STRICTLY CONFIDENTIAL
INDIVIDUAL ASSESSMENT REPORT

The purpose of the assessment has been to provide further information to

assist with the recruitment/career development of:

Ms. Sam Sample

On: Thursday, 24th of August 2006

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Confidentiality

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It should therefore only be read by staff specifically involved with the selection, promotion or development of the person named, and stored securely with minimum access.

Should a report be required at a later date, it can be obtained without further cost, from PsychPress archives.

Objectives

The report on the candidate's capabilities has been done based on several assessment materials used to provide objective information about the competencies which might be required for the specific position.

Cross validation of Outcomes

This report provides objective information on candidate's capabilities. We recommend supplementing it with other information obtained from other sources like interviews or other reports.

1. Summary

The following report has been based on a series of scientifically validated profiles, each providing elements of insight or understanding into Ms. Sample's abilities, temperament and work style. Each profile is intended to provide you with a point of reference from which you can objectively assess her strengths and weaknesses as part of a selection or career development decision.

The assessment results indicate the following potential strengths and development needs relevant to being a manager at ABC Services:

Creates Vision and Strategy

- Ms. Sample demonstrated sound strategic thinking skills suggesting that she will approach highly complex business issues in a strategic manner.
- Ms. Sample should be active in translating and communicating the shared direction of the company, however, her verbal reasoning skills indicate that at times she may have difficulty to effectively conveying complex strategic concepts and ideas in English. Therefore, she would benefit from developing her verbal skills.

Entrepreneurial – Drives for Change

- Ms. Sample is likely to be a negotiative leader who will be keen to motivate staff through high levels of encouragement and incentives. This suggests that she will be effective in selling the company vision and change initiatives across the Business Line, and rallying support from employees.
- She will probably be overly concerned about the impression her decisions leave on others, and may be too worried about pleasing all relevant stakeholders. This may affect her ability to make objective and tough decisions that are necessary for ongoing success.
- She is likely to be quite open to change, with the capacity to generate new and innovative ideas, however, she will also appreciate conventional methods that have been proven over time and will be keen to see evidence before jumping on board with new initiatives.

Drives for Results

- She can be expected to be quite conscientious and results-focused in her approach to work tasks, having the capacity to stay focused and effective when dealing with high pressure situations.
- Her sound numerical reasoning skills suggest she will be competent in analysing performance data, having the capacity to identify areas for improvement. However, she may be too hesitant to deliver negative feedback even where it is due.

Focus on the Customer

- Ms. Sample is likely to be very attentive when working with customers, and can be expected to take the time to gain a thorough understanding of their business needs.
- She would be able to face difficult situations such as internal clients' rejection in a calm manner.
- However, she may experience some difficulty to effectively identify and respond to customers' instrumental and emotional needs.

Builds High Performing Teams:

Collaboration

- Ms. Sample has a strong team orientation and is likely to successfully control and co-ordinate a team whilst also exploring contacts and sources of new ideas that will stimulate the work of the team.
- She appears to be comfortable working in a team environment and is likely to adopt a collaborative team-work style. This suggests she will be keen to keen to push her own ideas as well as providing a high level of support and encouragement when others put forward ideas.
- When making decisions she can be expected to consistently take the needs of work colleagues, internal and external stakeholders into account, however, she may have difficulty understanding or predicting their emotions which may mean that her response is not always appropriate.

People Leadership

- Ms. Sample is likely to be considerate and cooperative in her leadership style and will be keen to take the views of others into account before giving direction or pushing her opinions. She is likely to be highly negotiative in her leadership style, providing encouragement and incentive to team members.
- Additionally, she can be expected to value the input of team members and should regularly take the time to consult with the team and gain a variety of different perspectives. Nevertheless, she may need to be more objective at times to ensure that she is able to take decisive action where numerous different opinions are in conflict.

Recommendation:

Ms. Sample appears to be moderately well matched with the behavioural requirements of a leadership role within ABC Services. She is likely to be quite sociable and outgoing, adopting a friendly and cooperative attitude when working with internal and external contacts. As a manager, she is likely to be encouraging and supportive, and should have the capacity to generate new and creative ideas to facilitate ongoing success for the company. However, she may have difficulty communicating complex ideas or strategies to her business line, while her restrained interpersonal style suggests that she is unlikely to put forward her true opinions at times.

2. Abilities and Aptitudes

| Ability	Percentile Result	Norm Group
Abstract/Conceptual Reasoning	81st percentile (Attempted 60, Correct 42)	Mid-level managers and graduates
Verbal Reasoning	30th percentile (Attempted 33, Correct 22)	Mid-level managers and graduates
Numerical Reasoning	46th percentile (Attempted 20, Correct 17)	Mid-level managers and graduates
Emotional Reasoning	25th percentile	General Population

Abstract/Conceptual Reasoning: 81st Percentile
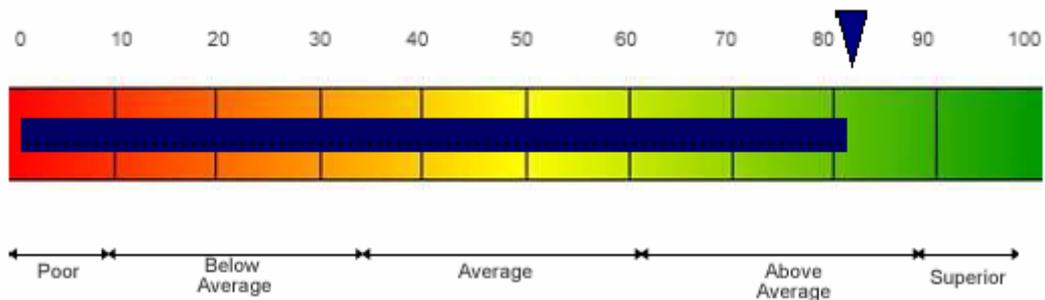
The test of Conceptual Reasoning provides a valid measure of generalised intellectual functioning and correlates most highly with other tests of generalised or natural problem solving capacity. The test itself requires Ms. Sample to work with ambiguous, novel and highly complex information. The ability to grasp complex conceptual relationships and to operate without a basis of prior knowledge are some of the aptitudes found to be measured by this test. Job competencies relevant to this measure include the capacity for flexible and creative thought, technical problem solving, the capacity to acquire information quickly and an aptitude for adapting existing knowledge to new situations.

Ms. Sample's performance on the measurement of Conceptual Reasoning has placed her in the above average range compared to an Australian mid-level managers' and graduates' sample. The

result reflects strong lateral thinking skills and the capability to assimilate new complex organisational information quickly and grasp the 'big picture' which should support her strategic thinking regarding organisational and management issues. Shee would also be able to quickly understand and solve technical and other organisational issues including those that are outside her previous training and experience.

Verbal Reasoning: 30th Percentile
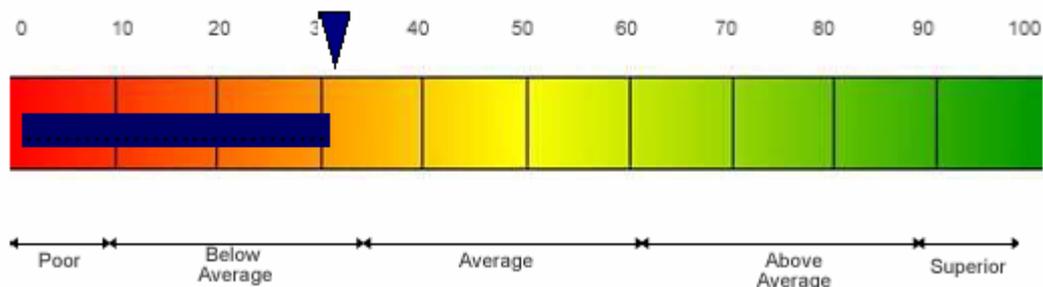
*The **Verbal Reasoning** assessment measures Ms. Sample's ability to communicate, written communication skills, the ability to understand internal and external clients' requests and the ability to convey complex information in a clear and understandable format to clients, team members or managers.*

Ms. Sample's performance on the measure of Verbal Reasoning has placed her in the below average range compared to an Australian mid-level managers' and graduates' sample. This result suggests that she may struggle to communicate in both verbal and written forms, when compared to the normative group. She may require some coaching or assistance on how to improve her work related vocabulary when interacting with work colleagues, managers and clients. She may also experience some difficulty in identifying critical issues or logically draw accurate conclusions from conversations or written material as well as effectively conveying information or instructions to staff and team members. For roles in which her communication and written capabilities are critical, she should be encouraged to work on the development of this skill.

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Numerical Reasoning: 46th Percentile
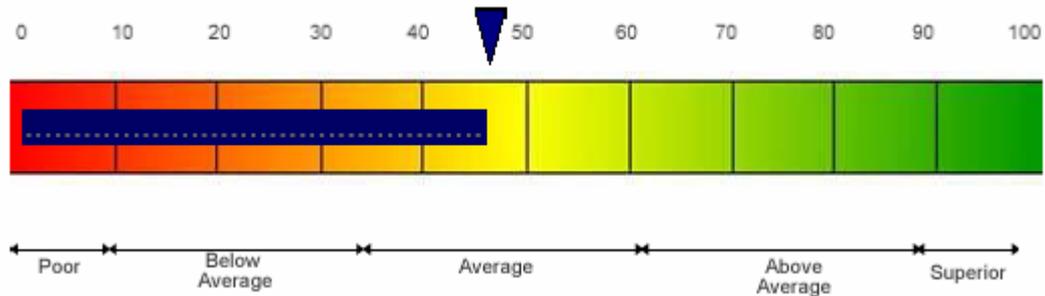
*The test of **Numerical Reasoning** measures Ms. Sample's basic arithmetic ability, understanding and use of numbers as a reasoning tool and quantitative reasoning. Competencies relevant to this measure include numerical and financial calculations, basic statistical calculations and ability to identify trends and critical information from numerically presented information.*

Ms. Sample's performance on the test of Numerical Reasoning has placed her in the average range compared to an Australian mid-level managers' and graduates' sample. This result suggests that she has average levels of confidence and competence in understanding and reasoning with numerical data presented as graphs or tables. She would be able to identify critical issues, logically draw conclusions from relevant numerical information as well as deal with routine organisational calculations and computations such as production and other organisational performance figures. She can be expected to effectively analyse and interpret technical, financial, production and other organisational data in line with her level of exposure and experience. She may have some difficulty understanding and evaluating more complicated financial, production, statistic or other numerical reports.

Emotional Reasoning: 25th Percentile
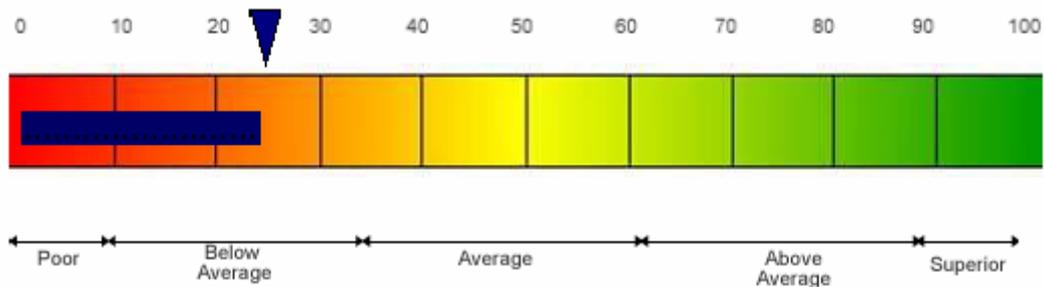
The ERQ is an instrument designed to measure emotional reasoning, which is a branch of emotional intelligence. Emotional intelligence is a broad concept, which involves the ability to identify emotions in yourself and others, to be able to manage those emotions and to use them to promote personal growth. Emotional Intelligence is commonly accepted as an important part of real-world interpersonal skills, management, and goal-setting.

Emotional reasoning is that branch of emotional intelligence which involves identifying what emotions people are feeling in a given situation, and the ability to predict someone's future emotional responses, given an understanding of a current situation. It is seen as a key competency in 'connecting with people' and building rapport and good working relationships.

Ms. Sample's performance on the measurement of Emotional Reasoning has placed her in the below average range compared to an Australian general population sample. The result suggests that she has a sound but potentially limited ability to identify emotions in others, and to predict their future actions and emotions. She also appears to be able to interact with other people but may find it difficult to accurately judge others' emotional state and therefore may sometimes respond inappropriately. She would be able to build sound rapport and establish empathy in situations where the others feel comfortable to present themselves openly.

3. Behaviour Style Profile

Validity Scales

Ms. Sample's response style would suggest that she was as happy as most people to present herself openly and candidly, without wishing to project an overly positive image of herself.

Leadership Styles

Based on the work of the American Organisational Psychologist Bass, the Leadership Styles describe which of a range of styles Ms. Sample is most likely to adopt. This may be of relevance to a variety of situations where there is a requirement to manage others. As with most personality characteristics, the profile only describes her most likely styles and not performance. Effective performance will depend on many factors including the organisational culture in which the individual is operating.

Raw	Scale	Low 1 2 3 4	Medium 5 6 7	High 8 9 10
5.7	Directive Leader			
6.2	Delegative Leader			
5.6	Participative Leader			
7.9	Consultative Leader			
8.8	Negotiative Leader			
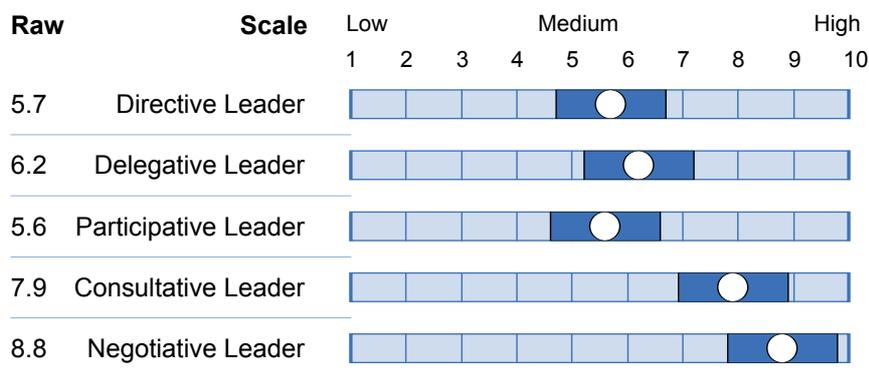
PRIMARY LEADERSHIP STYLE: NEGOTIATIVE LEADER

Negotiative Leaders motivate subordinates by encouraging them, through incentives etc., to work towards common objectives. Hence, through a process of negotiation attempts will be made to arrive at some mutually equitable arrangement with the other members of the team so as to motivate them to work in a particular way. Negotiative Leaders tend to rely on their skills of persuasion to achieve their stated goals. Many Negotiative Leaders have well developed image management skills and they typically utilise these to moderate their approach according to the circumstances in which they find themselves. This capability, coupled with a desire to achieve, can mean that sometimes they adopt unconventional methods to achieve their desired objectives.

SECONDARY LEADERSHIP STYLE: CONSULTATIVE LEADER

The Consultative Leadership Style combines elements of both democratic and directive leadership orientations. They value group discussion and tend to encourage contributions from the separate members of the team. However, although group discussions will be largely democratic in nature, Consultative Leaders typically make the final decision as to which of the varying proposals should be accepted. Hence, the effectiveness of this leadership style will be dependent upon the individual's ability to weigh the advantages and disadvantages of each of the varying ideas produced by the members of the group and their capacity to encourage them to accept a final decision that may not necessarily be that favoured by the majority.

Influencing Styles

The Influencing Styles describe which of a range of styles Ms. Sample is most likely to adopt. This may be of interest in relevance to a variety of situations where there is a requirement to influence others or sell a product, service or idea. As with most personality characteristics, the profile only describes her most likely styles and not performance. Effective performance will depend on many factors including the type of product, the customer, the specific situation and the organisational culture in which the individual is operating. Equally, different styles may be adopted according to the demands of the situation and consequently a description of her predominant and secondary influencing style is provided.

Raw	Scale	Low				Medium				High	
		1	2	3	4	5	6	7	8	9	10
5.5	Con. Communicator					●					
6.1	Rapport Creator						●				
9.3	Culture Fitter									●	
6.8	Culture Breaker						●				
6.9	Enthusiast						●				
5.6	Perseverer					●					
7.2	Business Winner							●			
4.6	Technician				●						
5.4	Admin. Support					●					
7.2	Team Manager							●			
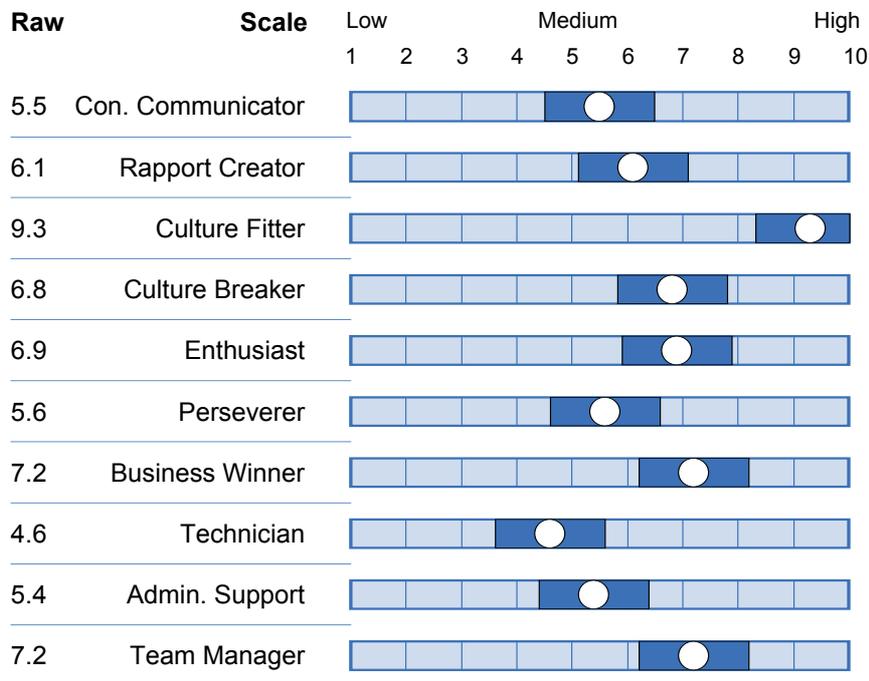
PRIMARY INFLUENCING STYLE: CULTURE FITTER

Culture Fitters generally adapt their approach to fit the prevailing culture of the client's organisation. Hence, they will not push their own ideas or opinions but will convey those beliefs they consider to be shared by their audience. Such an approach will normally minimise the possibility of disagreements or conflicts developing and will tend to promote feelings of confidence and comfort in the Culture Fitter on the part of the recipient.

Subordinate Styles

Based on the work of the American Organisational Psychologist Bass, the Subordinate Styles describe which of a range of styles Ms. Sample is most likely to adopt. This may be of relevance to a variety of situations where a particular management style is in place. As with most personality characteristics, the profile only describes the style of management to which she is most likely to respond and not effectiveness. Effective performance will depend on many factors including the organisational culture in which the individual is operating.

| Raw	Scale	Low		Medium			High	
		1 2 3 4 5 6 7 8 9 10						
3.6	Receptive Sub.							
5.1	Self-Reliant Sub.							
7.5	Collaborative Sub.							
4.3	Informative Sub.							
4.8	Reciprocating Sub.							
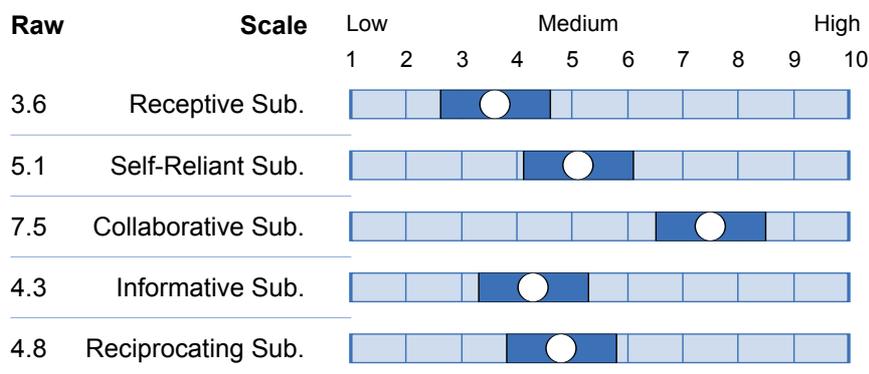
PRIMARY SUBORDINATE STYLE: COLLABORATIVE SUBORDINATE

Collaborative Subordinates believe that the problem-solving power of the team is more than that of the individual members included within that team: their primary concern is that the team as a whole achieves its objective. Collaborative subordinates relish group discussions and will typically propose innovative ideas of their own, as well as being more than happy to discuss the ideas of others. As strong believers in constructive criticism, they show little reluctance when it comes to pointing out weaknesses in other peoples' ideas; similarly they are usually happy to accept the criticisms of others. Collaborative Subordinates are at their most effective when working under managers who share their views about group participation - i.e., those who encourage collaboration rather than those with a more directive style.

Team Roles

The Team Roles describe how Ms. Sample is likely to interact with her colleagues in a team situation. The specific ways in which she will express her preferred team style may, however, vary according to the situation. In addition, this behavioural style takes no account of her intellectual approach to problems and the quality of her decisions. The scores below indicate her general propensity for a particular team role orientation. It must be noted that different styles may be adopted according to the demands of the situation and consequently a description of her predominant and secondary team styles is provided.

Raw	Scale	Low				Medium					High
		1	2	3	4	5	6	7	8	9	10
7.0	Co-Ordinator							●			
4.4	Shaper-Driver				●						
5.1	Evaluator-Critic					●					
4.4	Implementer				●						
3.9	Team Builder			●							
6.6	Resource Investigator						●				
4.4	Inspector-Completor				●						
5.4	Innovator					●					
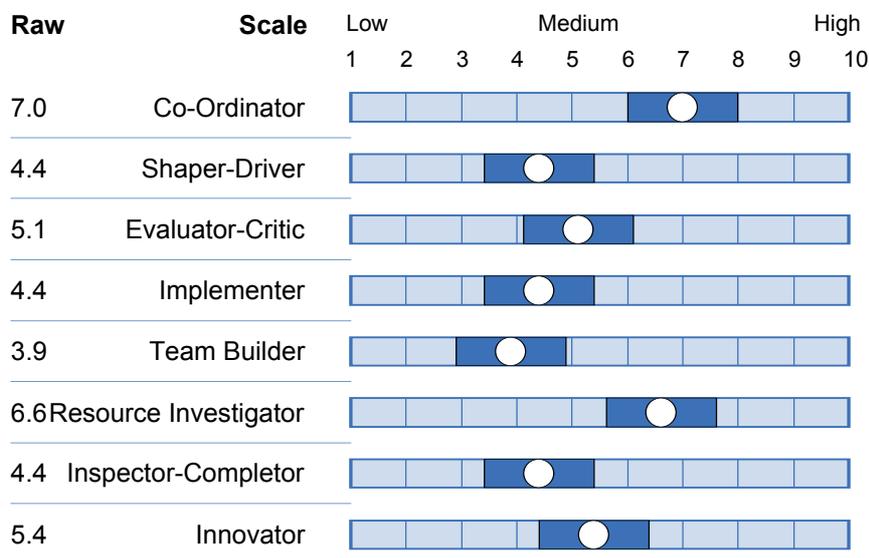
TEAM ROLE COMBINATION - RESOURCE INVESTIGATOR/CO-ORDINATOR

Ms. Sample has a strong team orientation and is likely to successfully control and co-ordinate a team whilst also exploring contacts and sources of new ideas that will stimulate the work of the team. She may integrate these outside resources effectively with existing work and plans. Her social polish and charm should lead to good relationships with people externally and enhance the reputation of the team. However, she occasionally may take this too far, possibly spending insufficient time with her own team, or investing too much time socialising with interesting clients. Generally, however, she will be able to recognise talent within her team, delegate effectively, involve and reward staff, and stimulate their creativity with new ideas. Whilst usually able to maintain a broad perspective on organisational objectives and management, she may sometimes be a little too optimistic about others' capabilities, take on too much for the current workload, and experience difficulty in meeting deadlines if time constraints are shortened.

Interpersonal and Relationships Building Styles

Scale	Sten	Introverted		Extraverted	%
			1 2 3 4 5 6 7 8 9 10		
fA	6	Distant Aloof		Empathic	56
fF	7	Sober Serious		Enthusiastic	74
fH	6	Retiring		Socially-bold	48
fQ2	7	Self-sufficient		Group-orientated	78

*Note: Scores in the range 4-7 are considered average*

Ms. Sample will like a good deal of contact with work colleagues, managers and clients and will adopt quite an open style in her communications. She will like to interact with a larger group of work colleagues and other stakeholders. Expressing moderate levels of kindness and understanding, she is likely to be seen as relatively supportive of work colleagues and clients. She will be able to maintain a degree of distance from them when necessary.

While staying well within the bounds of what is acceptable in the workplace, Ms. Sample tends to be spontaneous, enthusiastic and quite optimistic in her approach to work. Fun loving, she will enjoy an animated work environment. Spontaneity quite appeals to her. This might at times propel her into rash action. When interacting with several stakeholders, she has a sufficient level of social confidence to relate to most people. However, she may feel a little uncomfortable if she suddenly becomes the centre of attention at a large gathering. This is unlikely to be an issue when discussing intellectual topics, where she is likely to feel confident.

Generally preferring to work within a team, Ms. Sample enjoys group participation and social recognition. She will tend to feel most comfortable working with others in situations, where she can share her thoughts with them. Being group-dependent she is receptive to the others' suggestions and may seek consultation with work colleagues before making decisions or initiating action.

Somewhat questioning in nature and inclined to meet conflict head-on, work colleagues and stakeholders may see Ms. Sample as being sceptical and cynical. Being relatively competitive, she will quickly rise to any challenge in the workplace and is likely to express her views in a rather uncompromising way. Showing little concern for others' feelings and needs, work colleagues and

clients may take time to get used to working with her.

Scale	Sten	Independent	1	2	3	4	5	6	7	8	9	10	Agreeable	%
ß	7	Low Intellectance							●				High Intellectance	71
fE	8	Accommodating								●			Dominant	86
fL	7	Trusting							●				Suspicious	77
fQ1	6	Conventional						●					Radical	63
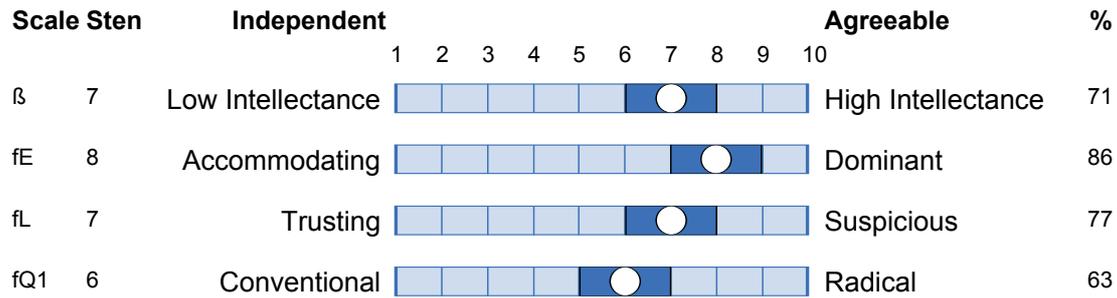
Note: Scores in the range 4-7 are considered average

Ms. Sample has tendencies to be somewhat cynical and questioning. This may at times make her a little suspicious of the motives of others. When interacting with stakeholders she is inclined to be forceful and self-assertive with a desire to impose her approaches and views on others. At times quite directive, she is likely to have the capacity to dominate situations and relations with stakeholders. Noting her relatively authoritarian nature, and the tendency to push her views across, she may need to exercise diplomacy to avoid provoking resentment in others.

Restrained, very guarded and circumspect, Ms. Sample will generally be aware of interpersonal issues and internal politics, although this may not be readily apparent due to her distant style. Acutely aware of the demands of social situations, she is able to assert herself without being too direct or blunt.

Thinking and Decision-making Styles

Scale	Sten	Pragmatism	1	2	3	4	5	6	7	8	9	10	Openness	%
fI	8	Hard-headed								●			Tender-minded	80
fM	3	Concrete		●									Abstract	13
fQ1	6	Conventional						●					Radical	63
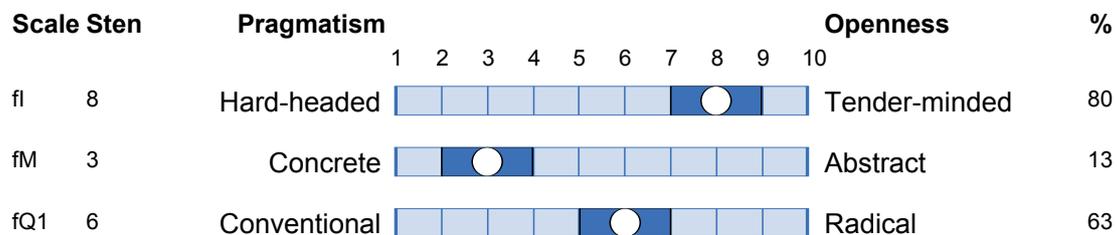
Note: Scores in the range 4-7 are considered average

Ms. Sample should, in most situations, be able to strike a balance between viewing things from an

intuitive, subjective perspective and a rational, objective stance. While not being overly speculative in her approach, she is nonetheless likely to be receptive to new experiences and others' emotions. She will not reject established, conventional methods out of hand. Neither constantly seeking innovation, nor resistant to change, she tends to take the middle ground between established and radical methods in problem solving.

Ms. Sample will generally give her attention to practical matters and will be quite alert to external realities. Relatively down to earth, she will tend to focus on the here and now. Alertness, caution and practical concern should contribute to a low probability of making mistakes. Inclined to reject abstract and theoretical ideas that have little practical relevance, she will be openly critical of highly conceptual, theoretically-minded individuals.

Scale	Sten	Low Self-Control		High Self-Control	%
fG	5	Expedient		Conscientious	38
fN	9	Direct		Restrained	87
fQ3	4	Informal		Self-disciplined	21

Note: Scores in the range 4-7 are considered average

Free-thinking and quite spontaneous, Ms. Sample may be somewhat dismissive of authority. Not having particularly high levels of self-discipline or self-control, she is not likely to be overly concerned about her social status. She may prefer to relate casually to others rather than strictly observe formality and social etiquette. A person's status, position or authority is unlikely to carry much weight with her - she will tend to view people on their merits. However, being diplomatic and aware of the impact she may have on others, these attitudes may not always be evident.

Not wishing to spend excessive amounts of time on the detailed aspects of a task, Ms. Sample will be happy attending to detailed systems and procedures if this is a necessary part of the role. As far as rules and regulations procedures are concerned, whilst she will acknowledge their contribution, she may not wish to be tightly bound by them at all times.

Coping with Pressure and Stress

Ms. Sample is currently experiencing below average levels of stress and is likely to face difficulties in a calm and realistic way. Rarely ruffled by events, she will be seen as being very dependable in a crisis. She should be able to rapidly recharge her depleted inner resources after having faced demanding and stressful events in the workplace.

| Scale	Sten	Low Anxiety		High Anxiety	%
			1 2 3 4 5 6 7 8 9 10		
fC	9	Affected By Feelings		Emotionally stable	93
fL	7	Trusting		Suspicious	77
fO	5	Self-assured		Apprehensive	27
fQ4	4	Composed		Tense-driven	20
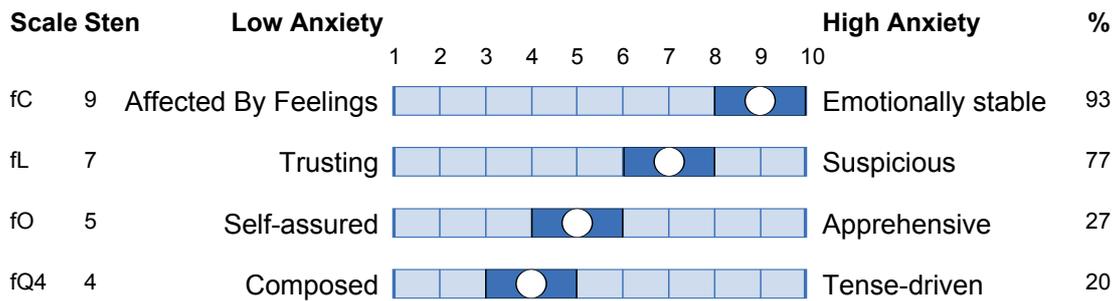
Note: Scores in the range 4-7 are considered average

Ms. Sample will not normally be unduly burdened by feelings of insecurity. Her tendency to be relatively free of guilt feelings, coupled with her willingness to accept some personal responsibility for failure, would suggest that she is unlikely to rush into apportioning blame onto others when things go wrong.

Ms. Sample appears to others to be a fairly easy going and composed individual. She projects herself as a somewhat calm individual who is not easily perturbed and is not usually moved to outbursts of anger or frustration. People may find her relaxed composure in the face of a crisis, reassuring. Only major frustrations and irritations are likely to upset her.

4. Career Interests

Career-Themes are based on the work of Holland. These provide a match between Ms. Sample's personality profile and those of the broad occupational groups listed. The scores take no account of other important factors such as interests, aptitudes, qualifications and work experience.

Sten	Scale	Left Dimension — Centre — Right Dimension
5.4	Realistic	● at 5
4.5	Investigative	● at 4
6.6	Artistic	● at 6
6.7	Social	● at 6
8.0	Enterprising	● at 8
4.9	Conventional	● at 5
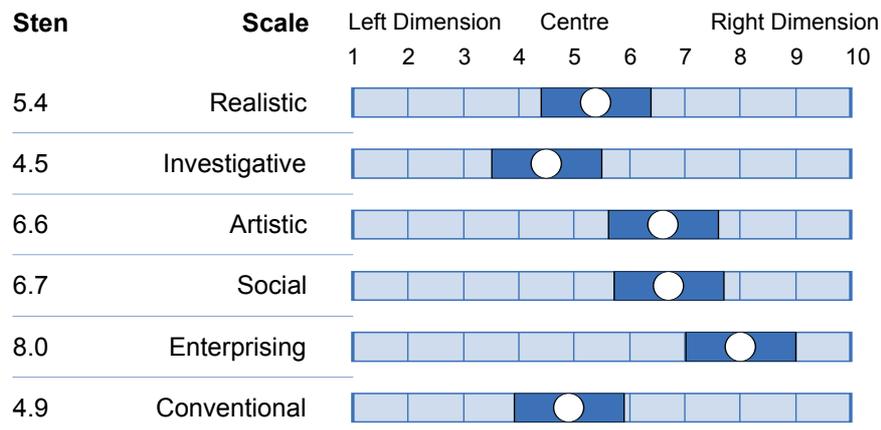
Note: Scores in the range 4-7 are considered average

Realistic Theme: Activities involving manipulation of mechanical devices and principles of mechanics and physics. High scorers are likely to be technically orientated, repairing mechanical devices, working on motor cars. They may also enjoy outdoor activities.

Investigative Theme: Activities involving the manipulation of ideas and scientific principles. High scorers will enjoy applying logical and/or scientific principles to the resolution of experimental problems. They may enjoy laboratory work.

Artistic Theme: Activities centred around the expression of artistic and creative ideas. High scorers are typically interested in the Arts in the broadest manifestation e.g. art, music, writing, composing, dance, design etc.

Social Theme: Activities centred on helping or caring for others. High scorers tend to express an interest in charitable work, involving caring for the elderly, children with special needs or counselling, teaching and generally assisting others to achieve their potential.

Enterprising Theme: Activities involving the attainment of objectives through people. High scorers generally express an interest in managing or leading others or taking charge of situations. As such

they are attracted to business related situations where they are able to exercise leadership, managerial skills and public acclaim.

Conventional Theme: Activities involving organising, administration and well established work practices. High scorers enjoy developing and maintaining systems, operating business machines, doing paperwork, bookkeeping and accountancy.

Primary Factors

Scale	Sten	Left Dimension	1 2 3 4 5 6 7 8 9 10	Right Dimension	%
fA	6	Distant Aloof		Empathic	56
ß	7	Low Intellectance		High Intellectance	71
fC	9	Affected By Feelings		Emotionally stable	93
fE	8	Accommodating		Dominant	86
fF	7	Sober Serious		Enthusiastic	74
fG	5	Expedient		Conscientious	38
fH	6	Retiring		Socially-bold	48
fl	8	Hard-headed		Tender-minded	80
fL	7	Trusting		Suspicious	77
fM	3	Concrete		Abstract	13
fN	9	Direct		Restrained	87
fO	5	Self-assured		Apprehensive	27
fQ1	6	Conventional		Radical	63
fQ2	7	Self-sufficient		Group-orientated	78
fQ3	4	Informal		Self-disciplined	21
fQ4	4	Composed		Tense-driven	20

Note: Scores in the range 4-7 are considered average

Global Factors

Scale	Sten	Left Dimension	1 2 3 4 5 6 7 8 9 10	Right Dimension	%
E	7	Introversion		Extraversion	74
N	4	Low aNxiety		High aNxiety	19
O	6	Pragmaticism		Openness	60
A	3	Independence		Agreeableness	11
C	6	Low Self-Control		High Self-Control	52
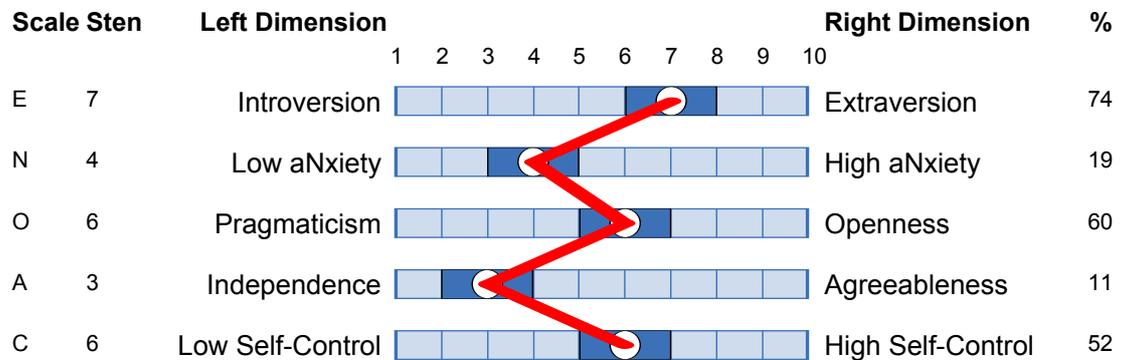
Note: Scores in the range 4-7 are considered average

Additional Scales

	Raw	Additional Scales	1 2 3 4 5 6 7 8 9 10	%
eIQ	29	Emotional Intelligence		89
WA	25	Positive Work Attitude		29

Note: Scores in the range 4-7 are considered average

Response Style Indices

	Sten	Additional Scales	1 2 3 4 5 6 7 8 9 10	%
SD	6	Social Desirability		52
CT	6	Central Tendency		66
INF	5	Infrequency		25
FG	8	Fake Good		86
FB	3	Fake Bad		8

Note: Scores in the range 4-7 are considered average

Norms based on a sample of 4295 Australian Professional Managers.

The following interview questions may assist with further clarification of the issues raised above:

Conceptual Reasoning

- Describe a situation where you felt as though you lacked experience and you had to decide between several alternatives. How did you make a decision on one alternative? What were the outcomes from this decision?

  ➡Look for ability to operate in an ambiguous situation.

  Describe a situation where you were asked to perform a new task you felt inexperienced in. How did you approach the task? What were the outcomes?

  ➡Look for ability to operate within a new and unfamiliar environment.

Verbal Reasoning

- What experience do you have in the evaluation of complex written instructions or verbal information? What was involved? How comprehensive do you believe your conclusions were?

  ➡Look for ability to write and communicate in English, the ability to understand written instructions and the ability to convey information in a clear and understandable format such to individuals and groups. Probe for and evaluate evidence that their communications are easily understood.

- Can you tell me about a task on which you were involved where you had to produce a written outcome? What was involved? How did you feel about addressing this? What was the end result?

  ➡Look for ability to communicate and express complicated concepts in written English.

- Can you give me an example of a situation that you were required to communicate instructions or concepts to others? What were the circumstances? How did you respond? What was the end result?

  ➡Look for ability to convey information in a clear and understandable format such as presentations to individuals and groups.

Teamwork

- Describe a time when you had to initiate contact with new people at a work function. What were the circumstances? What did you do? What was the outcome?

  ➡Look for evidence of social confidence.

- Can you tell me about a time when you had to work with a group of people in pursuing a goal? What was the goal? How did the group function? What role did you play in the group? How significant was your role? How did others respond to you? What was the end result?

  ➡Look for ability to work in collaboration with others, to involve them in the decision making process and to be prepared to listen and build on their ideas.

Stress Tolerance

- Tell me about a time when you made a serious mistake in your work. What was the situation? How did you respond? What did you then do? What was the outcome? What did you learn from this experience?

  ➡Look for ability to 'bounce back' from setbacks and effectively solve the problem without allowing a tendency to worry to get in the way.

General Information for Interpreting Report findings:

Objective Information

This report provides objective information on the candidate's abilities.

Educated Decision Making

The candidate's performance is compared with a relevant population group to assist in achieving effective Human Capital decision making.

Interpreting results

The results are presented in terms of a percentile (%) score for each test administered. A percentile is a score equal to or below which a certain percentage of the members of a selected sample group fall.

Percentile scores can be misleading if small differences between individuals' scores are interpreted as implying significant differences in work performance.

Population norms

Candidate's specific scores can be compared to a relevant Australian adult sample as a reference group or to a relevant sample from ones organization.

Score ranges

PsychPress uses a basic score range for ability percentile scores:

91st - 99th percentile – Superior performance

63rd - 90th percentile – Above Average performance

37th - 62nd percentile – Average performance

10th - 36th percentile – Below Average performance

 1st - 9th percentile – Poor performance