

# 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 +/- 30 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 10 points to the target score.
5. If the position is executive-level (VP or above) consider adding 20 points to the target score.

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V9-21-17-1

## Recommended Target Scores

JOB FUNCTION	TARGET SCORE		TARGET SCORE
		Logistics	280
		Legal and Tax	280
Administration	260	Manufacturing	260
Accounting, Finance & Controlling	290	Marketing	290
Business Development	300	Operations	230
Communication	290	Other	270
Consulting	300	Product Development	290
Customer Service	250	Processes Excellence	270
Design, Arts & Creative	280	Project Management	270
Engineering/Technology	270	Purchasing/Procurement	270
General Management	280	Research	300
Natural Sciences	310	Sales	270
Health and Social Services	300	Skilled Workmanship	240
Human Resources	280	Supply Chain	290
Health, Safety & Environment	250	Training & Education	260
Information Technology	260	Technology, Research &	270
IT Hardware Engineering	260	Development	
IT Software Engineering	270	Unskilled Workmanship	230

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

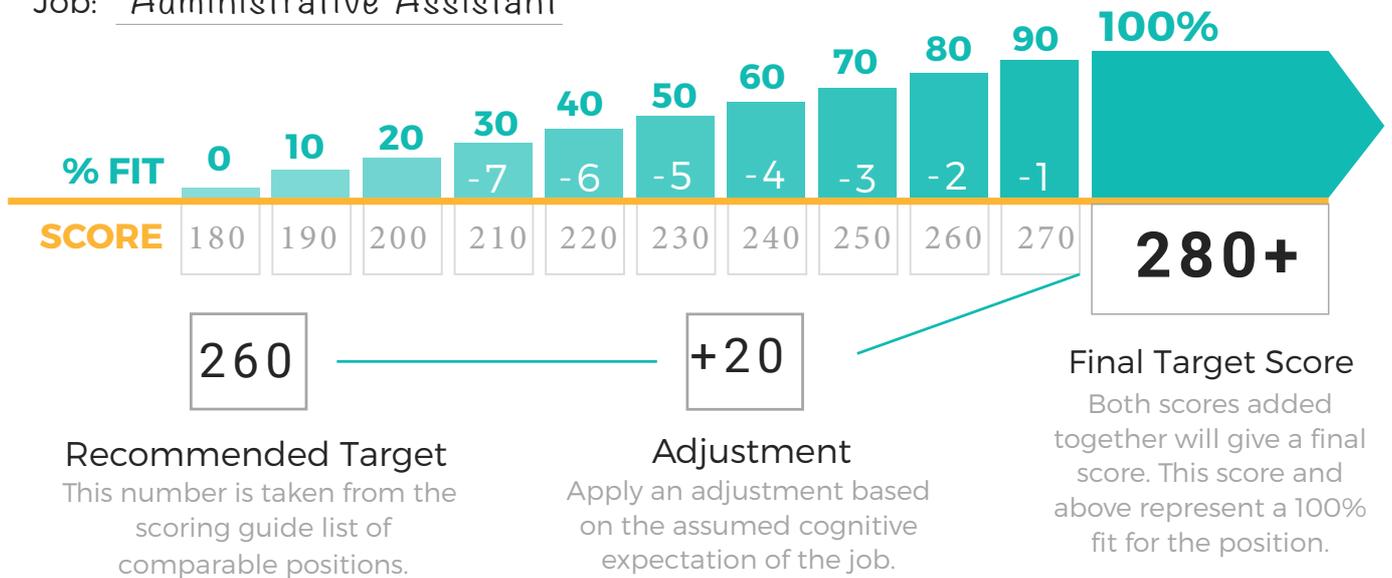
**Note:** Target scores should not be used in a pass/fail fashion. Assessment results are a measurement of the likelihood of success for that person in a given job, and the speed at which the candidate is expected to acquire new knowledge. The results of the PI Learning Indicator assessment should be 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



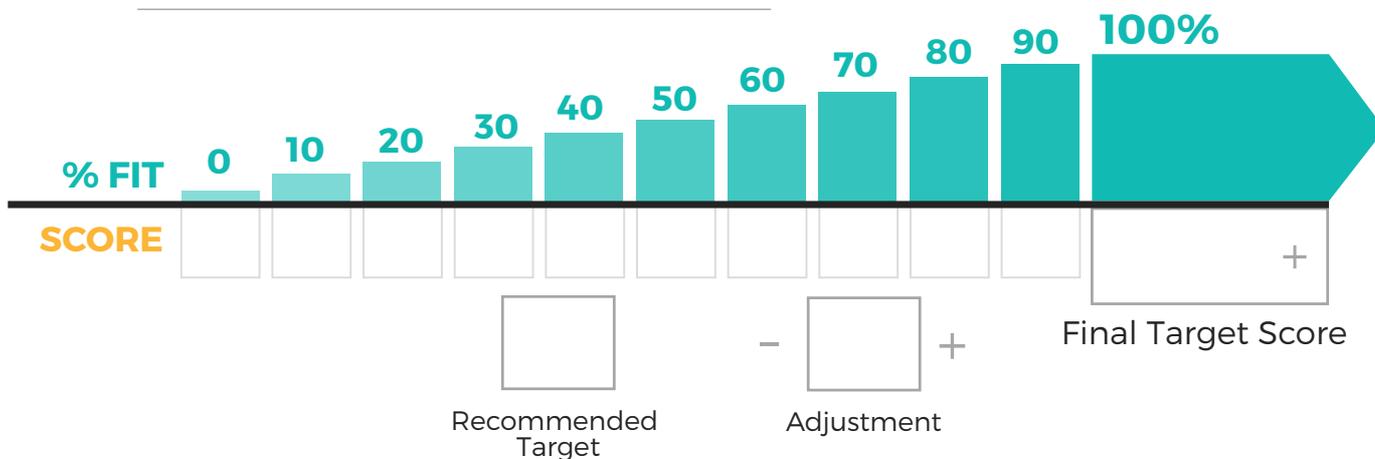
NAME	SCORE	FIT +/-
Bob Smith	280	100%
Mary Jones	260	80%
Anne Ribalt	290	100%
Jim McDougal	200	20%

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 +20 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 260-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?