Solutions vs Prefers the Tried and True	
3. Energy Level	Energetic vs Deliberate				
4. Impulse Control	Restraint vs Impulsiveness		Spontaneous vs Cautious	Careful vs Rushed	Calm under Stress vs Emotional under Stress
5. Sociability			Outgoing vs Shy		
6. Friendliness			Too Sympathetic vs Too unsympathetic		
7. Team Orientation		Willing to Delegate Tasks vs Micromanaging	Trusting vs Cynical		
8. Assertiveness		Straightforward vs Timid	Assertive vs Not Assertive		
9. Organization, Structure &		Plan It vs Wing It			
10. Big Picture Orientation	Big Picture vs Detail Approach			Big Picture Preferences vs Detail Preferences	
11. Decision-Making Strategy				Logical vs Intuitive	
12. Coachability	Open vs Resistant to Others' Ideas				
13. Take-Charge Tendencies		Initiates Action vs Waits for Direction from Others			
14. Emotions and Moods					Even Keeled vs Worrier
15. Objectivity			Thick-Skinned vs Sensitive		Focus on Issues vs Focus on Self

Benchmark Ranges

Benchmark Ranges indicate the optimal ranges for ratings on the underlying personality characteristics that contribute to each of the Behavior Clusters.

Benchmark Ranges are based on empirical analysis of more than 31,000 people who have completed the HPI. The results are then compared to the company's requirements for effective performance in identified positions or groups of similar positions.

There are a number of Benchmark Ranges that are available for the MPA. The selection of the Benchmark Range that will be applied to your MPAs is established when your account is set up, and may be added to or changed at your convenience.

A sample of the Work Style Behavior Cluster results page, shown on the next page, shows the Benchmark Ranges for the characteristics that contribute to that Behavior Cluster. There is a page like the Work Style Behavior Cluster for each of the other Behavior Clusters.

Optimal, but not necessarily required, Benchmark Ranges are shown in the green-shaded area for each characteristic. This is sometimes called the "Goldilocks" area because it represents the range of work-related behavior preference for each characteristic that is "just right" – that is, neither too much for too little.

The yellow shaded area calls attention to a characteristic that *may* affect behavior in this cluster area adversely, if it is not mitigated by strengths elsewhere in the person's results, or knowledge, skills, and abilities.

The gray-shaded areas are considered out of Benchmark Range, which means that they will likely have a detrimental effect on behavior in this cluster area; *it is important to note*, however, that an out-of-Benchmark Range rating is not necessarily a disqualification for the candidate. It depends on how important this characteristic or behavior cluster area is to successful performance on the job, as well as on effective coaching/mentoring on the job.

MPA Training Workbook

Sample Company
MANAGEMENT POTENTIAL ASSESSMENT RESULTS REPORT

Name: Sample, Sam **Date:** 04/18/19 **Page:** 4

[Click here for Behavior Cluster Definitions \(p. 9\)](#) [Click here for Benchmark Range Explanation \(p. 10\)](#)
[Click here to return to the Behavior Clusters-Overview \(p. 3\)](#)

1. Work Style Cluster Results

Work Style Cluster Results: Energetic, Open to Others' Ideas, Strongly Prefers Change, Big Picture Approach, Restraint, Quick Thinking

The Work Style Cluster Results: Energetic, Open to Others' Ideas, Strongly Prefers Change, Big Picture Approach, Restraint, Quick Thinking

Ratings in yellow-shaded areas are cautionary. They indicate a quality or characteristic that is close to the desirable Benchmark Range. They may be acceptable if there are compensating strengths elsewhere in the candidate's MPA, experience, or skills and abilities.

		10	9	8	7	6	5	4	3	2	1	
1.	Energetic											Deliberate
2.	Open to Others' Ideas											Resistant to Others' Ideas
3.	Strongly Prefers Change											Strongly Prefers the Familiar
4.	Big Picture Approach											Detail Approach
5.	Restraint											Impulsiveness
6.	Quick Thinking											Needs Extra Time and Guidance

What Sam's Work Style Preferences Mean:

- Industrious Work Pace:** Industrious Work Pace: will meet any unusual physical demands for planning and for the most part effective.
- Open to Advice and Suggestions:** Open to Advice and Suggestions: will learn new methods, procedures, and processes readily; will work his way through new ideas at a good rate.
- Flexible:** Flexible: will adapt to new people, places, and things.
- Focus:** Focus: will be able to concentrate on a task for a long period of time.
- Measures:** Measures: will be able to measure and control his energy.
- Good Working Intelligence:** Good Working Intelligence: will learn new methods, procedures, and processes readily; will work his way through new ideas at a good rate.

Desirable Benchmark Ranges are shown in green-shaded cells in the MPA Results Report.

Ratings outside the Benchmark Range are indicated by gray-shaded areas. Ratings in these areas may pose problems for the candidate, and there should be significant strengths elsewhere in the candidate's MPA, experience, or skills and abilities to offset them.



KEY POINT: Ratings that are in yellow- or gray-shaded cells do not necessarily disqualify the candidate. Carefully evaluate the candidate's strengths and concerns to determine whether there are strengths that compensate for the problems, including all information you have gathered about the candidate.

3. Summary of the MPA

The MPA is designed only to measure the attitudes, aptitudes, and personality characteristics described in the GIA and HPI and no others. A basic assumption underlying the MPA is that the people who complete it are adults who function within the normal range of behavior and attitudes. The MPA is not designed to detect psychopathology, nor for clinical therapeutic use. It is inappropriate to generalize beyond the attitudes, aptitudes, and personality characteristics as they are described in this Workbook.

The MPA Results Report is *descriptive*; it describes what the candidate has said about his or her attitudes and preferences. Behavior, on the job or anywhere, is influenced by a constantly changing mix of attitudes, preferences, and values that interact with, and are affected by, external factors such as (but not limited to) job structure, personal life factors, and other influences.

It is impossible to predict how people will behave on the job with any degree of acceptable accuracy. The value of understanding a person's basic personal preferences is that you will understand how he or she prefers to act and respond in the work environment. An individual's preferences will guide and shape his or her behavior at work.



KEY POINT: The MPA is a *tool* that should be used to:

- Add objective information to your knowledge and understanding of the candidate
- Increase your understanding of the candidate's likely behavior on the job;
- Help the manager or supervisor understand how to help the employee adjust to the company and be productive on the job;
- Give the employee feedback and suggestions about how to improve his or her job-related performance.

Review Questions: Introduction to the MPA

(Answers to Review Questions begin on 37)

Choose the best answer or completion for each statement.

1. There are two MPA reports that are used primarily during the pre-employment or pre-promotion decision process:
 - A. Coaching Suggestions Guidebook (CSG) and HELM Summary
 - B. MPA Results Report (MPA) and Interview Suggestions Guidebook (ISB)
2. There are two MPA reports that are used primarily after the candidate is hired or promoted:
 - A. MPA Results Report (MPA) and Interview Suggestions Guidebook (ISB)
 - B. Coaching Suggestions Guidebook (CSG) and HELM Summary
3. When making a hiring or promotion decision, information from the MPA assessment reports should always be used *in addition to* all other job-relevant information about the candidate's knowledge, skills, and abilities.
 - A. True
 - B. False
4. Behavior Clusters, on the MPA reports, show how combinations of work-related preferences affect specific job-relevant behavior areas.
 - A. True
 - B. False
5. The Behavior Cluster that gives you an idea of how a person will manage his or her internal reaction to crises is:
 - A. Work Style
 - B. Management Style
 - C. Dealing with People
 - D. Problem Solving
 - E. Mental Toughness

6. The Behavior Cluster that tells you about a person's overall work style is:
- A. Work Style
 - B. Management Style
 - C. Dealing with People
 - D. Problem Solving
 - E. Mental Toughness
7. The Behavior Cluster that gives you an idea of how a person will interact with people:
- A. Work Style
 - B. Management Style
 - C. Dealing with People
 - D. Problem Solving
 - E. Mental Toughness
8. The Behavior Cluster that gives you an idea about how a person will direct the activities of others is:
- A. Work Style
 - B. Management Style
 - C. Dealing with People
 - D. Problem Solving
 - E. Mental Toughness
9. The Behavior Cluster that tells you how this person uses information to solve problems and meet challenges is:
- A. Work Style
 - B. Management Style
 - C. Dealing with People
 - D. Problem Solving
 - E. Mental Toughness
10. On the MPA Results Report, if a person's ratings are *outside* of the green Benchmark Range on any characteristic, that person should not be hired or promoted.
- A. True
 - B. False

11. The MPA pre-hire reports (MPA and ISB) measure the attitudes that guide and shape behavior on the job, but do not predict it under all circumstances.

- A. True
- B. False

12. The overall purpose of the MPA assessment process is:

- A. To provide objective information about a person's job-relevant skills and behavior preferences during a selection/promotion decision process;
- B. To help a new employee's manager/supervisor understand what will help the new person adjust to the company and be productive on the job;
- C. To give the new employee feedback and suggestions about how to improve his or her own job-related personal growth and development.
- D. All of the above

2. How to Talk to Job Candidates about the MPA

The MPA is a legal, ethical, and efficient way of evaluating a candidate's job-relevant characteristics and practical intelligence. A selection process may be composed of several tasks and activities (i.e., interviews, reference checks, background checks, drug screens, work history, work samples, etc.), and the MPA should be only one of them. There are five guidelines to keep in mind when you talk to candidates about the MPA:

A. General Guidelines for Presenting the MPA

1. **THE GOLDEN RULE:** Treat all candidates with respect and dignity at all times. Remember that, whether they show it or not, they are likely to be somewhat apprehensive about the MPA. Do what you can to put the candidate at ease.
2. Explain that the MPA is only one part of the pre-employment evaluation process.
3. Tell the candidate that all candidates who reach this point in the selection process complete the MPA.
4. Reassure the candidate about the confidentiality of their results, which should be seen *only* by designated individual with a job-relevant need to do so.
5. Whenever possible, candidates should complete the MPA on-site in order to insure that the candidate's responses to the questionnaires are not influenced by friends or family.

B. What to Say to a Candidate about the MPA

- Explain to the candidate that he or she is being asked to complete the MPA because it is a standard part of the selection process for the job for which he or she is applying.
- Explain that the candidate will complete the MPA at the Helm and Associates, Inc., web site, and that instructions will be provided about how to find and use the site to take the questionnaires. Toll-free telephone help is also available to candidates who have difficulty at the web site.
- Explain that the MPA is made up of two questionnaires. The first, the GIA, is a timed test and the candidate will have 13 minutes to complete it. You may tell the candidate that it is best to work as quickly *and accurately* as possible, and that few people complete the GIA in the 13 minutes allowed.

The second questionnaire is the HPI, and it is *not timed*. The candidate will be asked to respond, along a 10-point scale, with *how much* or *how little* he or she agrees with each of 166 statements. It is best not to try to "over-think" each statement; instead, the candidate

should respond with according to how much or how little he or she agrees *most of the time*. The candidate may notice that some questions seem to repeat themselves, but no two statements are exactly alike.

- Thank the candidate for his or her cooperation and effort at all stages of the process, and especially for completing the MPA.

C. What NOT to Say to a Candidate about the MPA

- Do not use the word, “test” or “tests”, to describe the MPA to a candidate. Use the word, “questionnaires.”
- Do not tell the candidate that he or she must “pass” the MPA questionnaires.
- Do not tell the candidate that the company is trying to “match” a certain personality profile, or hire only people with specific personality characteristics.
- Do not tell the candidate that he or she will not get a job offer if the MPAs “aren’t good,” or don’t match a pre-defined pattern.
- Do not talk to the candidate about other people’s MPA results.
- Do not joke with the candidate about their or another person’s reaction to, answers to, or results from the MPA.

Review Questions: How to Talk to Applicants about the MPA

(Answers to Review Questions begin on 37)

13. Never tell an applicant:

- A. that whether or not they get the job will depend on their MPA results
- B. that only some applicants who reach this point in the selection process are asked to complete the MPA
- C. that their MPA results will be seen by quite a few people
- D. all of the above

14. Never tell an applicant:

- A. that he or she must pass the MPA
- B. that the company is trying to match only a certain profile
- C. that the company is only hiring people with certain personality characteristics
- D. all of the above

3. The MPA Results Report

A. Understanding the Ratings

This section explains the nature of the ratings that are used on the MPA Results Report, and explains what information is contained in each part of the MPA Results Report.

MPA results for each characteristic are represented by avatars () on a ten-point scale. In general, the placement of the avatar on each scale is an indication of *how strong the preference* is for that individual.

The Goldilocks Rule:

In general, MPA ratings that are extremely low and ratings that are unusually high tend to result in less functional behavior *on the job*. For each characteristic, the preferred range is indicated by green shading, according to the established Benchmark Range. This is usually (but not always) between 4 and 8. As Goldilocks says, not “too hot” and not “too cold,” but “just right.”



KEY POINT: *It is very important to bear in mind, however, that the demands of different kinds of jobs may be such that a lower rating on one or more characteristics may not affect performance if the job doesn't require strength on that rating or if there are other compensating factors.*

More explanation of these characteristics is presented in Section 1(B), p. 6, “Understanding the Characteristics.”

B. The MPA Results Report

The results of the MPA are presented in the Results Report, which has two sections:

- (1) Behavior Clusters Overview
- (2) Individual Cluster Results



KEY POINT: The results of the MPA should be used in addition to all other information that is known about the applicant.

The MPA calls attention to the problems that *may* occur so that they can be addressed before they have a negative effect on the person's work performance. The MPA is *not* intended to be a "pass/fail" test, nor should it be used as the sole source of information on which to base a hiring or promotion decision.

Section (1): Behavior Clusters Overview

The MPA's fifteen characteristics are combined into five key areas of work-related behavior called Behavior Clusters according to their effect on that Behavior Cluster. The five Behavior Cluster results are presented in a chart on the Behavior Clusters Overview page with an avatar that shows the person's overall result in each cluster. (Example on following page.)

A rating of "Strength" in a Behavior Cluster suggests that the person is able to balance his or her underlying preferences effectively.

A rating of "Caution" in a Behavior Cluster suggests that the person has some underlying preferences that may result in uneven performance on the job if they are not addressed through training and coaching.

A rating of "Concern" in a Behavior Cluster suggests that the person has underlying preferences that are strong enough to result in more problematic performance in this area than most people display.

Here is an example of the Behavior Clusters Overview page from the MPA Results Report:

Sample Company
MANAGEMENT POTENTIAL ASSESSMENT RESULTS REPORT

Name: Sample, Sam Date: 04/18/19 Page: 3

Behavior Clusters Overview

What STRENGTH, CAUTION, AND CONCERN mean:

“Strength” in a Behavior Cluster suggests that the person is able to balance his or her underlying preferences for the most part effectively.

“Caution” in a Behavior Cluster suggests that the person has some underlying preferences that may result in uneven performance on the job if they are not addressed through training and coaching.

“Concern” in a Behavior Cluster suggests that the person has underlying preferences that are strong enough to result in more problematic performance in this area than most people display.

1. Work Style (p. 4)	
2. Management Style (p. 5)	
3. Dealing with People (p. 6)	
4. Problem Solving (p. 7)	
5. Mental Toughness (p. 8)	

Note: A behavior cluster is based on several basic personality preferences, some of which may be stronger than others. A preference that suggests concern (gray area) should not automatically be seen as a significant liability. Its potential impact should be evaluated in terms of the requirements of the job.

Note: Sam’s performance on the job will depend on the interaction of his or her basic work preferences, the requirements of the job, relevant work experiences, life experiences, etc. The degree to which Sam’s behavior varies will depend on the specific circumstances at that time.

An explanation of what “Strength”, “Caution” and “Concern” mean for Behavior Cluster results

Active links to details about each Behavior Cluster result

Important Reminders

This person's Behavior Cluster results

Section (2): Individual Cluster Results

In the MPA Results Report, there is a separate page for each Behavior Cluster that gives you more information about what the person's results mean for that particular Behavior Cluster. The overall Behavior Cluster result is repeated at the top of the page, followed by the person's rating on each of the characteristics that form that Behavior Cluster.

The chart that displays the person's characteristics ratings includes color-coded Benchmark Ranges for strengths, cautions, and concerns. A sample Behavior Cluster page is reproduced on the following page.

The characteristics in each Behavior Cluster are labeled with names that reflect how this characteristic looks *in terms of this specific behavior cluster*.

The person's rating is then explained in terms of the likely behavior that, all other factors being held equal, this characteristic leads to in a work setting.

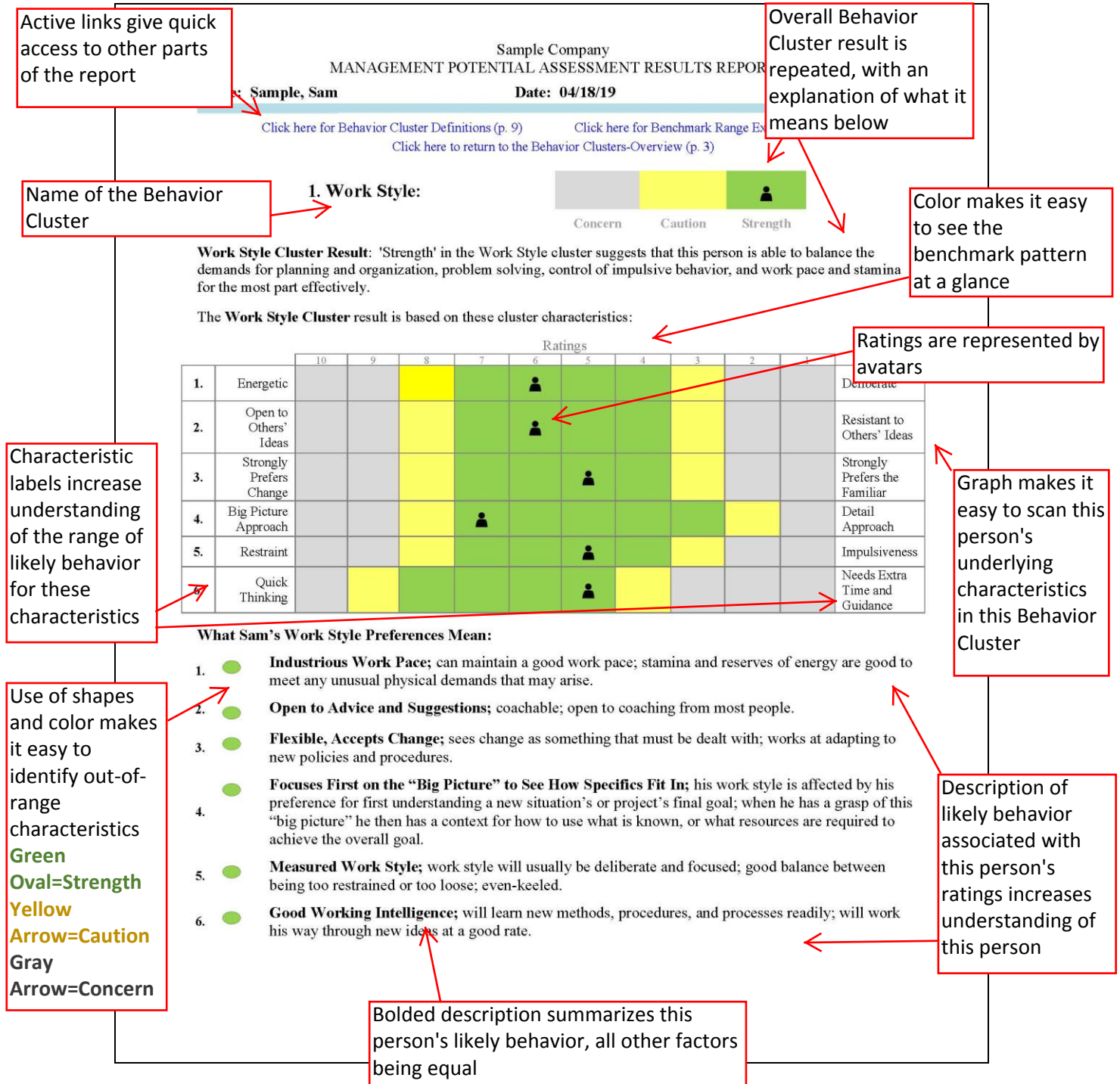
These descriptions of likely behavior are further color-coded according to whether the person's rating is in a strength, caution, or concern Benchmark Range.

Please refer to pages 9-12 for more explanation about Benchmark Ranges.

Links at the top of each page allow you to navigate quickly to related sections of the MPA Report if you are viewing it in its digital form.

Please go on to the next page to see a sample "Work Style" Behavior Cluster page.

MPA Training Workbook



C. The Interview Suggestions Booklet (ISB)

The Interview Suggestions Booklet is intended to help you use the results of the MPA during a pre-hire or pre-promotion interview. In it, interview suggestions are presented for any characteristic with a rating that is either extremely high or extremely low. Each interview suggestion includes an explanation of why this particular characteristic's rating calls for attention, one or two *suggested* open-ended interview questions, and what to listen for in the applicant's answers.

The interview suggestions that are provided also show which Behavior Cluster (or Clusters) are affected by the very high or very low rating(s).

In addition, the Interview Suggestions Booklet includes guidelines to help you develop open-ended interview questions that address other area(s) of concern.



KEY POINT: The interview suggestions are provided to help you plan a follow-up interview that will include exploration of the person's work-related preferences that *may* have negative effects on his or her behavior on the job. Use the suggested questions as guidelines to help you develop open-ended interview questions that address the area(s) of concern.

A sample from an MPA Interview Suggestions Booklet is included on the next page.

Sample Company
Interview Guide

Name: Sample, Sam

Date: 04/09/19

Page: 4

INTERVIEW SUGGESTIONS

These Interview Suggestions are included to help you plan follow-up interviews with the candidate, and to develop interview questions that will help you get to know how this person's preferences are likely to affect job behavior.

Interview Suggestions are provided here only for the extreme results (either very high or very low results on behavior cluster underlying preferences.) If no specific Interview Suggestions are provided in this section, it is because this individual did not have any extremely high or extremely low results on underlying preferences.

Interview Suggestions

This person's HIGH rating on the characteristic of "ASSERTIVENESS" appears in the following Behavior Clusters with these labels:

Label	Behavior Cluster	
Impatient, Sarcastic	Management Style Cluster	
Cold Demeanor	Dealing with People Cluster	

Possible Problems with a HIGH Rating on "Assertiveness"

Individuals with a high Assertiveness rating may seem overbearing, pushy or arrogant to others especially to people who are not assertive. This person will often seem overly aggressive.

Impression in the Interview

People with high Assertiveness ratings often interview well, coming across as direct and no-nonsense problem-solvers, but their willingness to routinely use a confrontational approach will wear thin over the long term. They may finish your sentences or question in the interview, or try to "take control" of the interview.

Suggested Follow-Up Interview Questions

The following questions can be used as they are or modified to suit a specific interview situation or purpose. Or, you can use them to guide you in creating your own follow-up questions.

- Give me an example of a time when you gave constructive feedback to a subordinate who then got his feelings hurt. Why did that happen? How did you handle it? What was the outcome?
- Think back to a situation when someone was obviously angry and it was your job to handle it. What did you do? Did your way of handling the situation work? How?

What to listen for: Listen for answers that indicated that the person is aware of how easily he can seem to come on "too strong," and would first try to de-fuse the co-worker's anger and then deal with the problem. It would not be reassuring to hear an answer that indicates that the person would, in most cases, meet that person's anger with an inappropriately strong or angry response of his own.

The underlying characteristic is identified

The Behavior Cluster(s) affected by this characteristic

Explanation of this person's result for this characteristic

The labels for the characteristic in these Behavior Clusters give an idea of how the characteristic affects behavior

Suggested open-ended questions

What to listen for in the candidate's answer

D. The Coaching Suggestions Guidebook (CSG)

It's not enough to know what a person's strengths, cautions, and concerns are; you need to know how to coach your employees so that they can overcome limiting concerns and become more effective on the job. Every MPA includes a Coaching Suggestions Guidebook, therefore, that includes practical, easy to use coaching suggestions that are *customized for the individual*. The coaching suggestions are based on how that person answered questions about his or her personal preferences.

The Coaching Suggestions Guidebook is arranged by Behavior Cluster. For each Behavior Cluster, coaching suggestions are provided for every underlying personality characteristic that contributes to that Behavior Cluster so that coaching guidelines are provided for as many potential coaching situations as possible.

The coaching suggestions are flagged with arrows or ovals that correspond to strengths, cautions, or concerns; this helps a supervisor understand which underlying preferences may contribute positively or negatively to behavior in the cluster area.

Remember, the coaching suggestions are just that – *suggestions*. Use them to guide coaching or mentoring activities as they are needed.

A sample from the Coaching Suggestions Guidebook is included on the following page.

**Sample Company
Coaching Guide**

Instructions

: **Sample, Sam**

Date: **04/18/19**

Page: **6**

Coaching Suggestions: Use any of the following coaching suggestions as needed to help this person improve on the job, or if you notice behavior that could be improved. Customize them to fit the circumstances and the person as necessary.

[Management Style Coaching Suggestions \(p. 7\)](#)
[Dealing with People Coaching Suggestions \(p. 8\)](#)

[Problem Solving Coaching Suggestions \(p. 9\)](#)
[Mental Toughness Coaching Suggestions \(p. 10\)](#)

Active links to other Behavior Cluster coaching suggestions

1. Sam's Work Style:

Coaching suggestions are presented by Behavior Cluster

- Energetic vs. Deliberate:** He has a strong energy level and should be able to work quickly when that is necessary, and to work at a sustained level over long periods of time. An obviously slower work pace on his part, therefore, may be a sign of some other problem; if you see a sudden change in work pace or stamina, don't assume it will correct itself. Make sure that you help him explore reasons for it and come up with a plan to address any problem.
- Open vs. Resistant to Others' Ideas:** He is coachable and takes direction and advice well. As he becomes more experienced in the job, he may become so comfortable with what he knows that he is not as open to learning new ways to do things. If he seems to grow impatient with direction and advice, remind him that new information usually brings a new perspective to familiar problems that may open new opportunities.
- Strongly Prefers Change vs. Strongly Prefers the Familiar:** His work style is generally adaptable. He will usually be able to accept unexpected changes in routines, procedures, or priorities with a minimum of reluctance. On those occasions when he seems to resist change, be sure to probe to find out what the source of the problem is, and to correct misunderstandings.
- Big Picture vs. Detail Approach:** He likes to approach problems and new situations flexibly, focusing on the needs of the current situation while also thinking about the bigger picture – that is, how will his actions affect related situations? He looks for similar problems he has dealt with in the past and applies the implications of his earlier decisions to this one. If he seems to get lost, from time to time, in details, coach him by asking him about the overall objective and ask him to look at his priorities once again.
- Restraint vs. Impulsiveness:** His work style will usually be neither too rushed nor too deliberate. He uses restraint effectively. Unusual impulsiveness may be a signal that stress in some area is having an effect on his work. If you see a pattern of impulsive behavior, bring it to his attention and explore ways with him to handle the situation more effectively.
- Quick Thinking vs. Needs Extra Time and Guidance:** His work style will be characterized by an ability to learn new tasks, methods, and procedures in a reasonable amount of time. He might resist suggestions about what he should do in new situations. Help him deal with the unexpected by learning to ask himself what to do if something goes wrong. As he masters new tasks and procedures, ask him "what if" questions to help him develop the habit of applying what he knows to unknown situations.

Explanation and practical coaching tips for each characteristic

[Return to Table of Contents \(p. 2\)](#)

Color coded suggestions correspond to:
Green
Oval=Strength
Yellow
Arrow=Caution
Gray
Arrow=Concern

E. The HELM Summary

The HELM Summary report is two pages long and it *summarizes* the person's Behavior Cluster results. It includes brief descriptions of the person's strengths and cautions for each Behavior Cluster.

The HELM Summary answer's the person's natural question, "How did I do on those tests that I took?" It is intended to be given to the employee, preferably by a direct supervisor or manager who goes over the results with him or her.

The HELM Summary is a tool to help the person become more self-aware, and to use these new insights about his or her behavior and how it may look to others, to help the person see that others do not always see his or her good intentions. They see only *what* he does and says, and *how* he does and says it.

There are customized tips in each Behavior Cluster for the person to use to be more effective on the job. It refers the employee and his or her supervisor to more coaching suggestions in the Coaching Suggestions Guidebook (CSG.)

There is a sample of the first page of the HELM Summary report on the following page.

Sample HELM Summary First Page

The HELM Summary
Name: Sam Sample Date Created: 04/18/19 Position: Assistant Manager

Your Behavior Clusters Dashboard:

Work Style	Management Style	Dealing with People	Problem Solving	Mental Toughness

Behavior Clusters are based on the interaction of underlying personal preferences that you indicated in the HELM questionnaires you answered.

How to Use This Report:
Share these pages with your manager or a trusted coach/mentor so that he or she can help you. Feedback, suggestions, and encouragement from others are valuable sources of help.
TIPS are provided for areas of greatest need at this point in time, and information at the bottom of each page directs you to more information.

Here's More About YOU! Use these tips to become more effective on the job!

 Work Style describes your preferred overall behavioral style on the job – energy level, organization, delegating tasks, and more	Your Strengths	* Learns new methods, procedures, and processes readily * Flexible; works at adapting to new policies and procedures * Maintains a good work pace; has plenty of stamina for unusual demands on energy * Even-keeled; good balance between being too restrained and too impulsive * Needs to understand the "big picture" before details and deadlines make sense * Coachable; open to advice and suggestions from others
	Your Cautions	This Behavior Cluster area is a source of strength for you
	TIPS FOR YOU	Although this Behavior Cluster area is generally a source of strength for you, daily pressures and life events can exert unexpected pressure. Please refer to your HELM Professional Development Guide (PDG) for much more information about how to use your strengths, even in times of adversity.

 Management Style describes how you prefer to lead and direct the activities of others	Your Strengths	* Good ability to coordinate others' efforts in busy environment * Able to delegate once others have "proven" themselves; may micromanage * Understands the need for preparation and organization * Good take-charge tendencies; initiates action when necessary
	Your Cautions	* Direct and straightforward; often not tactful when he thinks he is right
	TIPS FOR YOU	* To be more effective at managing without offending, pay attention to others' reactions to you (body language, eye contact, etc)

More coaching suggestions are available in the HELM Coaching Suggestions Guidebook (CSG).

Behavior Clusters Dashboard shows this person's overall results

Brief description of how to use the HELM Summary

For each Behavior Cluster, a summary of this person's strengths

For each Behavior Cluster, a summary of this person's cautions and concerns

For each Behavior Cluster, customized tips for this person

Where to get more detailed information and suggestions

Results for the last three Behavior Clusters are on the second page of the report

Review Questions: The MPA Results Reports

(Answers to Review Questions begin on 37)

15. A low rating on one or more characteristics on the MPA Results Report may not affect performance if the job doesn't require strength on that characteristic or if there are other compensating characteristics.

- A. True
- B. False

16. The MPA Results Report calls attention to problems that *may* occur so that they can be addressed before they have a negative effect on the person's work performance.

- A. True
- B. False

17. Which of these MPA reports includes guidelines for how to ask open-ended questions in an interview with a candidate?

- A. Coaching Suggestions Guidebook
- B. Interview Suggestions Booklet
- C. HELM Summary

18. The Interview Suggestions Booklet:

- A. Suggests how to ask open-ended questions (that is, questions that require more than a one-word answer) in an interview
- B. Contains suggested open-ended questions that are focused on how this candidate answered questions on the MPA questionnaires
- C. Tells you what to listen for in the candidate's responses to open-ended questions in an interview
- D. All of the above

19. You can find many suggestions for how to talk with an employee about his or her strengths and liabilities in the Coaching Suggestions Guidebook.

- A. True
- B. False

20. The best way to use the HELM Summary is to show a new employee how it summarizes his results and points him to more detailed information in the Coaching Suggestions Guidebook (CSG).

- A. True
- B. False

21. The HELM Summary is a brief introduction to what the person said about work-related preferences on the MPA questionnaires.

- A. True
- B. False

22. The HELM Summary does not include any tips for the employee about how to use his or her strengths and cautions to be more productive.

- A. True
- B. False

4. How to Use the MPA Reports

The content of the MPA Reports is confidential and should be shared only with those who have job-relevant reasons for seeing them. Here are general guidelines for who could benefit from access to each MPA Report:

MPA Results Report should be shared with staff who make hiring and promotion decisions

Interview Suggestions Booklet should be shared with recruiters and interviewers

Coaching Suggestions Guidebook should be shared with supervisors and managers

HELM Summary report should be shared with the employee who completed the MPA questionnaires, and can also be incorporated by supervisors and managers into training and development.

Some companies share all of the reports with the employee. After all, the more a person understands about how his or her underlying behavior preferences affect effective performance on the job, the better able he or she will be to emphasize strength and mitigate caution areas.

How you talk with the employee about the MPA reports is just as important as *what* the MPA reports say. The next section gives some basic guidelines.

Suggestions for Discussing Personal Growth with Employees



KEY POINT: Always focus on job-relevant behavior when you are discussing professional growth with an employee. Understanding some of the factors that contribute to job behavior helps both you and the employee develop strategies for the employee to use to strengthen his performance. *Your concern is to help the employee develop more effective job-relevant behavior, not to change the employee's basic personality preferences.*

Here are some guidelines to follow when the two of you are discussing an individual's MPA:

- Treat the individual with respect and dignity. Don't tease him about anything in his MPA and don't use personality preferences as labels or nicknames.
- Explain that your interest is with helping the individual strengthen his job performance.

- Never compare one person with another in terms of personality preferences. *And, always focus on the behavior at work that you, or others, see.* The goal is to help the person improve his or her work behavior, *not* to improve ratings on the MPA.
- Always remember that the MPA contains confidential information. Do not discuss it with other people unless there is a valid, job-related reason to do so. And, do not refer to an individual's ratings in front of other people.

Tips for Effective Coaching or Mentoring

Managers and supervisors can best help individuals with their professional growth by:

- Acknowledging signs of improvement, particularly small ones. Changing an habitual way of doing or thinking about things, while it sounds simple enough, is difficult. A kind word or a thumbs up in recognition of a person's effort can go a long way toward increasing the person's motivation to keep improving.
- Recognizing that change is usually a process of "two steps forward and one step back." Training yourself to do things in a new way is like learning to play a musical instrument: at first, you hit more wrong notes than right ones. *Hitting the wrong note is an opportunity to learn.* Help the person see that a mistake is *not* an indication that "this will never work." It's part of the path to better performance.
- Timing is important. Be sensitive to the fact that some individuals may have personal issues they are dealing with. These issues may take a large amount of the person's mental, emotional, and physical resources, limiting his or her ability to take on new challenges. Watch for opportunities that suggest the employee is open to professional improvement suggestions.
- There is no "one size fits all" plan for professional growth. Some people prefer to simply be given the tools and left to determine how to use them. Others need a bit more direction and guidance. Modify, add to, or delete from, and combine the suggestions in the Coaching Suggestions Guidebook in order to find the best way to help each person.

Review Questions: How to Use the MPA Reports

(Answers to Review Questions begin on 37)

23. Always focus on job-relevant behavior when you are discussing professional growth with an employee.

- A. True
- B. False

24. Managers and supervisors can best help individuals with their professional growth by:

- A. Acknowledging signs of improvement
- B. Recognizing that change is a process
- C. Understanding that timing is important
- D. Recognizing that there is no “one size fits all” plan for professional growth
- E. All of the above

5. Answers to the Review Questions

Introduction to the MPA

Correct Answers Shown in Bold for Each Question

1. **B** The Interview Suggestions Booklet (ISB) and the MPA Results Report are the two reports that are used primarily during the pre-employment or pre-promotion process. *See page 3 for more information.*

If you did not answer correctly: The correct answer is “B.” The MPA Results Report gives you objective information about a person’s job-relevant skills and behavior preferences and the Interview Suggestions Booklet gives you specific suggestions for questions to use in the interview during the selection/promotion process. *See page 3 for more information.*

2. **B** The Coaching Suggestions Guidebook provides suggestions for how to coach or mentor an employee that are based on his underlying work-related preferences, and the HELM Summary gives an employee feedback and tips about his or her MPA results. *See page 3 for more information.*

If you did not answer correctly: The correct answer is “B.” The Coaching Suggestions Guidebook provides suggestions for how to coach or mentor an employee that are based on his underlying work-related preferences, and the HELM Summary gives an employee feedback and tips about his or her MPA results. *See page 3 for more information.*

3. **TRUE** MPA assessment results should *never* be used *alone* to make a hiring or promotion decision. *See page 5 for more information..*

If you did not answer correctly: The correct answer is “TRUE.” MPA assessment results should *never* be used *alone* to make a hiring or promotion decision. *See page 5 for more information.*

4. **TRUE** Each Behavior Cluster is made up of from three to six personality preferences that, in combination, contribute to the area of work addressed by the Behavior Cluster. *See page 9 for more information..*

If you did not answer correctly: The correct answer is “TRUE.” Each Behavior Cluster is made up of from three to six personality preferences that, in combination, contribute to the area of work addressed by the Behavior Cluster. *See page 9 for more information.*

5. **E** Mental Toughness is the Behavior Cluster that gives you an idea of how a person will manage his or her internal reaction to crises. *See page 10 for more information.*

If you did not answer correctly: The correct answer is “E.” Mental Toughness is the Behavior Cluster that gives you an idea of how a person will manage his or her internal

reaction to crises. *See page 10 for more information.*

6. **A** Work Style is the Behavior Cluster that tells you about a person's overall work style. *See page 10 for more information..*

If you did not answer correctly: The correct answer is "A." Work Style is the Behavior Cluster that tells you about a person's overall work style. *See page 10 for more information.*

7. **C** Dealing with People is the Behavior Cluster that gives you an idea of how a person will interact with others. *See page 10 for more information.*

If you did not answer correctly: The correct answer is "C." Dealing with People is the Behavior Cluster that gives you an idea of how a person will interact with others. *See page 10 for more information.*

8. **B** Management Style is the Behavior Cluster that gives you an idea about how a person will direct the activities of others. *See page 10 for more information.*

If you did not answer correctly: The correct answer is "B." Management Style is the Behavior Cluster that gives you an idea about how a person will direct the activities of others. *See page 10 for more information.*

9. **D** Problem Solving is the Behavior Cluster that tells you how this person uses information to solve problems and meet challenges. *See page 10 for more information.*

If you did not answer correctly: The correct answer is "D." Problem Solving is the Behavior Cluster that tells you how this person uses information to solve problems and meet challenges. *See page 10 for more information..*

10. **FALSE** A person's ratings that are *outside* of the green Benchmark Range – that is, in the yellow (caution) or even gray (concern) area does not necessarily mean they should not be hired. Look for strengths elsewhere in the person's MPA results, or knowledge, skills, and abilities that could compensate for those ratings. *See page 12 for more information about Benchmark Ranges.*

If you did not answer correctly: The correct answer is "False." A person's ratings that are *outside* of the green Benchmark Range – that is, in the yellow (caution) or even gray (concern) area does not necessarily mean they should not be hired. Look for strengths elsewhere in the person's MPA results, or knowledge, skills, and abilities that could mitigate those ratings. *See page 12 for more information about Benchmark Ranges.*

11. **TRUE** There is no way to predict what a person will *always* do or how he or she will *always* act. The ratings on the MPA indicate the strength of a person's preferences. For example, a rating of 8 on the "Friendliness" characteristic (in the Dealing with People Cluster) means that the person has a pretty strong rule in his or her head that says, "BE NICE." If that person is tired, hungry, or stressed enough, however, he or she may become downright snappish in spite of the "BE NICE" rule. *See page 14 for*

more information.

If you did not answer correctly: The correct answer is “TRUE.” There is no way to predict what a person will *always* do or how he or she will *always* act. The ratings on the MPA indicate the strength of a person’s preferences. For example, a rating of 8 on the “Friendliness” characteristic (in the Dealing with People Cluster) means that the person has a pretty strong rule in his or her head that says, “BE NICE.” If that person is tired, hungry, or stressed enough, however, he or she may become downright snappish in spite of the “BE NICE” rule. *See page 14 for more information.*

12. **D** The overall purpose of the MPA assessment process is to provide objective information about a person’s job-relevant skills and behavior processes, help a new employee’s manager/supervisor guide his or her adjustment to the company, and give the new employee feedback and job-relevant suggestions for personal growth. *See page 14 for more information.*

If you did not answer correctly: Although each of these statements is true, the most complete answer is “D All of the above.” The overall purpose of the MPA assessment process is to provide objective information about a person’s job-relevant skills and behavior preferences, help a new employee’s manager/supervisor guide his or her adjustment to the company, and give the new employee feedback and job-relevant suggestions for personal growth. *See page 14 for more information.*

How to Talk to Applicants about the MPA

13. **D** Never tell an applicant:

- That whether they get the job will depend on their MPA results
- That only some applicants who reach this point in the selection process are asked to complete the MPA
- That their MPA results will be seen by quite a few people

See page 19 for more information.

If you did not answer correctly: The correct answer is “D All of the above.” Never tell an applicant:

- That whether they get the job will depend on their MPA results
- That only some applicants who reach this point in the selection process are asked to complete the MPA
- That their MPA results will be seen by quite a few people

See page 19 for more information.

14. **D** Never tell an applicant:

- That he or she must “pass” the MPA
- That the company is trying to match a certain profile
- That the company is only hiring people with certain personality characteristics

See page 19 for more information.

If you did not answer correctly: The correct answer is “D All of the above.” Never tell an applicant:

- That he or she must “pass” the MPA
- That the company is trying to match a certain profile
- That the company is only hiring people with certain personality characteristics

See page 19 for more information.

The MPA Results Reports

15. **TRUE** A low rating on one or more characteristics on the MPA Results Report may not affect job performance if the job doesn’t require strength on that characteristic or if there are other compensating characteristics. *See page 21 for more information.*

If you did not answer correctly: The correct answer is “TRUE.” A low rating on one or more characteristics on the MPA Results Report may not affect job performance if the job doesn’t require strength on that characteristic or if there are other compensating characteristics. *See page 21 for more information.*

16. **TRUE** The MPA Results Report calls attention to issues that *may* be problematic so that they can be addressed before they have a negative effect on the person’s work performance. *See page 22 for more information.*

If you did not answer correctly: The correct answer is “TRUE.” The MPA Results Report calls attention to issues that *may* be problematic so that they can be addressed before they have a negative effect on the person’s work performance. *See page 22 for more information.*

17. **B** The Interview Suggestions Booklet (ISB) includes guidelines for how to ask open-ended questions in an interview with a candidate. It also includes suggestions for more effective interviewing as well as some interviewing pitfalls to avoid. *See page 26 for more information.*

If you did not answer correctly: The correct answer is “B.” The Interview Suggestions Booklet includes guidelines for how to ask open-ended questions in an interview with a

candidate. It also includes suggestions for more effective interviewing as well as some interviewing pitfalls to avoid. *See page 26 for more information.*

18. **D** The Interview Suggestions Booklet (ISB) suggests how to ask open-ended question, contains suggested open-ended questions customized for this person, and tells you what to listen for in the candidate's responses. *See page 26 for more information.*

If you did not answer correctly: The correct answer is "D All of the above." The Interview Suggestions Booklet (ISB) suggests how to ask open-ended question, contains suggested open-ended questions customized for this person, and tells you what to listen for in the candidate's responses. *See page 26 for more information.*

19. **TRUE** The Coaching Suggestions Guidebook (CSG) contains suggestions for how to talk with an employee about his or her strengths and weak areas. *See page 28 for more information.*

If you did not answer correctly: The correct answer is "TRUE." The Coaching Suggestions Guidebook (CSG) contains suggestions for how to talk with an employee about his or her strengths and weak areas. *See page 28 for more information.*

20. **TRUE** Showing a new employee how the HELM Summary sums up his or her results and then pointing him or her to more detailed information in the Coaching Suggestions Guidebook (CSG) is a good use of these reports. *See page 30 for more information.*

If you did not answer correctly: The correct answer is "TRUE." Showing a new employee how the HELM Summary sums up his or her results and then pointing him or her to more detailed information in the Coaching Suggestions Guidebook (CSG) is a good use of these reports. *See page 30 for more information.*

21. **TRUE** A brief introduction to what the person said about work-related preferences on the MPA questionnaires is contained in the HELM Summary. *See page 30 for more information.*

If you did not answer correctly: The correct answer is "TRUE." A brief introduction to what the person said about work-related preferences on the MPA questionnaires is contained in the HELM Summary. *See page 30 for more information.*

22. **FALSE** The HELM Summary *does* include tips for the employee about how to use his or her strengths and cautions to be more productive. *See page 30 for more information.*

If you did not answer correctly: The correct answer is "FALSE." The HELM Summary *does* include tips for the employee about how to use his or her strengths and cautions to be more productive. *See page 30 for more information.*

How to Use the MPA Results Reports

23. **TRUE** When discussing professional behavior with an employee, always focus on job-relevant behavior. *See page 34 for more information.*

If you did not answer correctly: The correct answer is “TRUE.” When discussing professional behavior with an employee, always focus on job-relevant behavior. See page 34 for more information.

24. **E** Some important actions that managers and supervisors can take to help their employees with professional growth are:

- Acknowledging signs of improvement, even small signs
- Keeping in mind that improvement is a process
- Recognizing the importance of timing
- Remembering that there is no “one size fits all” plan for professional growth

See page 35 for more information.

If you did not answer correctly: The correct answer is “E All of the above.” All of these suggestions are good, but the most correct answer is to remember that managers and supervisors can help their employees with professional growth by using all of these tools:

- Acknowledging signs of improvement, even small signs
- Keeping in mind that improvement is a process
- Recognizing the importance of timing
- Remembering that there is no “one size fits all” plan for professional growth

See page 34 for more information.

Do you have questions?
Please contact our office at our free telephone number:

(800) 886-4356

We want to help you make the most efficient and effective use of the MPA possible!