PI LEARNING INDICATOR FEEDBACK GUIDE & REPORT

DISTRIBUTION OF COGNITIVE ABILITY

Target the appropriate cognitive threshold to maximize performance in any job, in any industry

Sample Targets By Job

Job A - Administrator
Job B - Sales Representative
Job C - Rocket Scientist

Job B
Job A
Job C

0.1% 2% 13% 34% 34% 13% 2% 0.1%

HIGHER COGNITIVE ABILITY

The summary below is a guide only and does not provide definite answers. It is strongly recommended to have each candidate take the assessment twice and in their preferred language.

The PI Learning Indicator measures General Cognitive Abilities (GCA). It considers abilities such as **logical reasoning, planning and problem solving, absorbing new knowledge, processing complex information or implementing solutions.** Cognitive abilities reflect the **breadth** and depth of a person's a**bility to comprehend its job environment, to** 'catch on' or 'making **sense**' of **something**. It refers to: brain-based skills needed to carry out tasks; to the mechanism of how we learn, remember, apply newly learned things and solve problems. It does not measure the amount of acquired knowledge, but how quickly we can expect an individual to acquire new knowledge and use that knowledge going forward.

Cognitive ability measures are extremely valuable to predict job performance, but they must never be used in isolation. Other elements, such as personality, knowledge & experience or values and cultural job fit must equally be taken into consideration.

The results are shown in comparison with the normal distribution (the wider population's expected scores), and with the quartile distribution (the norm group's scores). The average score is 20.

HIGH SCORES

People with high scores can be expected to be capable of acquiring large amounts of new and complex knowledge at high speed and to understand the broad and deep implications of changes in a job content and environment. They react very quickly to stimuli and changes and adapt very well to new situations. They can handle a great deal of complexity in the job and are expected to have a very steep learning curve.

Coaching and assessment tip: people with high scores tend to enjoy complex challenges and need mentors who have equally high scores and more experience. Assess their capacity to adapt to, communicate and to manage other people, in particular if they have low scores.

HIGHER-MEDIUM SCORES *(above average)*

People with higher-than-average scores are more likely to be able to adapt to a changing environment with much variety. They are expected to learn quite quickly and are suited for jobs that require a rather fast learning capability and comprehension of new situations. They can process complex problems/challenges in the job and will be able to handle and process multiple tasks simultaneously.

Coaching and assessment tip: make sure to leverage this cognitive ability in order not to lose a talent in the organization. Provide these persons with new challenges to keep their motivation high. A higher PLI score acts as a compensator to a low motivation and may hide potential future behavioral issues. Watch out for long term impact of lack of motivation

LOWER-MEDIUM SCORES *(below average)*

Candidates with lower-than-average scores can handle operational and specialized tasks requiring a certain amount of knowledge. People with a lower medium score can handle variety in the job when given some time to absorb the new knowledge or to adapt to new situations

Coaching and assessment tip: understand how much knowledge, experience and motivation are needed to help the individual overcome and tackle new problems independently. If they are risk takers and good at selling, make sure to carefully assess their competencies with a targeted behavioral interview to identify their limitation between the "I want to achieve" and "I can actually achieve".

LOW SCORES

A lower score indicates that candidates will adapt better to jobs and environments which match their experience, knowledge and skills. They will take more time than others to acquire new knowledge and to familiarize themselves with new work duties or changes in the work environment. They perform well in habitual tasks and can solve familiar problems of less complexity and problems that do not require a high degree of abstract thinking.

Coaching and assessment tip: ensure optimal culture fit and motivational PI® Job Assessment match; allow gaining new skills with experience and time. A high level of diligence/conscientiousness and experience can help to compensate a low score.