



Confidential Report

Featuring

- PSI with Learning Styles for Contact Centers

Test Version: PSI with Learning Styles for Contact Centers
Test ID 563523

Questions? Contact your ExSel Coordinator, email exsel@limra.com, or call (0)+1 888-785-4672.

The Performance Skills Index (PSI) assesses an individual’s capacity to learn and remember new information. PSI scores are predictive of performance in contact centers. Generally speaking, people who have higher learning ability will perform better on the job. Strong performers in contact centers are more proficient in the following ways:

Learning and Comprehension

- They learn new information quickly.
- They analyze the information provided to identify the problem or issue.
- They are organized.
- Their work is accurate.

Speed and Flexibility

- They can multi-task effectively.
- They work quickly and efficiently.
- They are flexible and adaptable.

Performance in Training

- They learn quickly and with ease during training.
- They gain an overall mastery of the training material.

Performance Skills Index (PSI) Overall Result: Low



The candidate received an overall PSI rating of Low.

There are two general types of PSI questions — math and verbal — that are combined to arrive at the above overall rating. This overall rating is the information that should be used for any selection or promotional decisions.

The candidate’s scores on the two question types are presented below for informational purposes only:

Math Component



The PSI math questions require the candidate to analyze the information provided, identify the relevant pieces of information, and perform basic computation in order to arrive at a solution. The candidate received a rating of Low on the Math component of PSI.

Verbal Component



The PSI verbal questions require the candidate to demonstrate verbal proficiency, read a passage and answer questions about it, or analyze relationships between concepts. The candidate received a rating of Moderate on the Verbal component of PSI.



Performance Skills Index for Contact Centers

Expected Job Performance

Based on this individual's PSI results, what is the probability that he or she will be a top performer in a Contact Center position ?

The information below is based on supervisor ratings of Contact Center representative performance. Supervisors evaluated representatives on specific aspects of the job (such as learning and comprehension), as well as overall job performance.

Overall Job Performance

When a "top performer" is defined as being rated in the top half of all Contact Center representatives, you can expect approximately 45 out of 100 candidates scoring at this level on PSI to be top performers. Compared with the average candidate administered PSI for Contact Center Positions, this candidate has a 3 percent less than average chance of being a top performer.

Performance in Specific Job Areas

The chart below shows the probability that this individual will be a top performer (that is, rated in the top half of all representatives) in the following areas:

- Learning and Comprehension
- Speed and Flexibility
- Performance in Training

	0-34%	35-39%	40-44%	45-49%	50-54%	55-59%	60-64%	65-100%
Learning and Comprehension								
Speed and Flexibility								
Performance in Training								



Expected Performance on Licensing Exams

Based on this individual's PSI results, what is the probability that he or she will pass the required licensing exams *on the first attempt*?

State Insurance Exams

Life & Health	46 %
Property & Casualty	36 %

Securities Exams

Series 6	48 %
Series 63	53 %

Registered Representative Exams

Note: These advanced exams are typically taken by individuals who have already passed one or more industry exams.

Series 7	39 %
Series 66 <i>When the individual already has his or her Series 7 license</i>	42 %
Both Series 7 and Series 66 <i>When the individual has neither license</i>	41 %

Learning Styles Guide

This section of the report identifies this individual's preferred learning style. As a trainer, this information will help you train and develop employees by understanding what types of training and development programs will be most effective for each individual, based on that individual's preferred learning style.

Preferred Learning Style: Active

The candidate has an ACTIVE learning style. This means that he or she likes to be completely involved in the learning experience. This individual prefers action to reflection. He or she is not likely to spend a lot of time planning his or her activities in advance. An individual with an Active learning style enjoys a challenge but tends to rely on his or her own judgment rather than on expert advice. This type of individual can be open-minded and enthusiastic to new ideas. However, he or she can also get easily distracted and bored if the situation drags on too long. Short-term projects that demand quick attention are especially appealing to an individual with an Active learning style.

An individual with a(n) Active learning style is likely to:

- Enjoy a "hands on" learning experience
- Get right to work on the problem at hand and act quickly to solve it
- Welcome challenges that require action
- Be willing to take risks
- Be open-minded and enthusiastic about learning new ideas
- Prefer a fast-paced learning environment

An individual with a(n) Active learning style may be challenged by:

-  A tendency to become easily distracted or bored during slow periods
-  Having difficulty with learning situations that emphasize in-depth learning and details
-  Making decisions that are quick but not necessarily well thought-out or correct
-  A preference to keep things moving along briskly by constantly switching to different topics

Training and Developing an individual with a(n) Active Learning Style

To help this individual get the most out of training and development programs, you may find it helpful to consider the following preferences.

An individual with a(n) Active learning style prefers a training and development program that:

- Consists of new material, experiences, or situations
- Actively involves him or her in the learning process
- Minimizes long lectures and dull reading assignments
- Is fast-paced and does not dwell on one topic for too long

An individual with a(n) Active learning style may be uncomfortable if his or her trainer:

- Forces him or her to learn "expert" solutions rather than encouraging him or her to learn by self-discovery
- Lectures too much or assigns too many long reading assignments
- Does not directly involve and engage him or her in the learning experience

Recommended training activities for an individual with a(n) Active learning style:

- Simulations
- Role-playing exercises
- On-the-job shadowing
- Peer feedback rather than trainer feedback

Interview Questions

The candidate has a(n) Active learning style. A well-conducted interview can provide additional insight into the candidate's preferred learning style. Listed below are some suggested interview questions based on potential areas of concern for people with a(n) Active learning style.

Following through on assignments and projects

People with an Active learning style sometimes act quickly on things and tend not to follow through on their actions. They may prefer to start up a new activity rather than follow an existing activity through to its conclusion.

Ask: Tell me about a recent project or work assignment that required a lot of follow-up. What was the nature of the project? What kind of follow-up was required? How did you manage all of the activities for the project? What was your least favorite part of the project? Why was that your least favorite part?

Do you like to move quickly from activity to activity, or do you prefer to stick with one activity until it is finished? Do you see any drawbacks to that approach?

Listen for: Interest in follow-up activities; thoroughness; moving too quickly from one project to another

Interview rating for following through on projects:

1

Not strong on follow through

2

Satisfactory effort on follow through

3

4

Outstanding effort on follow through

5

Learning by listening to lectures and experts

People with an Active learning style like to learn by "doing" and teach themselves. They usually prefer to take a self-study program rather than being taught by listening to lectures or expert trainers.

Ask: Tell me about the last time you needed to learn to do something new or you needed to learn new information. What did you have to do to learn it? How did you go about it? What was the toughest part? Could you have learned the things you needed to know in some other way? If so, why did you choose the method you used?

Would you rather be taught through a self-study program or by listening to lectures given by experts? Explain your preference and why it is important to you.

Listen for: Preference in method of learning; flexibility in trying different learning formats

Interview rating for learning by listening to lectures and experts:

1

Does not learn well

2

3

Learns satisfactorily

4

5

Learns extremely well

Training Preferences

People with an Active learning style have strengths and potential areas of concern about learning different types of information. Take this opportunity to find what type of training works best and what type of training is least effective with this individual.

Ask: Tell me about some training experiences you have had in the past. What did you like most about them?

Do you prefer training sessions that are informal and action-oriented or training sessions that are formal and theory-oriented? Why?

How would you design a training program to best meet your learning needs in terms of structure, content, and format?

Listen for: Success with different training exercises and formats; ability to learn information that is presented in different ways