



PSA

Professional Supervisory Assessment

Introduction & Preparation Guide

HR Research & Analysis 2023

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PSA OVERVIEW

WHAT IS THE PSA?

The Professional Supervisory Assessment (PSA), is a job-related test that effectively assesses the skills and capabilities needed to be successful in supervisory/team lead roles. The assessment aligns with the six Sempra competencies.

The PSA has a maximum time allotment of **two hours** with an average completion time of 72 minutes.

Advantages of the PSA:

- Helps identify employees who will be **successful** in supervisory/team lead level (S/T Level) roles.
- Lays out an objective and transparent career path that provides **equal opportunity** to all employees.

PSA AND THE SEMPRA COMPETENCIES

The PSA is aligned with **Sempra Energy's Six Competencies**:

- ☐ **Act Strategically**
- ☐ **Build Talent**
- ☐ **Deliver Results**
- ☐ **Exercise Good Judgment**
- ☐ **Lead Change**
- ☐ **Inspire Trust**

The following tables provide the definition associated with each Sempra competency and the key actions that represent each competency. Not all key actions may be applicable to your current role but are important to note for future roles.

Sempra Energy Leadership Competencies Competency Definition with Key Actions

Deliver Results

Sets high standards of performance for self and others; assigns and assumes clear accountability to deliver on objectives; pursues goals with tenacity; removes obstacles to success; anticipates risk and takes corrective action; translates broad company direction into actionable strategies; aligns organization people and resources to execute on strategic priorities.

Key Actions

1. **Achieves goals**—Works tenaciously to overcome obstacles and to meet or exceed goals; derives satisfaction from achieving “stretch” goals.
2. **Aligns priorities** —Identifies and emphasizes critical priorities to ensure time (team and own) and energy are aligned with important organization goals despite daily distractions.
3. **Stays focused**—Remains self-disciplined; measures progress and evaluates results; reprioritizes as appropriate; prevents irrelevant issues or distractions from interfering with timely completion of important tasks
4. **Ensures accountability**—Sets high standards of performance for self and others; clearly communicates expectations for desired results.
5. **Attends to details** – Keeps track of details to make sure work is accurate and complete; pays attention to details – both big and small – in one’s work; pays attention to what is going on around oneself.

Lead Change

Actively pursues continuous improvements; enjoys exploring ideas and putting them into practice; can handle the pressure associated with leading change efforts; anticipates and manages resistance to change and motivates others to participate; appropriately challenges the status quo.

Key Actions

6. **Identifies opportunities for change and improvement**—Reviews processes to determine any gaps between current outputs and expected requirements. Seeks continual improvement and elicits ideas and suggestions from employees.
7. **Implements improvements**—Tests solutions; gathers feedback on effectiveness; reviews impact on baseline measures; modifies solutions as appropriate to ensure effectiveness.
8. **Addresses resistance**—Asks questions to uncover others’ opinions and feelings about change; responds with empathy to those who experience loss or fear as a result of change by acknowledging both the situation and the emotions they express.
9. **Adjusts behavior** – Quickly modifies daily behavior and tries new approaches to deal effectively with changes; does not persist with ineffective methods.

Sempra Energy Leadership Competencies Competency Definition with Key Actions

Inspire Trust

Treats others fairly and with respect; never undermines colleagues for personal gain; establishes open, candid and trusting relationships; is straightforward and honest in interactions with others; maintains confidentiality; objectively analyzes all viewpoints in a conflict and avoids assigning blame or taking sides; settles disagreements by looking for win-win solutions.

Key Actions

- 10. Establishes relationships**—Connects easily with new people; puts others at ease and gains personal acceptance.
- 11. Helps others have personal wins**—Recognizes and supports others' personal stake in business objectives; acts as a collaborative partner.
- 12. Shows can be trusted**—Demonstrates openness in dealing with others; shares personal agenda; acts in a manner consistent with organizational, social, and moral values; ensures that words and actions are consistent; keeps commitments to agreed-upon actions.
- 13. Handles conflict** – Deals with interpersonally or politically challenging situations calmly and diplomatically, while diffusing tension.
- 14. Informs others on team**—Proactively shares important or relevant information and rationale with others.

Act Strategically

Monitors the external environment; evaluates the relative attractiveness of various strategic options; is a conceptual thinker; has awareness of, and concern for, long-term implications; keeps abreast of and analyzes important trends that impact the business; maintains a big picture point of view.

Key Actions

- 15. Leverages information**—Integrates information from a variety of sources to detect trends, associations, and cause-effect relationships; considers and addresses long-term implications, and takes steps to address these.
- 16. Developing strategies and objectives**—Establishing long range objectives and specifying the strategies and actions to achieve them.
- 17. Prioritizes**—Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.
- 18. Determines tasks and resources**—Determines project/assignment requirements by breaking them down into tasks and identifying types of equipment, materials, and people needed.
- 19. Schedules**—Allocates appropriate amounts of time for completing own and others' work; avoids scheduling conflicts; develops timelines and milestones.
- 20. Leverages resources**—Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently; coordinates with internal and external partners.
- 21. Stays informed**—Establishes procedures to remain aware of issues, follow up on action items, and track results (e.g., quality, quantity, cost, or timeliness).

Sempra Energy Leadership Competencies Competency Definition with Key Actions

Exercise Good Judgment

Defines issues broadly and clearly, even under conditions of ambiguity; digs deep to get to the root cause of challenges; avoids both impulsiveness and indecisions; draws on broad knowledge and experience to solve complex business problems; evaluates all relevant information when making a decision; makes sound and timely decisions; applies common sense.

Key Actions

- 22. Understands business functions**—Understands the nature and interdependencies of organization functions and supporting processes (R&D, marketing, finance, operations, etc.).
- 23. Leverages own understanding**—Uses understanding of business and subject matter expertise, to maximize results and effectively contribute to team and department results.
- 24. Identifies problems and opportunities**—Recognizes problems and opportunities and determines whether action is needed.
- 25. Gathers information**—Recognizes the need for and collects information to better understand problems and opportunities.
- 26. Evaluates alternatives and risks**—Assesses options against clear decision criteria while considering implications and consequences.
- 27. Takes appropriate action**—Implements decisions or initiates action with appropriate urgency.
- 28. Considers others' perspectives**—Involves others throughout the decision-making process to obtain better information, generate alternatives, and ensure buy-in to the resulting decisions; builds consensus when appropriate.

Sempra Energy Leadership Competencies Competency Definition with Key Actions

Build Talent

Attracts and selects highly talented people; builds a strong and capable team; delivers behavior-based praise and affirmation; coaches individuals to help them reach their full potential; gives people the opportunity to expand their skills.

Key Actions

- 29. Provides timely feedback**—Gives timely, specific, and appropriate feedback about performance, development needs, and development progress; reinforces efforts and progress.
- 30. Establishes development plan**—Summarizes the specific actions the individual will take to support development; assigns clear accountability, timeline, progress measures, and follow-up date; monitors progress and results; reinforces and redirects activities.
- 31. Addresses performance gaps** - Takes action to ensure problematic performance is addressed.
- 32. Delegates** – Distributes and assigns work tasks to others as opposed to doing everything by oneself; establishes clear directions when distributing work; evaluates the abilities, motivations, and development needs of others, and delegates accordingly.
- 33. Maintains motivation**—Acknowledges other team members' value, progress, and contributions without minimizing the performance challenges; empathizes with others' concerns while emphasizing accountability for agreed-upon actions.
- 34. Engages and involves**—Asks questions to further clarify the issues and their causes; collaboratively develops a plan by seeking and building upon the other person's ideas; balances seeking and telling.
- 35. Offers support**—Provides assistance (directly or through others) by sharing suggestions for improvement, best practices, development resources, positive models, or opportunities for experimentation; expresses confidence in the person's desire and ability to perform effectively.
- 36. Gains agreement**—Emphasizes the anticipated positive impact of planned actions on the individual, team, and organization; confirms the individual's commitment and buy-in.

QUESTION EXAMPLES AND TIPS

QUESTION EXAMPLES AND TIPS

You will see a variety of questions types and formats in the PSA assessment. These formats range from selecting whether you agree or disagree with a statement, to more interactive formats, such as reading a scenario and responding to a set of questions based on what you observed. By presenting job-related experiences in a variety of formats, the assessment is designed to measure the behaviors and competencies that are needed to be successful in supervisory/team lead-level roles.

DEMONSTRATING EFFECTIVE APPROACHES

These sets of items ask about life and work experiences and can also include other factors such as values, opinions, attitudes, and beliefs.

Example item

How often do you read about leadership or management topics on your own time?

- a. *Less than once a year.*
- b. *Less than once a month to once a year.*
- c. *Approximately once a month.*
- d. *Approximately once a week.*
- e. *More than once a week.*

DEMONSTRATING JUDGMENT

Items that demonstrate judgment are intended to assess an individual's ability to make effective judgments in situations involving a variety of factors related to success on the job. This can include, but is not limited to, effective approaches to rational decision-making processes, problem solving, leadership potential, etc.

These items will be presented to you in two different formats. You will either read a scenario and identify your chosen approach in a multiple-choice format (example 1) or you will be presented with a scenario where you have to utilize a variety of sources of information (e.g. emails, charts, tables) and make a decision by identifying the **most** and **least** appropriate action (example 2).

Example item 1

You are a department manager and you have recently thought of a new procedure that you believe would improve the work process. Some of the employees in your department agree with the change and some do not. One of your employees openly criticizes the idea to your director. What would you do? Choose ONE option.

- You decide not to respond to the critics in order to avoid unnecessary conflict.*
- You reprimand the employee for going over your head to the director and work to promote your idea with even more enthusiasm.*
- You meet the employee for a talk and explain that bypassing your authority is unacceptable.*
- Employees' trust in their manager is important so you decide to implement only some of the changes to keep my employees satisfied.*

Example item 2

Your company is planning to produce a new product in 1 of its 5 manufacturing plants. Your goal is to select a plant for production of the new product keeping company profits in mind. After reviewing the product information on the left, drag and drop the check mark next to the best action and the X next to the worst action to take.



DISPOSITIONAL

These types of questions address motivational tendencies, interests, and past behaviors related, but not limited to, working effectively with others, having a learning orientation, displaying adaptability, etc.

Example item

Rate your level of agreement with each statement. *(a rating scale would be provided for these such questions on the test)*

- I have few connections with important people where I work.*
- In the long run employees get the promotions they deserve.*
- I know the answers to many questions.*
- There is a direct connection between how hard I work and the performance appraisal ratings I get.*
- I am not always able to focus on work I should be doing.*
- I am an expert in what I do at work.*

Note: The item types provided above are designed to identify experiences, qualities, and thought processes that fit best with the behaviors needed to be successful in supervisory/team lead-level positions.

FOR ANSWERING MULTIPLE CHOICE QUESTIONS

1. Answer questions in order. Flag questions you would like to re-visit if time allows.
2. If you are stuck on a question, mark it, and come back to it at the end.
3. Carefully read questions containing words that indicate certainty, such as “always” or “never.” Substitute a qualified term for the absolute term, like “frequently” for “always” or “rarely” for “never”, to see if you can eliminate the answer that contains the absolute term (the term that indicates certainty).
4. Carefully read questions containing negative words, such as "not" or "least." Substitute a positive word, such as “always” or “most” to determine whether the negative word applies.
5. Be alert for multiple ideas or concepts within the same question. If one idea or concept is not true, then the answer is false and vice versa.
6. Be alert for grammatical inconsistencies between the question and the possible answers. A possible answer is usually wrong if it does not make a grammatically correct sentence when joined with the question.
7. If two options are the opposite of one another, one of the options is likely to be correct.
8. Look for the best answer when you are uncertain about a question or an answer.
 - a. Eliminate answers that seem unrealistic and don’t make sense to you.
 - b. Identify the best answer. The best answer may or may not be the answer that is true all the time, in all cases, and without exception.
 - c. Strive to answer all questions. It is alright to guess the answer when you don’t know it. You have a better chance of answering a question correctly when you guess the answer than when you do not answer the question at all.
9. Avoid changing your answers. The first answer you select is most likely to be correct.

TECHNICAL REQUIREMENTS

RESOURCES NEEDED TO COMPLETE THE ASSESSMENT

- Access to a computer with internet connection and browser software of the latest versions of: **Google Chrome (preferred)**, Mozilla Firefox, Microsoft Edge, or Apple Safari.
 - **DO NOT USE INTERNET EXPLORER.**
- To help ensure a reliable internet connection, please complete the assessment in a location with a **hardwired internet connection** (if possible).
- A quiet space, free from any distractions, for a period of up to 2 hours.
- Computer mouse or mouse pad & keyboard (these will make navigation easier).
- A calculator, scratch paper, & pencils (this is for your own note taking – the assessment itself is online).