



How do you give a proper and thorough feedback when an assessment taker has completed an assessment?

This guide contains general advice as well as specific examples of questions to ask the assessment taker.

We recommend that you always use our Job Assessment tool (PI JA) in order to align the questions with the requirements.

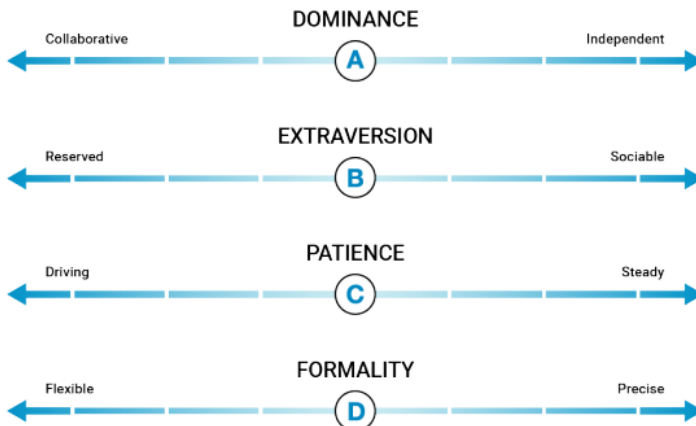
The guide is meant for people who are certified in PI. Analysing and interpreting a PI pattern requires a deep understanding of PI, and this guide is intended as a supplement only.

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General Guidelines

- Spend at least 15 minutes on the feedback.
- Remember it is a dialogue – use the assessment result as input to the conversation.
- Create a comfortable and relaxed atmosphere.
- Keep your own profile in mind, compared to that of the assessment taker.
- Emphasise that there are no incorrect answers and no bad profiles.
- Explain that the assessments are just some of the data points that you use.
- Avoid referring to ABCD or other PI terms.
- Do not point to the graph – remember that the assessment taker does not have the same knowledge as you.
- Describe the person not the pattern.
- Try saying 'your answers suggest that', 'the words you chose indicate that' etc.
- Use positive phrases – explain what characterises the assessment taker, not what doesn't.
- Ask open-ended questions.
- Listen carefully. Dive deeper where necessary.
- Expect questions, but do not go into technical details.
- Give the assessment taker time to process the feedback – use breaks and ask whether the assessment taker recognises the feedback, if they have any questions etc.
- Hand out the written report if it complies with your internal guidelines.



Preparation: Analysing a PI Pattern

Whether you are to give feedback in connection with recruiting or development, you need to prepare by analysing the pattern thoroughly. The more you work with PI, the less time you will need, but in the beginning, it is important that you set aside time for this process. You can find a sheet for preparation [here](#), or simply scan the QR code.



Begin With the Self Pattern:

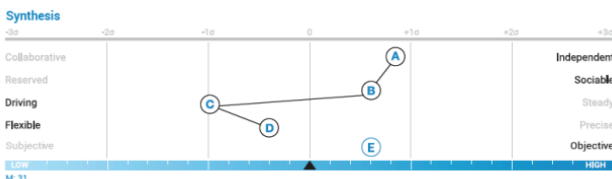
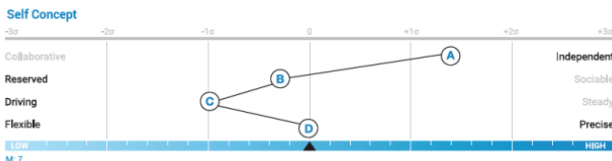
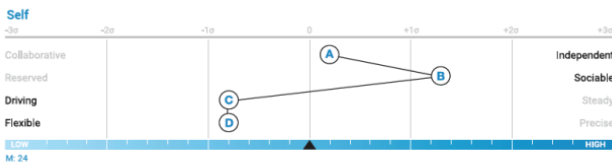
- Which factors are high, and which are low? How high and low are they?
- What needs and behaviours are associated with the placement of each factor?
- What are the widest factor combinations?
- What are the other factor combinations?
- Which reference profile is it?
- Note the M factor – be aware of few (less than 10 responses on each page) or many ticks (more than 60)

The Self-Concept Compared to the Self:

- Have any of the factors moved?
- Are any factor combinations reversed compared to the Self pattern?
- Is it an easy, moderate or difficult change?
- Is it another reference profile?

Synthesis:

- Does the synthesis look like the Self pattern?
- Note the E factor



DOMINANCE

The Role Requires a High A – the Assessment Taker Has a Low A

Investigate How the Assessment Taker Handles:

Influence

- Give an example of a situation when you had to present something new and were met with resistance. What did you do?
- Mention a time when you oversaw a project and were unsure of how to proceed. What did you do?
- Give an example of a time when you were required to make an unpopular decision. How did you do it?
- Describe a time when you worked in a competitive environment. How did you handle that?

Conflict Management

- Give an example of a time when you gave negative feedback to a colleague. What did you do and what were the results?
- Tell me about a situation when you had to let go of an employee. What did you do? How did it make you feel?
- Give an example of a conflict you had with a co-worker, client or superior. How did you solve the conflict?



The Role Requires a Low A – the Assessment Taker Has a High A

Investigate How the Assessment Taker Handles:

Teamwork

- Mention a time where you had to set your own tasks aside to help a colleague. How did you go about that?
- Give an example of a time when you had to adapt your behaviour to fit the rest of the team. How did you do it?
- Give me example of a time when you had a facilitating and/or coordinating role. How did you handle that?

Listening

- Give an example of a time when you had to hold back your own opinion or idea to understand those of others.
- Give an example of a time when your communication led to a misunderstanding. What in your communication caused this? How did you handle the situation and what did you learn from it?
- Mention a time when you acted too fast on your own idea or made a drastic decision without hearing other views first. What happened after that?

Encouragement and Support

- Mention a time where you attended a meeting. How did you encourage the attendees to present their views and ideas?
- Give an example of a time when you gave support to a colleague to stimulate the productivity and morale. How did you do it and what were the results?



EXTRAVERSION

The Role Requires a High B – the Assessment Taker Has a Low B

Investigate How the Assessment Taker Handles:

Communication

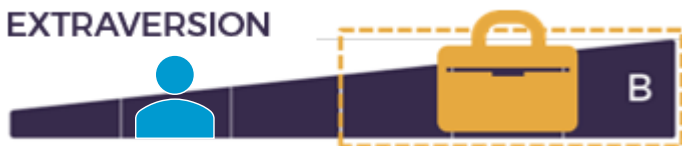
- What is most important in your view: What you say or how you say it?
- Give an example of a situation when you had to enthusiastically present a new idea or concept to a group of people you did not know. How did you handle it and how did it make you feel?
- Describe a phone call or mail correspondence that you have had with a client or colleague. How did you build rapport / a good relationship with the person?
- Give an example of a previous work environment where there were many social events like Friday get-togethers, birthday celebrations, shared breakfasts etc. How did you navigate that?

Trust and Delegation

- Elaborate on a time where you had to delegate a task to another colleague whose knowledge and skills you did not fully trust. How did you communicate with this person, and what was the outcome?

Influence

- When hearing about new ideas, some are more interested in facts, while others want to get excited. Give an example of a time when you needed 'sell the idea' rather than deliver facts. How did you do it and what was the outcome?



The Job Requires a Low B – the Assessment Taker Has a High B

Investigate How the Assessment Taker Handles:

Communication

- When hearing about new ideas, some are more interested in facts while others want to feel excited. Give an example of a time when you needed to be factual rather than 'selling the idea'. How did you do it and what was the outcome?
- Give an example of a time when your communication style led to a misunderstanding. What in your communication led to the misunderstanding? How did you handle the situation and what did you learn from it?

Independent Work

- Give an example of a time when you worked in a job or on a project that required you to work alone most of the time. How did you keep your morale up?
- When are you most productive? When you work alone or when you collaborate with others in a team? Can you give an example?
- Give an example of a previous workplace where there were few social events like Friday get-togethers, shared breakfasts etc. How did you navigate that?

Social Interaction

- Can you tell me about a work relation that got problematic? Was some of it your fault, and what did you do to make it right?



PATIENCE

The Role Requires a High C – the Assessment Taker Has a Low C

Investigate How the Assessment Taker Handles:

Listening

- Describe how you act in a team where patience is required to make sure that everyone is included.
- Tell me about a conversation with a colleague when the person felt that you were present in your conversation and took time to listen.
- Describe a time when your way of communicating led to a misunderstanding. What in your communication led to the misunderstanding? How did you handle the situation and what did you learn from it?

Working in a Stable Environment

- Tell me about a task or role that you have had that required you to work with the same kind of tasks/processes over a longer period of time. What did you like about it and what was frustrating? How did you maintain good morale, despite being frustrated, and how did you overcome it?
- How do you react if you work in an organisation where stability and predictability are valued and where change takes time?
- Give an example of an experience with a project that took longer than expected. What did you do to stay focused?
- Tell me about a project you have worked on where the deadline was far into the future. How did you handle that?
- Describe a time when you introduced a new service or idea to your client or team and were met by opposition that significantly delayed the process. How did you handle it and what was the result?



The Role Requires a Low C – the Assessment Taker Has a High C

Investigate how the Assessment Taker Handles:

Managing Change

- Tell me about a time when a change was made to a process, system, or function within your area. How did you handle it?
- Tell me about a former work environment where there was a lot of focus on improvements and where you had to constantly focus on what could be done better. How did you navigate in this?
- Mention a time where you had to learn something new. What resources did you use? How do you learn best? Describe your learning style.

Multitasking

- Tell about a job you have had where you had to handle several tasks at once under time pressure. How did you prioritise?
- How do you feel when there are a lot of interruptions in your job, and you are constantly faced with new tasks?
- Describe how you handle multiple objectives simultaneously.

Deadlines

- Describe an experience when you were asked to complete a project with a tight schedule.
- Tell about a time when you did not reach a deadline. What was the cause and what did you learn from it?
- Share your experience of a situation when unplanned changes needed to be made.



FORMALITY

The Role Requires a high D – the Assessment Taker Has a Low D

Investigate how the Assessment Taker Handles:

Organisation

- Describe a system you have developed to organise your work. How have you kept track of tasks and documents, and how have you followed up?
- Name a time when you did not meet a deadline or did not follow up on a customer or task. What happened and what were the consequences?

Compliance with Rules

- Describe a situation when you had to follow some rules or procedures that did not really make sense to you.

Focus on Details

- Describe a time when you failed to deliver, capture, or document all the details of a meeting or project. What were the consequences and what did you learn?

Approach to Learning

- Describe your learning style. Give me an example of a time when you had to learn something new – what resources or tools did you use to ensure rapid learning? How do you learn best?



The Role Requires a Low D – the Assessment Taker Has a High D

Investigate How the Assessment Taker Handles:

Decision-Making

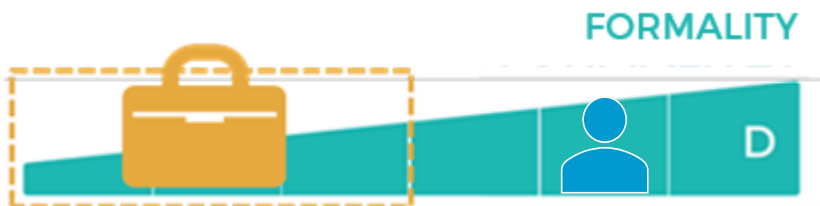
- Describe a situation when you had difficulty making a decision or reaching an important deadline. What was the challenge? How did you solve it and what did you learn?
- Tell me about a situation when you had to make a decision about something that was outside your area of expertise. What did you do?

Trust and Delegation

- Describe a time when you had difficulty delegating your tasks to a colleague or employee. What did you do and what was the outcome?
- Think of a colleague or employee whom you had taught something and who continued to make mistakes. How did you handle this challenge?

Approach to Tasks




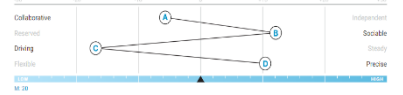
- Do you consider yourself a specialist or generalist? What do you wish to be recognised for?
- Describe a time when you were presented with an objective or task which in your opinion was very loosely described. What did you do and how did you approach the task?
- Tell me about the last time you launched a project or solved a task where the ability to think outside the box was essential. What was the project or task about? How did you approach it? Was the result successful?



QUESTIONS TO FACTOR COMBINATIONS

FOCUS

The Role Requires A>B

 The Role Requires A>B (Focus on Tasks)	 The Assessment Taker Has B>A (Focus on People)
 <ul style="list-style-type: none">● Focus on the task● Technical angle● Problem solver● Limited delegation● Needs time to reflect	 <ul style="list-style-type: none">● Focus on people● Enthusiastic● Social and accommodating● Delegates authority● Team player● Likes to talk things through

Potential Behavioural Gaps:

- Analytical ability/ability to solve problems independently
- Ability to say or do something unpopular
- Focus on people rather than tasks
- Willingness to make decisions on their own and act on them

Independent Decision-Making

- Describe a time when you had to think creatively and solve a problem on your own.
- Describe a situation when you had to analyse the cause of a problem or assess several options before deciding which solution to implement.

Action Based on Independent Decisions

- Describe a decision that you made that was right for the team/organisation, even if it was unpopular. Why did you choose it? How did you communicate it?
- Describe a situation when you made a decision on behalf of others, and you had to ignore their wishes and opinions. What was the decision and how did it go?



Authority

- Describe your leadership style when something needs to be criticised. What did you do the last time a person did not behave or perform as desired?
- What has been most difficult for you as a leader/supervisor? Give an example of a situation when you had to do something you found difficult. What was the outcome?
- Describe a situation when you were overly trustful that others could handle a task or project. What did you learn from it?

Analysis and Problem-Solving

- Describe a situation when you worked with a group to solve a problem, but when you eventually had to cut through in terms of what needed to be done. How did it go?

The Role Requires B>A

 The Role Requires B>A (Focus on People)	The Assessment Taker Has A>B (Focus on Tasks)
 <ul style="list-style-type: none">• Focus on people• Social and accommodating• Delegating authority• Team player• Likes talking things through	<ul style="list-style-type: none">• Focus on the task• Technical angle• Problem solver• Limited delegation• Time to reflect

Potential Behavioural Gaps:

- Being comfortable with all kinds of social interaction
- Ability to persuade or encourage others and in general to 'sell' an idea
- Ability to recognise and relate to the point of view of others
- Willingness to delegate tasks

Delegation

- Describe a situation when you had to delegate an important project or task to somebody else. What was the task? How did you decide whom you trusted? What was the result? Were you ultimately satisfied that you had delegated the task?

Persuasiveness

- Describe a situation when you needed to convince someone of a decision or idea. How did you persuade them? What was the result?
- Describe a situation when you could not persuade someone else to see your side of the story. Why do you think that was the case? What could you have done differently?

Teamwork

- Describe with a specific example how you approach a new task or project. How do you involve others?
- Describe the last time you worked on a group project. What was your role? What were your thoughts on how the group worked? What was the result?

Interaction with Others

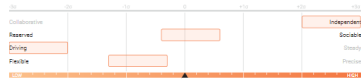
- Have you ever coached or mentored anyone formally or informally? If so, how did that situation arise? What was the best and worst thing about that experience? How did it go? Do you still have contact?
- Describe a situation when you started working with a group of people you did not know. How did you get to know them?

ACTION

The Role Requires A>C



The Role Requires A>C (Proactive)



- Proactive and result-oriented
- Takes initiative
- Competitive
- Likes to get things done
- Responds positively to time pressure
- Impatient with routines



The Assessment Taker Has C>A (Responsive)



- Responsive
- Prefers stability
- Team player
- Patient
- Relaxed
- Methodical
- Persistent

Potential Behavioural Gaps:

- How independently decisions and actions are taken
- Focus on winning or achieving concrete results
- Ability to react quickly to changing situations or environments
- Ability to respond positively to challenges in unfamiliar and difficult situations

Managing Change

- Describe a role that required you to make frequent changes to your priorities and goals. What was your role? How did you handle these frequent changes?
- How do you deal with interruptions in your daily routine?



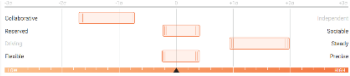

Autonomy and Initiative

- Describe a time when your team's chances of achieving a goal depended solely on your efforts.
- Give an example of a project, idea or process change that you initiated. What was it about? What happened?
- Describe a time when you had to complete a project based on very little information.

Pace and Pressure

- Describe a time when you had a deadline that was changed at very short notice. How did you handle this?
- Describe a situation when you had to deal with a crisis in a business context. What did you do?

The Role Requires C>A

 The Role Requires C>A (Responsive)	 The Assessment Taker Has A>C (Proactive)
 <ul style="list-style-type: none">• Responsive• Prefers stability• Team player• Patient• Relaxed• Persistent• Methodical	 <ul style="list-style-type: none">• Proactive and results-oriented• Takes initiative• Competitive• Likes to get things done• Responds positively to time pressure• Impatient with routines

Potential Behavioural Gaps:

- Ability to work methodically with tasks over a longer period of time
- Ability to concentrate on one thing at a time
- Ability to work with established processes
- Ability to await or identify with the decisions of others

Stable Work Environment

- What part of your recent job were you least happy with? If you could, what part of the role would you prefer to be able to delegate? Why were you not happy about this? How did you handle this?
- How do you approach those parts of your work that have become monotonous or boring but still require your attention? Provide a specific example.

Patience

- Describe a time when you had a manager or employee working at a slower pace than you would have preferred. How did you handle this?
- Describe an experience from your work when being a good listener was more important than being a good speaker. Why was listening important in that situation? Have you done anything specific to improve your listening skills?

Teamwork

- Describe a time when your ideas were rejected, and you therefore had to change your approach because it was in the best interests of the team. What was the result of that situation?

Reliability:

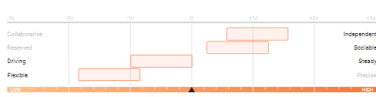
- Describe a time when you were the person approached for a project because your team knew they could count on you.

RISK

The Role Requires A>D



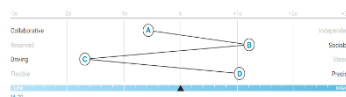
**The Role Requires A>D
(Comfortable with Risk)**



- Comfortable with risk
- Independent
- Individualistic
- Confident
- Determined
- Bold
- Challenges status quo



**The Assessment Taker Has D>A
(Careful with Risk)**



- Avoids risks
- Cooperative
- Supportive and helpful
- Need for rules and structure
- Thorough and accurate
- Conservative
- Sensitive to criticism

Potential Behavioural Gaps:

- Ability to make decisions that involve risks or unknown factors
- Ability to independently handle new or unknown situations
- Willingness to accept responsibility or challenge the manager's decisions

Managing Risks

- Tell me about a decision you have made which you perceived as risky. What was the result? Would you change your decision today if you could?

Decisions

- Describe a situation where you had to act or make a decision without having as much information as you would have liked. What additional information would you like to have had? How did the decision go?

Flexibility

- Describe a situation when it benefited you to bend the rules or do things in an alternative way.

Independence

- Describe a situation when you had a different view than your manager. What did you do? How did it go?
- Describe a decision where you felt under great pressure. What did you do?
- Describe a time when you had challenges completing an assignment or reaching a deadline because you did not have all the necessary information. What did you do? What was the result of that? What did you learn from that experience?
- Describe a time when you had challenges starting a task because you were unsure of how to approach it. What did you do? What did you learn?
- Give an example of a time when you did not meet a deadline.

The Role Requires D>A



**The Role Requires D>A
(Careful with Risk)**



- Avoids risks
- Cooperative
- Supportive and helpful
- Need for rules and structure
- Thorough and precise
- Sensitive to criticism
- Conservative



**The Assessment Taker Has A>D
(Comfortable with Risk)**



- Thrives with risks
- Independent
- Individualistic
- Confident
- Decisive
- Bold
- Challenges the status quo

Potential Behavioural Gaps:

- Ability to accept the decisions and authority of others
- Willingness to do something for the sake of others
- Focus on the team rather than own goals
- Acceptance of rules, regulations, or policies

Rules

- Describe a situation when you made a mistake. How did you handle it afterwards?
- Give an example of how you navigate in an environment with many established rules and procedures.

Caution

- Describe a situation when you took a risk, and it did not go well. What did you do differently the next time you had to make a risky decision?

Cooperation

- Describe the most difficult manager you have ever worked for. What made that person a challenge? How did you handle it?
- Describe an example of an experience when a decision was made without your involvement. How do you feel about adapting to the decisions of others?

Details

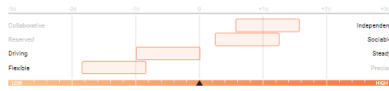
- Describe the tasks you liked the least in your most recent job. How did you get them done?
- Tell me about a time when you worked on a specific task to ensure that all details were in place and that the finished product was flawless.

CONNECTION

The Role Requires B>C



**The Role Requires B>C
(Quick to Connect)**



- Quick to build relations
- Talkative
- Positive communication
- Enthusiastic and persuasive
- Motivating
- Stimulating



**The Assessment Taker Has C>B
(Needs time to Connect)**



- Reserved
- Quiet and private
- Serious approach to strangers
- Prefers stability
- Introspective
- Needs time to reflect
- Organised

Potential Behavioural Gaps:

- Ability to communicate persuasively and optimistically
- Ability to quickly form relationships with different individuals
- Ability to adapt their communication to the person communicated to
- Ability to motivate others
- Ability to focus on the human factors

Network

- Describe an experience you have had with building or maintaining a network of people outside the formal workgroups. In what way was this network useful to you?
- Have you had a task that involved meeting different people with whom you quickly had to form relationships? How did you go about it?

Fast Thinking

- Describe a time when you had to make a quick decision that you were faced with and had to defend right after.

Persuasiveness

- How do you approach presenting an idea to your manager or other primary decision maker?

Managing Changes

- Describe the last time you were introduced to a new work environment. How did you establish new relationships in that group?
- What do you find most difficult when changing role? How have learned to make it easier for yourself?

The Role Requires C>B



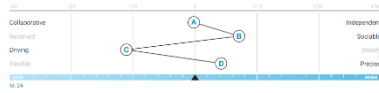
**The Role Requires C>B
(Takes Time to Connect)**



- Reserved
- Quiet and private
- Serious approach to strangers
- Introspective
- Needs time to reflect
- Organised



**The Assessment Taker Has B>C
(Quick to Connect)**



- Quick to establish relationships
- Talkative
- Positive communication
- Enthusiastic and optimistic
- Persuasive

Potential Behavioural Gaps:

- Ability to work patiently with established processes or time-consuming projects
- Ability to focus on facts and tasks rather than the team
- Ability to work on your own most of the time

Planning

- Describe a time when you were assigned a major project without much instruction on how to approach it. What did you do? How did it go?

Consideration

- Describe a time when you had to deal with an angry or dissatisfied client, colleague, or manager. What was your immediate reaction? What approach did you take? What techniques did you use to interact productively with that person? Did your approach work and do you think you should have done anything differently?

Patience

- Describe the best job you have had or the one you have enjoyed the most. Describe a typical day at that job.

Ability to Listen

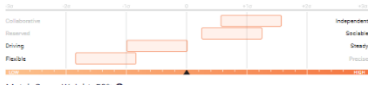
- Describe a time when your ability to listen was crucial to the success of a project. Why was listening important in that situation? How did the situation end?
- Have you done anything special to improve your listening skills?

INTERACTION

The Role Requires B>D



The Role Requires B>D (Informal)



- Informal
- Extroverted
- Optimistic and carefree
- Enthusiastic
- Persuasive



The Assessment Taker Has D>B (Formal)



- Formal and serious
- Disciplined
- Reserved and quiet
- Task-focused
- Sensitive to criticism

Potential Behavioural Gaps:

- Ability to engage in open and informal communication
- Ease of social situations
- Ability to persuade and encourage
- Ability to delegate authority as well as tasks to others without the possibility of thorough follow-up

Communication

- Describe your strengths and challenges as a communicator. When it comes to communicating with others at work, which form of communication do you feel most challenged by?
- Have you done something special to improve your communication skills?

Persuasiveness

- Describe a time when you had to convince others to change something or accept a different point of view. How did you persuade them?
- Have you ever had to encourage your team members to reach a goal? How did you do it?




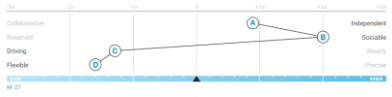
Delegation

- Describe a situation when you had to delegate something you were responsible for to someone else. How was it?
- Describe a successful experience you have had as part of your team. What did you contribute to the team?

Flexibility

- Describe a time when you felt it was necessary to make an exception to a rule.

The Role Requires D>B

 The Role Requires D>B (Formal)	 The Assessment Taker Has B>D (Informal)
 <ul style="list-style-type: none"> • Formal and serious • Disciplined • Sincere • Task-focused • Sensitive to criticism 	 <ul style="list-style-type: none"> • Informal • Extroverted • Optimistic and carefree • Enthusiastic • Persuasive

Potential Behavioural Gaps:

- Thinking before speaking or acting
- Speaks more generally than factually/specifically
- Ability to work without regular social contact
- Ability to focus on quality and accuracy

Communication

- Describe your strengths and challenges as a communicator. What form of communication comes most naturally to you in a work environment, and what is more challenging?

Conscientiousness

- Describe what parts of your recent role you were least motivated by. How did you get them done?
- Describe a time when 'thinking out loud' or communicating before you had all the facts created problems for you. Did that experience make you do something different the next time you were in a similar situation?

Independence

- Describe a time when you formed a one-person team (by working from home or alone in the office). What was the best and worst parts of that experience?

RULES

The Role Requires C>D



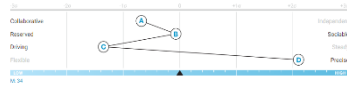
**The Role Requires C > D
(Casual with Rules)**



- Casual with rules and structure
- Persistent
- Challenges structure
- Prefers flexibility
- Innovative and creative



**The Assessment Taker Has D > C
(Careful with Rules)**



- Careful with rules
- Thorough and precise
- Follows up
- Prefers clarity

Potential Behavioural Gaps:

- Ability to work persistently and methodically
- Ability to act with little or no data or guidelines
- Ability to think outside the box

Focus on the General Idea

- Describe a time when you may have let go of the details of a project and instead focused on achieving the overall goal. What was the goal and what did you do to let go of the details?



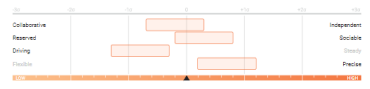
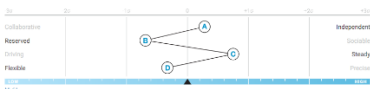
Persistence

- Give an example of a time when more persistence was required to achieve a goal than you originally expected, or when a project hit a 'dead end'. What did you do? What happened to the project or goal?

Dealing with Ambiguity

- Describe a time when you had to come up with your own solutions as issues occurred. How did you handle the lack of rules/guidelines, etc? What was that like?

The Role Requires D>C

 The Role Requires D>C (Careful with Rules)	 The Assessment Taker Has C>D (Casual with Rules)
 <ul style="list-style-type: none"> • Careful with rules • Conscientious • Follows up • Prefers clarity 	 <ul style="list-style-type: none"> • Casual with rules • Relaxed • Laid back • Prefers flexibility

Potential Behavioural Gaps:

- Ability to focus on quality and precision
- Ability to work with details and follow up on delegated tasks and projects
- Ability to react quickly and have a sense of urgency
- Ability to change opinion and take others' opinions into account

Quality, Accuracy, and Follow-up

- What do you do to ensure quality and precision in your work? Describe a time when something important was not quite accomplished because you did not pay sufficient attention to detail.
- Describe your process of delegating (from selecting who you delegate to, to the final follow-up).
- Tell me about a time when you needed to handle or enforce rules and policies.
- Describe an experience when you bent the rules and perhaps went a little too far. What happened?

Managing Change

- Describe a time when you had to change direction quickly. Whose idea was it to change direction? How did it go?
- Describe a time when you had to act quickly to meet an unexpected challenge or emergency. What was the problem? What did you do? What was the result?

Following Others

- Describe a time when your idea or recommendation was not followed. What were the circumstances? What did you do? What happened?

ADDRESSING THE SELF-CONCEPT

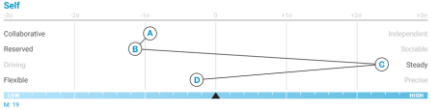
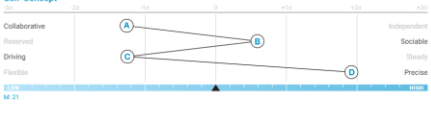
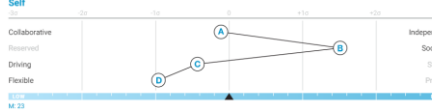

With the Self-Concept, we investigate the assessment taker’s perception of the demands in the job environment. It is important to remember that these are perceived requirements and not necessarily actual requirements. In addition, it is important to be mindful that there can be many reasons why the Self-Concept looks different compared to the Self, so you need to be very exploratory in your approach when asking questions about the Self-Concept.

Below you will find a number of questions to explore the changes that have taken place from the Self to the Self-Concept.

DOMINANCE

Low A with Higher A in the Self-Concept	High A with Lower A in the Self-Concept
<p>It looks as if:</p>	<p>It looks as if:</p>
<ul style="list-style-type: none"> • You feel that you need to focus more on goals and results • You need to have a greater impact • You have to work very independently at the moment • You feel you need to be more risk-willing 	<ul style="list-style-type: none"> • You feel you need to work more team-oriented • You do not have the degree of influence that you might prefer • There is less competition in the job than you prefer • You need to be more careful and think less outside the box

EXTRAVERSION

Low B with Higher B in the Self-Concept	High B with Lower B in the Self-Concept
<p>Self</p>  <p>Self-Concept</p> 	<p>Self</p>  <p>Self-Concept</p> 
<p>It looks as if:</p>	<p>It looks as if:</p>
<ul style="list-style-type: none"> • You feel that you need to be more communicative than you might prefer • You work in an environment where there is a lot of social interaction with others • You need to spend some energy convincing others and 'selling the message' • You need to be more inclusive and collaborative 	<ul style="list-style-type: none"> • You do not have the opportunity to communicate as much as you prefer • You feel that you need to focus more on the tasks than relationships • That there are few opportunities to network and build relationships • You need to focus more on the professional aspects of the job

PATIENCE

Low C with Higher C in the Self-Concept	High C with Lower C in the Self-Concept
<p>It looks as if:</p>	<p>It looks as if:</p>
<ul style="list-style-type: none"> • You find that things progress more slowly than you prefer • You feel you must work more methodically than you usually do • You work with some long deadlines or repeated processes/tasks • You must accept waiting for others take the initiative 	<ul style="list-style-type: none"> • You work under a certain time pressure • You feel that things are going a little too fast • You must deal with a lot of things at once • You have to work in an environment with a lot of change

<p>Low D with Higher D in the Self-Concept</p>	<p>High D with Lower D in the Self-Concept</p>
<p>It looks as if:</p>	<p>It looks as if:</p>
<ul style="list-style-type: none"> • You feel you need to be more structured than usual • You need to focus more on details than you prefer • You feel that there are too many rules and processes to follow • You need to be more careful with your decisions 	<ul style="list-style-type: none"> • You feel you must compromise on the quality you prefer to deliver • That you do not feel that you are completely in control of the tasks/processes • That you must delegate some tasks and be more risk-willing • You need to be more informal in your handling of tasks and people

FEEDBACK ON THE PI COGNITIVE ASSESSMENT

- Spend 5-10 minutes on the feedback
- Start by asking about the experience, the approach, etc.
- If necessary, use the formulations on the next page to rewrite the results into practice

CA Feedback Model

START

Start with following: how was the experience? What was your strategy? The assessment taker's answer gives you insight into whether the result is a correct reflection of their cognitive ability, as interruptions or connectivity issues are likely to be mentioned here. It also provides an opportunity to discuss how the assessment taker handles time pressure, how they approached the task, etc.

Give a brief overview of what is being measured. The PI Cognitive Assessment measures the learning ability and reflects how quickly a person will acquire the necessary knowledge to be able to master the job. It tells you how well the individual handles complexity and makes decisions based on complex information. The result also indicates the ability to solve problems and adapt to changing circumstances.

PURPOSE

RESULT

Present the result. Do not hesitate – the assessment taker is interested in the results! You can indicate the assessment taker's scaled score and explain that the scale goes from 100-450 with an average of 250. You can elaborate with the number of questions answered and the number of correct answers, if you prefer that.

Compare the result with the reference group. The easiest way is to use the percentile. Indicate the percentile ("You scored higher than X % of the global population"). Another way to present a result is to explain whether the score is in the top or bottom 50 % of the global norm. Explain that very few people answer all 50 questions (on average 28 questions are answered).

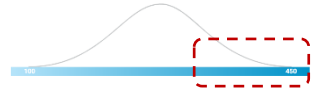
COMPARISON

OVERALL ASSESMENT

Explain how the result is just one of several factors that are taken into consideration. The result should never be used in isolation, but as part of a holistic evaluation that takes all data points into account: personality, experience, skills, motivation, values, cultural match, etc.

290-450 (ABOVE AVERAGE)

Tip: People with a higher CA score often appreciate complex tasks and need a challenging environment to stay motivated.



People with a higher score can be expected to be able to acquire large amounts of new and complex knowledge at a high pace and understand the broad and deep consequences of changes in job content and environment. They respond very quickly to changes and adapt very easily to new circumstances. They can handle great complexity in the job and are expected to have a very steep learning curve. They can handle complex problems/challenges at a high pace and will be able to handle multiple tasks simultaneously.

220-280 (AVERAGE)

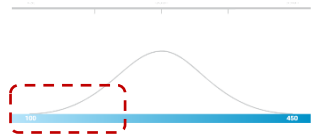
Tip: introduce an environment that provides opportunities for development as the individual becomes familiar with the role and tasks.



People with an average score are likely to be able to adapt to a changing environment with some degree of variety. They can handle operational and specialised tasks that require some knowledge and complexity. They are expected to learn fairly quickly and are suitable for jobs that require a relatively quick learning ability and understanding of new situations. They can handle complex problems and challenges in the job at an average pace and will be able to handle and process several tasks simultaneously.

100-210 (BELOW AVERAGE)

Tip: investigate how much knowledge and experience the individual needs to be able to solve and handle new problems independently. Provide opportunities to gain new skills through experience.



Individuals with a lower score are likely to adapt best to jobs and environments that match their experience, knowledge, and skills. They need more time than others to acquire new knowledge and adapt to new tasks or changes in the job environment. They work well with familiar tasks and can solve known problems with less complexity and problems that do not require abstract thinking. They can handle variety in the job, but need time to absorb new knowledge and/or adapt to new situations.

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