

# Target Scoring Guide

Follow the steps below to determine the target Learning Indicator score for a specific position.

1. Select the Job Function that aligns best to the position on the Job Function Table (next page).
2. Use the recommended target score as a starting point for evaluating candidates.
3. You may decide to adjust the target score within +/- 3 points of the recommend target.

### Consider lowering your target score if:

The work environment is very stable with few unexpected situations or changing demands.

The job does not require the candidate to learn new information, is very tactical with heavy routine and repetition, or doesn't require working with numbers, memorization, strategic thinking, or long-term planning.

### Keep the recommended score if:

The work environment is relatively stable but changes are occurring that require adaptability and learning of new information.

The job tends to balance routine and novelty in tasks, requiring some work with numbers, math, data, or a mix of tactical, strategic thinking and/or planning.

### Consider raising your score if:

The job requires constant and rapid learning of new information, the ability to quickly "figure things out" with little structure or guidance, tends to have very little routine or repetition, requires mastery of numbers, data, and/or math, or involves complex problem solving or long-term, strategic planning.

The work environment is constantly changing and will often involve dealing with ambiguous situations or adapting to changing demands.

4. If the job is a management position or director-level role, consider adding 1 point to the target score.
5. If the position is executive-level (VP or above) consider adding 2 points to the target score.

SCORING GUIDE 

PAGE 1 of 5

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## Recommended Target Scores

JOB FUNCTION	TARGET SCORE		
		Logistics	23
		Legal and Tax	23
		Manufacturing	21
		Marketing	24
		Operations	18
		Other	22
		Product Development	24
		Processes Excellence	22
		Project Management	22
		Purchasing/Procurement	22
		Research	25
		Sales	22
		Skilled Workmanship	19
		Supply Chain	24
		Training & Education	21
		Technology, Research & Development	22
		Unskilled Workmanship	18
Administration	21		
Accounting, Finance & Controlling	24		
Business Development	25		
Communication	24		
Consulting	25		
Customer Service	20		
Design, Arts & Creative	23		
Engineering/Technology General	22		
Management	23		
Natural Sciences	26		
Health and Human Social Services	25		
Resources	23		
Health, Safety & Environment	20		
Information Technology	21		
IT Hardware Engineering	21		
IT Software Engineering	22		

\* Indicates low sample size. Norm may be unreliable. Use with caution.

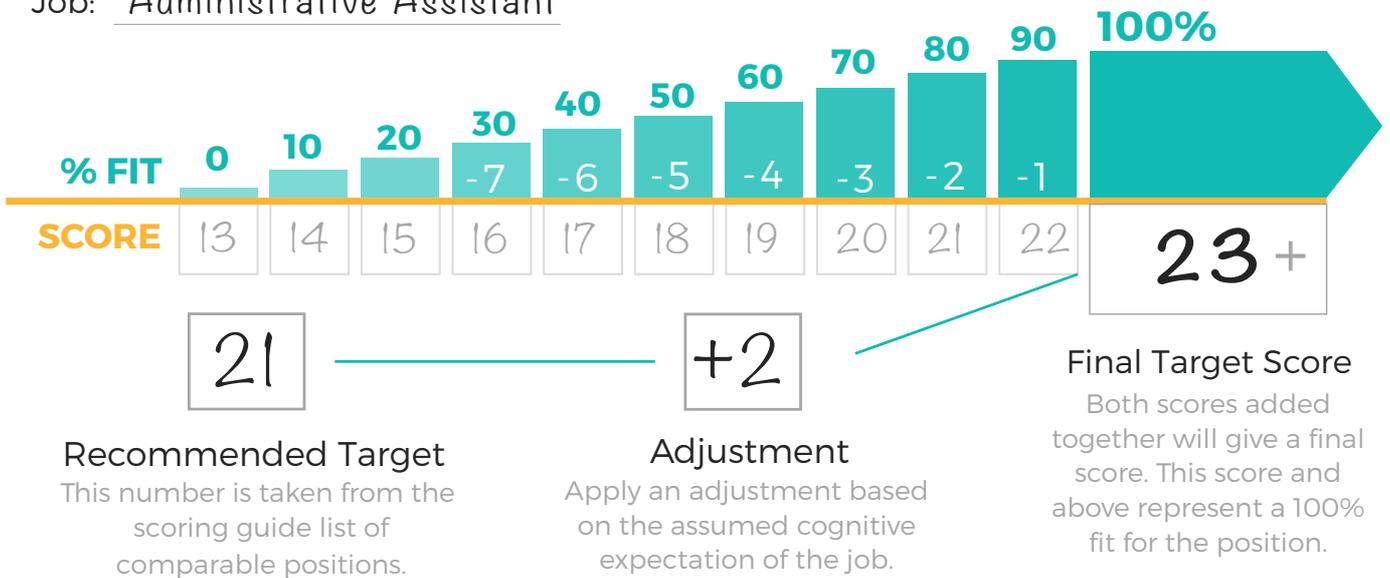
**Note:** Target scores should not be used in a pass/fail fashion. Assessment results are a measurement of the likelihood of success for that person in a given job, and the speed at which the candidate is expected to acquire new knowledge. The results of the PI Learning Indicator assessment should be used in conjunction with the other assessment tools, like the PI Behavioral Assessment and other candidate evaluation processes that consider additional factors like skills, experience, references, and education.



# Target Score Calculation

## EXAMPLE

Job: Administrative Assistant



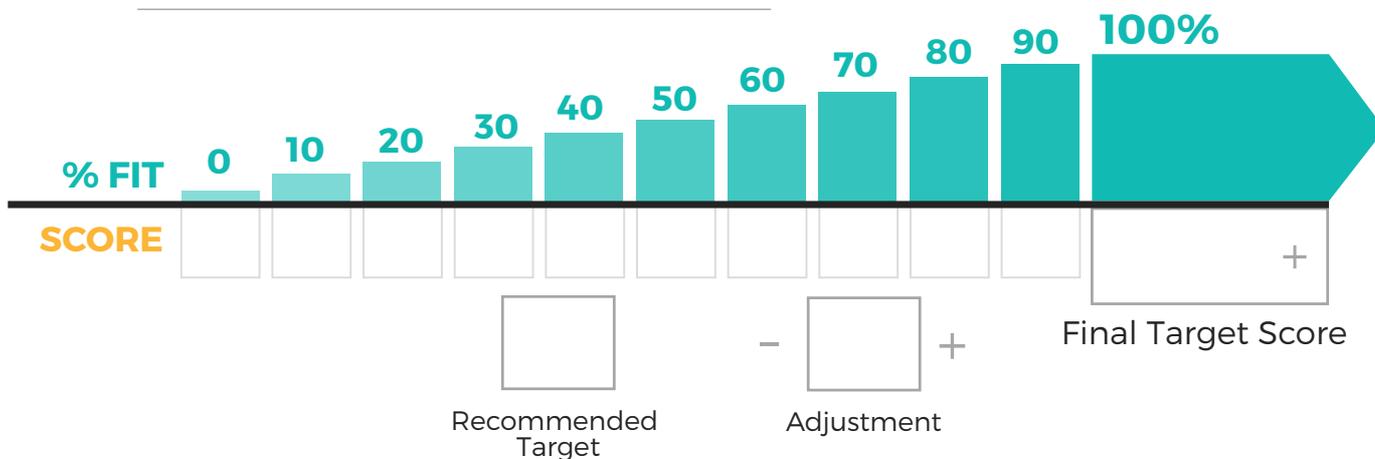
NAME	SCORE	FIT +/-
Bob Smith	23	100%
Mary Jones	21	80%
Anne Ribalt	24	100%
Jim McDougal	15	20%

The target score calculation leads to a general assumption regarding the cognitive requirements for the job. The recommended target is taken from the previous page, and an adjustment of +2 is added in the second box to represent this job as more cognitively demanding compared to other administrative jobs. In the above example, Bob Smith is a 100% fit, meaning he is cognitively suited for this role. Mary Jones is an 80% fit with her 21-point score, meaning that she almost fits the desired mold for the administrative position. Judging candidates based on this score alone is insufficient, and the percentages help weigh their scores relative to other candidates.



# Target Score Worksheet

Job: \_\_\_\_\_



NAME \_\_\_\_\_

SCORE \_\_\_\_\_

FIT +/- \_\_\_\_\_

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# Interview Questions

The PI Learning Indicator is designed to help decision-makers understand how quickly a person is likely to learn, grasp new concepts, gain new skills, make good decisions, and adapt to change. Below are a set of interview questions that can be used to further understand a candidate's strengths and weaknesses in these very important areas. It is recommended that interview questions be chosen based on the categories that are of highest importance to success in the target job. It is not necessary to use them all.

Category	Interview Questions
<b>Learning Style</b>	Describe your preferred learning style. What types of things do you learn very quickly? What types of things take you longer to learn?
<b>Continuous Learning</b>	Tell me about a work experience in which you needed to continuously learn new information in order to be successful.
<b>Self-Directed Learning</b>	Give me three examples of work skills or capabilities that you had to develop on your own. How did these help you to be successful?
<b>Problem Solving</b>	Provide an example of a time when you had to solve a very complicated problem in a short amount of time. What was the problem? How much time did you have? How did you solve it?
<b>Long-term planning &amp; Strategy</b>	Describe a time when you were responsible for creating a long-term plan or strategy. What was the situation, and what factors did you consider when establishing the plan or strategy?
<b>Critical Decisions</b>	Describe one of the most critical decisions you have ever had to make at work. What were the factors you considered and what did you ultimately decide?
<b>Learning from Mistakes</b>	Provide an example of a time when you feel you made the wrong decision. What went wrong and what did you learn from the experience?
<b>Adapting to Change</b>	Describe an experience in which something unexpected happened at work and you needed to quickly adapt. What was the situation? Why was it unexpected? How did you handle it?