



# Management Dilemmas<sup>TM</sup>

Assessor Report For

**Ann Example**

Date of assessment: **27 January 2017**

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

**Confidentiality Statement**

This report is confidential. The content of this report should only be read by individuals who have approved access.

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# 1 Information about this Report

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

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

Leading Others	Motivating Others
	Making the Right Call
Planning and Coordinating	Making Plans
	Organising Work
Managing Performance	Delivering Results
	Improving Performance
Managing Relationships	Working with Others
	Handling Difficult Situations

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

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

If Management Dilemmas is administered in unsupervised conditions, an individual's identity cannot be verified by an administrator when taking the test. To verify an individual's level of capability in relation to the competencies assessed by Management Dilemmas, supervised methods of competency assessment should be used, such as simulation exercises and/or a competency-based interview.

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

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

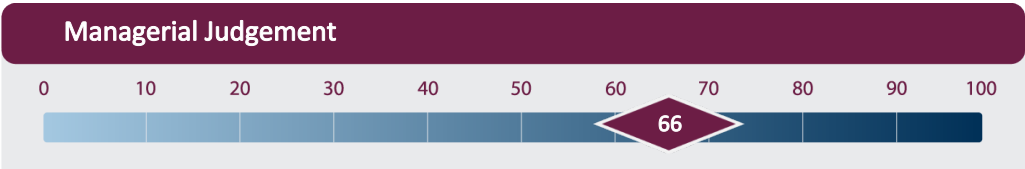
## 2 Score Profile

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

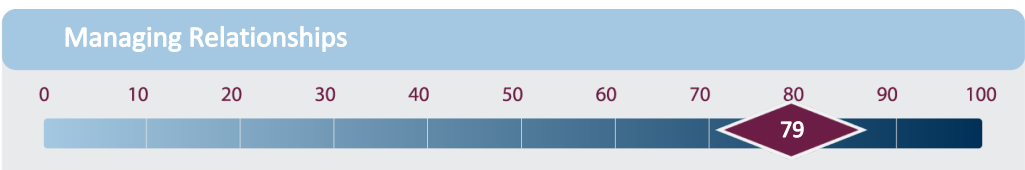
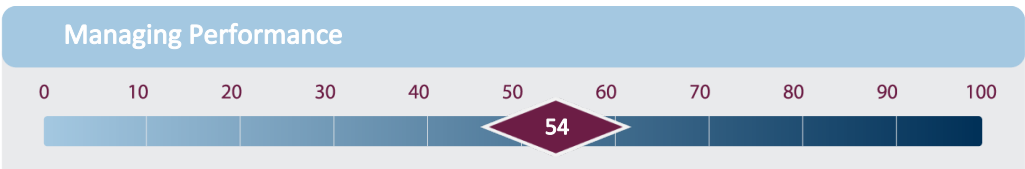
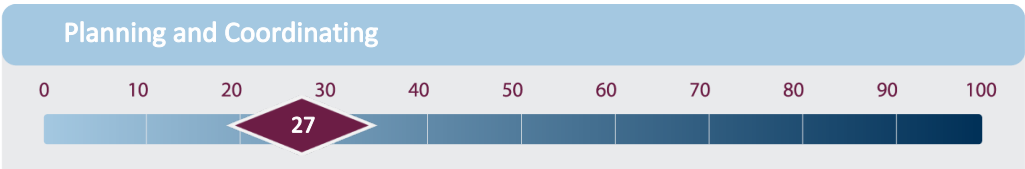
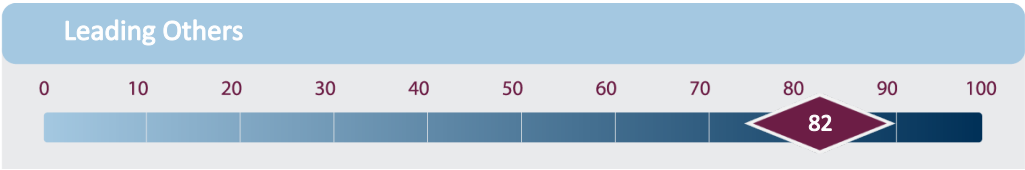
The Managerial Judgement score indicates the overall level of performance achieved by Ann Example in responding to the situations in the test. The competency scores are provided for additional interpretation about test performance. The competency scores can indicate relative strengths or potential areas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

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

**Completion time:** 25 minutes, 13 seconds



### Competency Scores



### 3 Interpretation Guidance

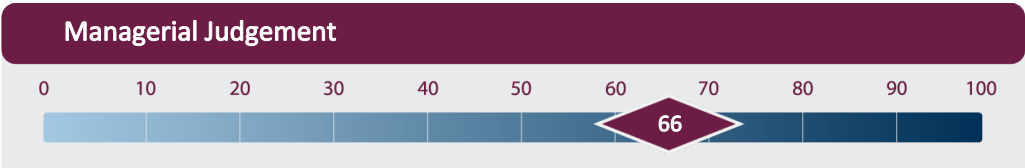
This section provides detailed interpretation of the Management Dilemmas scores obtained by Ann Example. A broad guideline about how to interpret these percentile scores is shown in the table below. This table shows five bands of percentile scores and a performance description for each band.

91-99	Well above average
71-90	Above average
30-70	Average
10-29	Below average
1-9	Well below average

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

#### Managerial Judgement

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

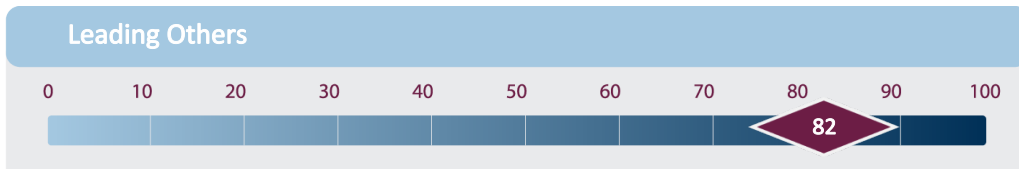


Ann Example achieved an overall Managerial Judgement score that was higher than 66% of the comparison group. Overall, this level of performance was in the average range when judging the effectiveness of actions across all of the situations presented in the test.

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

## Leading Others

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



Ann Example achieved a score for this competency that was higher than 82% of the comparison group. This level of performance was above average when judging the effectiveness of actions in scenarios that required a focus on leading others.

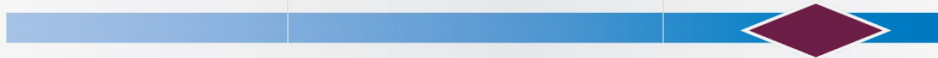
This means that Ann demonstrated sound judgement in the scenarios relating to this competency area. Ann's performance on this competency can be broken down further into the two elements shown below.

### Element 1: Motivating Others

Opportunity for Development

Acceptable

Strength



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

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

### Element 2: Making the Right Call

Opportunity for Development

Acceptable

Strength

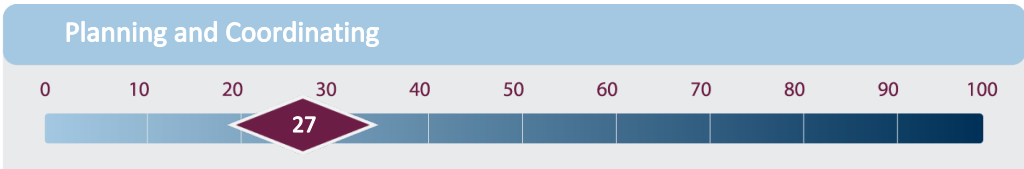


Leading others is also about making the right choices when faced with tough or controversial decisions. This second element relates to situations that require the participant to take ownership of difficult decisions, demonstrating sound judgement and involving others where appropriate.

The responses by Ann to these scenarios indicate that a reasonable awareness of the factors that need to be considered. When required to deal with a tough decision, it is likely that Ann will generally recognise when it is appropriate to take personal responsibility for the decision and when to bring others into the decision-making.

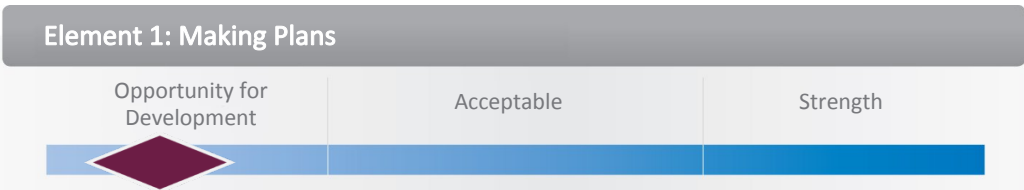
## Planning and Coordinating

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



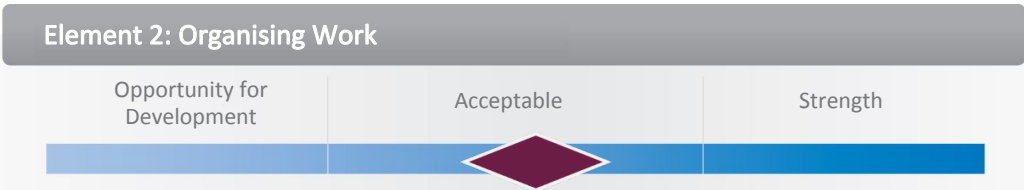
Ann Example achieved a score for this competency that was higher than 27% of the comparison group. This level of performance was below average when judging the effectiveness of actions in scenarios that required a focus on planning and coordinating.

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



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

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

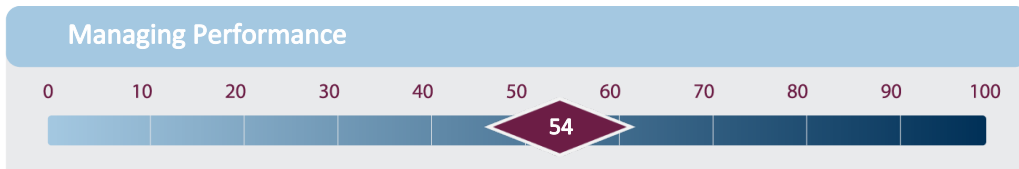


Organising priorities and resources are also important skills in planning and coordinating. The scenarios for this element relate to establishing task priorities accurately and coordinating the required resources so that objectives are met.

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

## Managing Performance

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



Ann Example achieved a score for this competency that was higher than 54% of the comparison group. This level of performance was in the average range when judging the effectiveness of actions in scenarios that required a focus on managing performance.

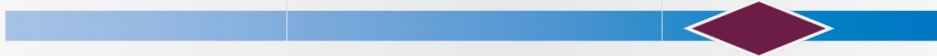
This means that Ann demonstrated reasonable judgement in the scenarios relating to this competency area. Ann's performance on this competency can be broken down further into the two elements shown below.

### Element 1: Delivering Results

Opportunity for Development

Acceptable

Strength



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

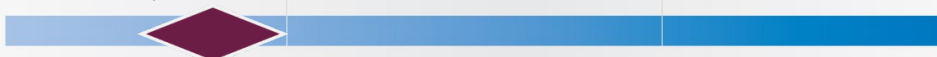
Based on the test responses, Ann demonstrated good judgement in this area. When faced with situations where individuals and teams require guidance or support to deliver results, it is likely that Ann will recognise how best to set expectations and overcome obstacles.

### Element 2: Improving Performance

Opportunity for Development

Acceptable

Strength



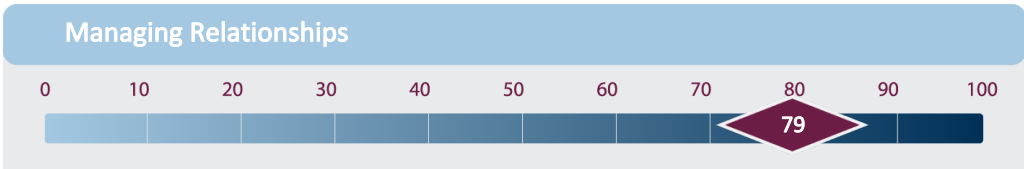
A second element of managing performance is about taking steps to improve performance of individuals and the team. This element relates to situations where the participant is required to coach others to improve performance and deal with underperformance from others in a timely and effective way.

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



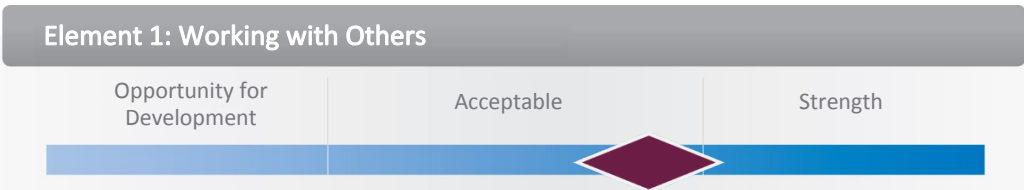
## Managing Relationships

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



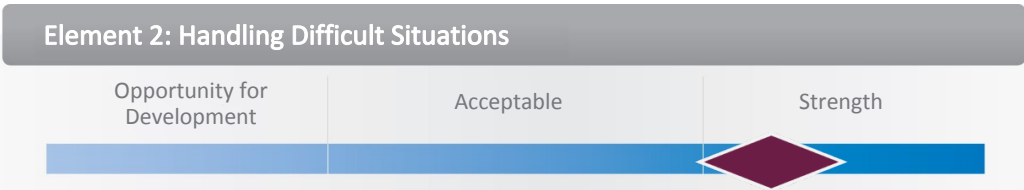
Ann Example achieved a score for this competency that was higher than 79% of the comparison group. This level of performance was above average when judging the effectiveness of actions in scenarios that required a focus on managing relationships.

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



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

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



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

Based on the test responses, Ann appears to be a good judge of the factors to consider in these situations. When dealing with interpersonal conflict or sensitive issues, it is likely that Ann will recognise the best ways of tackling these situations quickly while taking a considered and tactful approach.

## 4 Appendix: Standardised Scores

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

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

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

	Raw Score	Sten Score	T-Score
<b>Managerial Judgement</b>	<b>101</b>	<b>6</b>	<b>54</b>
<b>Competency Scores</b>			
Leading Others	24	7	59
Planning and Coordinating	20	4	44
Managing Performance	27	6	51
Managing Relationships	30	7	58

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