



Performance Skills Index

Confidential Report For

Sample

Featuring

- Performance Skills Index with Learning Styles

Test Version: Performance Skills Index with Learning Styles
Test ID 3592

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

Sample

The Performance Skills Index (PSI) assesses an individual's capacity to learn and remember new information. PSI scores are predictive of performance on licensing exams. Generally speaking, people who have higher learning ability will perform better on tests that require knowledge and understanding of complex material.

Performance Skills Index (PSI) Overall Result: Moderate



The candidate received an overall PSI rating of Moderate.

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.



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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	68 %
Property & Casualty	48 %

Securities Exams

Series 6	82 %
Series 63	67 %

Registered Representative Exams

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

Series 7	74 %
Series 66 <i>When the individual already has his or her Series 7 license</i>	75 %
Both Series 7 and Series 66 <i>When the individual has neither license</i>	61 %

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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/Practical

The candidate has an ACTIVE/PRACTICAL learning style. This means that he or she combines the responsive, "hands on" side of the purely Active learning style with the highly motivated, "get the job done" side of the purely Practical learning style. This individual is likely to enjoy practical challenges and attempt to resolve them quickly.

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

- Be highly motivated to solve practical problems by "hands-on" learning
- Be willing to take risks
- Enjoy seeing practical results from his or her actions
- Act quickly to address practical problems or challenges

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

-  Becoming disillusioned if he or she fails to perceive immediate, practical results
-  Learning environments that are too slow-paced
-  Impatience, distraction, or boredom if the training is abstract or full of details

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Training and Developing an individual with a(n) Active/Practical 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/Practical learning style prefers a training and development program that:

- Is fast-paced and moves quickly from practical topic to practical topic
- Focuses on actionable solutions to real-life situations
- Actively involves him or her in the learning process
- Consists of new hands-on material, experiences, or situations

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

- Focuses on theoretical or abstract concepts instead of offering practical advice and training that can be used in real-life situations
- Fails to directly involve him or her in the learning experience
- Tries to force compliance rather than taking the time to coach him or her
- Relies on classroom lectures rather than hands-on experience

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

- Simulations with results-oriented outcomes
- Role-playing exercises that build practical skills
- On-the-job training with support by an expert coach or mentor
- Case studies that involve real-life situations that the individual is likely to encounter on the job
- Small group discussions on topics directly linked to the job

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Interview Questions

The candidate has a(n) Active/Practical 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/Practical learning style.

Focusing on topics that require in-depth training that may not seem relevant

People with an Active/Practical learning style prefer to move quickly from one topic to another. They may get frustrated and impatient with in-depth training about general topics or principles that don't seem to be directly related to practical outcomes.

Ask: Tell me about a training program you attended where the content was very detailed and involved but didn't appear to be immediately relevant to you.

Were you able to focus and learn? Were you comfortable in this learning situation?

Listen for: Ability to maintain focus; ability to learn successfully in this environment

Interview rating for ability to maintain focus with in-depth learning:

1

Poor ability

2

3

Satisfactory ability

4

5

Outstanding ability

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Following up on projects that don't seem relevant

People with an Active/Practical learning style typically don't follow up with learning assignments that do not appear to them to be relevant or practical. They would rather move on to a new topic.

Ask: Tell me about a training program you attended that required a lot of follow-up but didn't seem to be very relevant to you. How did you feel about this type of situation? How well did you focus on the assignments?

What do you think could have been done to make this situation a more effective learning experience for you?

Listen for: Commitment to finish the project; ability to maintain focus; comfort level

Interview rating for following up on topics that don't seem relevant:



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Training Preferences

People with an Active/Practical 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