



INDIVIDUAL ASSESSMENT REPORT - STRICTLY CONFIDENTIAL

The purpose of the assessment has been to provide further information to assist with the recruitment of

Ms. Sam Sample

On Monday, 21 July 2009

Prepared by

Psych Press - Talent Management Psychologists

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Confidentiality

This highly confidential document is provided to the client on the candidate named on the cover sheet on the basis that the need for this confidentiality is recognised, accepted and that such confidentiality will be strictly maintained.

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 Psych Press archives.

Objectives

The report on the candidate's capabilities has been done based on several assessments 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 such as interviews or other reports.

1. EXECUTIVE 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 work behaviour style. Each profile is intended to provide you with a point of reference from which you can objectively assess her work suitability or strengths and weaknesses as part of a career development plan.

The assessment results indicate the following potential strengths and development needs with regards to a Payroll Assistance role at ABC:

Analyse and interpret data

- Ms. Sample appears to be at ease when considering the underlying factors which affect issues, and she should be prepared to consider relevant trends and patterns which are apparent in available data.
- Similarly, she is likely to adopt an organised and thorough approach when she is evaluating information and completing the routine details of analysis.
- Nevertheless, she has more limited ability to analyse numerical information, and she may need additional time to evaluate more complex payroll data or to maintain quality standards in her work output.
- In addition, she may need longer to learn any new information or skills which she needs to perform role challenges, which may mean that she needs longer to build her understanding of novel problems or less familiar work demands.

Task/project management

- Ms. Sample tends to have a pragmatic and methodical approach to planning and prioritising tasks, where she is likely to focus on tangible outcomes when she is seeking to complete projects.
- Similarly, she seems to be comfortable when drawing on established knowledge and familiar methods to help her when resolving problems which she encounters in her tasks.
- She is likely to be at ease when monitoring the details of tasks, and she should be prepared to persist even when completing more routine aspects of her role.
- She tends to be diligent and systematic when she is completing a variety of tasks in accordance with organisational guidelines and regulatory standards.

Drive execution

- Ms. Sample profiles as typically composed in her demeanour, and she should show some capacity to work during pressured circumstances, although she may sometimes become tense or frustrated if she encounters more difficult challenges.
- She is likely to be comfortable when relying on her own capacity to solve problems, but she may be less willing to seek out assistance from others to help her when executing tasks and projects.
- She seems to be prepared to persevere with her efforts and she should seek to meet high standards of performance in her activities.
- However, she appears to be inclined to dwell on mistakes or errors in her work, and she may sometimes lose focus on her goals if she believes that she lacks the capacity or resources to deliver on future needs.

Collaboration

- Ms. Sample tends to be reasonably sympathetic to others' needs and situations, and she should show some willingness to provide assistance to others if she is directly approached.
- Nevertheless, she reports a strong preference for working individually, and she may be less comfortable when working with others to accomplish tasks, or if she needs to take a prominent role in discussions.
- She appears to be more withdrawn and serious-minded in her outlook, which may sometimes mean that she is seen as more distant and difficult to approach, and it may also mean that she is less inclined to build effective working relationships with stakeholders.
- She seems to be wary of others' motives and intentions, and this may sometimes mean that she is less prepared to follow others' guidance or that she is perceived as 'stand-offish' or overly concerned with how others perceive her.

Customer focus

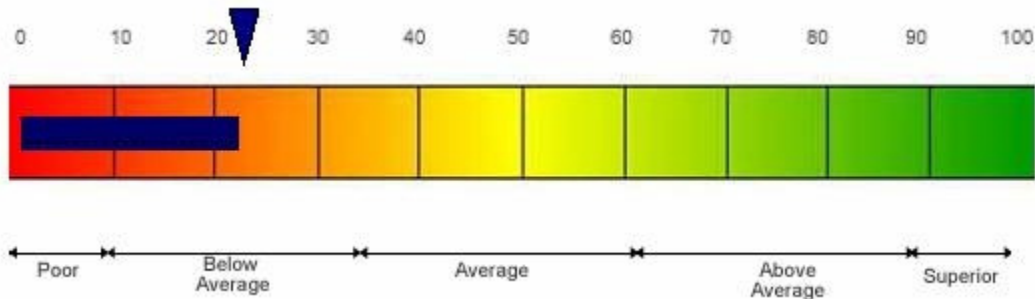
- Ms. Sample profiles as focused on achieving outcomes, and she should be diligent in meeting customers' needs once she has been convinced of their importance.
- She should be prepared to follow established methods and processes to meet existing customer requests and requirements.

- Nevertheless, her tendency to be questioning of others' expectations and intentions may mean that she is less open when she needs to interact with internal customers or build an understanding of their situation.

2. ABILITIES AND APTITUDES

Ability	Percentile Result	Norm Group
Abstract/Conceptual Reasoning	23rd percentile (Attempted 50 of 50, Correct 14)	General Population
Verbal Reasoning	35th percentile (Attempted 32 of 32, Correct 14)	General Population
Numerical Reasoning	28th percentile (Attempted 23 of 32, Correct 12)	General Population

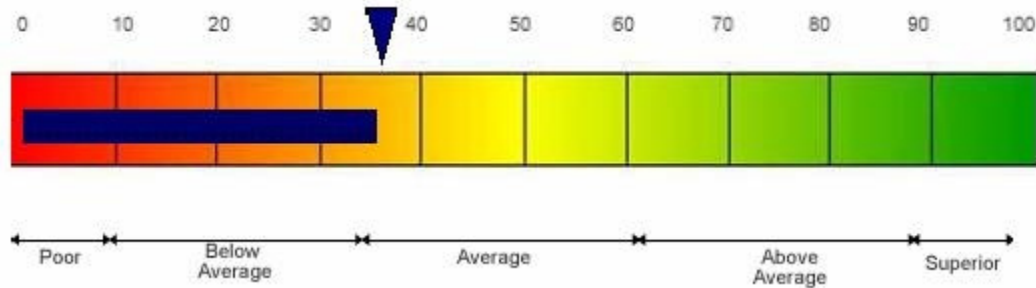
Abstract/Conceptual Reasoning: 23rd Percentile



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 below average range compared to an Australian general population sample. This result suggests that she may struggle to think laterally or grasp complex abstract concepts, when compared to the normative group. She may require more time and some assistance to integrate new complex and sometimes conflicting information or to develop new knowledge to address more complex issues in the workplace. She may also be less effective with respect to problem solving and being able to adapt knowledge and skills to issues that are outside her previous experience.

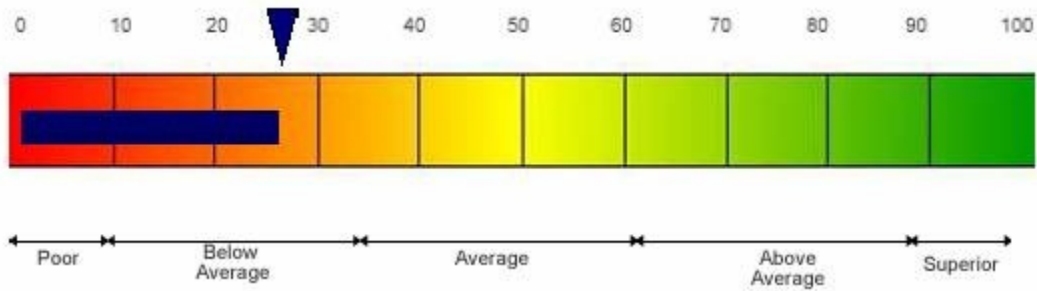
Verbal Reasoning: 35th Percentile



The Verbal Reasoning assessment measures Ms. Sample's ability to communicate with others, written communication skills, the ability to understand internal and external clients' needs 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 general population sample. The result suggests that she may experience some difficulties in communication in both verbal and written forms, when compared to the normative group. She would benefit from some coaching regarding how to effectively convey business-related ideas, concepts, information, or instructions to managers, work colleagues, or clients. She may struggle to quickly identify critical issues and logically draw accurate conclusions from written documentations such as company reports, written policies and regulations, and meetings summaries. Therefore, she may benefit from some extra time when tackling such tasks. She may also experience difficulty in quickly producing effective written reports. For roles in which her communication and written capabilities are crucial, she should be encouraged to work on the development of this skill.

Numerical Reasoning: 28th Percentile



The test of Numerical Reasoning measures Ms. Sample's basic arithmetic ability, understanding and use of numbers, tables and graphs as a reasoning tool to support the decision making process. Competencies relevant to this measure include numerical and financial calculations and basic statistical calculations.

Ms. Sample's performance on the measurement of Numerical Reasoning has placed her in the below average range compared to an Australian general population sample. The result suggests that she may experience some difficulty in identifying critical issues from organisational information presented in numerical form such as tables and graphs. She may also experience difficulty in conducting basic numerical calculations, when compared to the normative group. For roles in which her numerical reasoning capability is critical, she should be encouraged to work on the development of this skill.

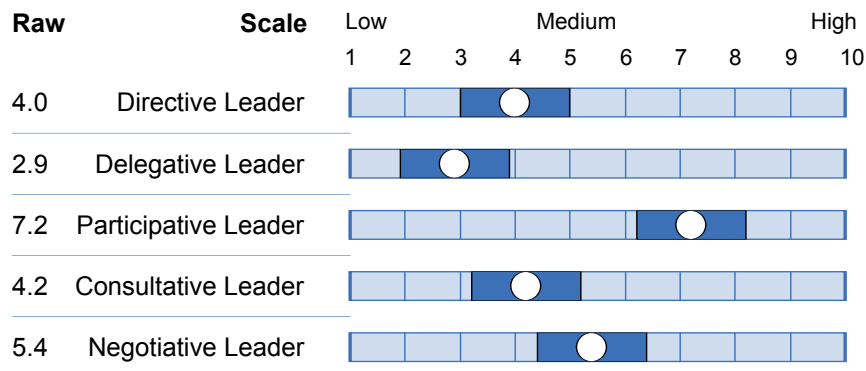
3. BEHAVIOURAL STYLE PROFILE

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. Please note that response style indicators should be treated with some degree of caution and any suggestions made should always be corroborated during feedback.

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.



PRIMARY LEADERSHIP STYLE: PARTICIPATIVE LEADER

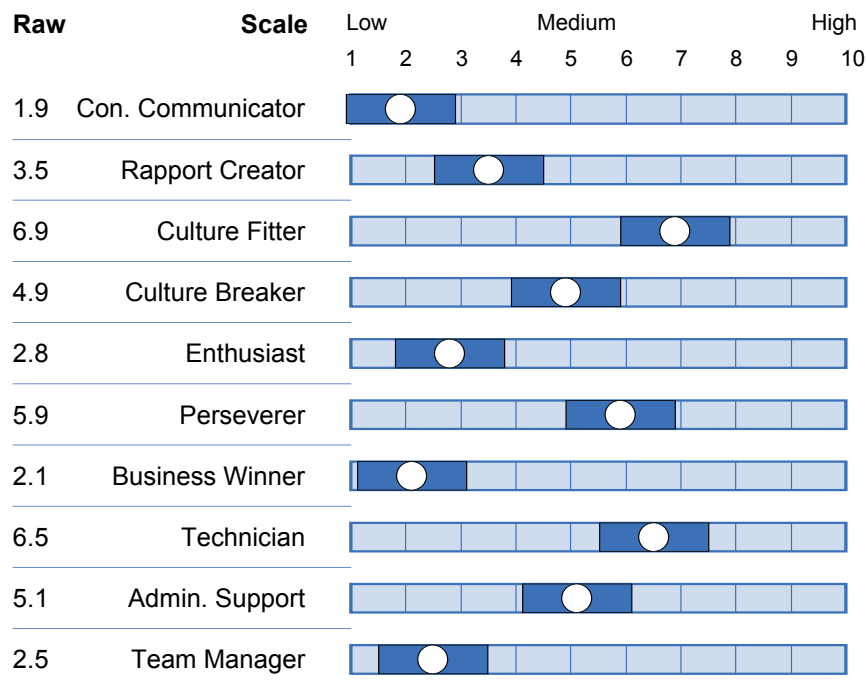
Participative leaders are primarily concerned with getting the best out of a team as a whole. Hence, they encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view the best solutions to problems will naturally arise. They are unlikely to impress their own wishes and opinions onto the other members of the group but see their role as an overseer of the democratic process. This will involve ensuring each member of the group is given the opportunity to express their opinion and that no one member imposes a disproportionate influence on group decisions.

SECONDARY 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.

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.



PRIMARY INFLUENCING STYLE: CULTURE FITTER

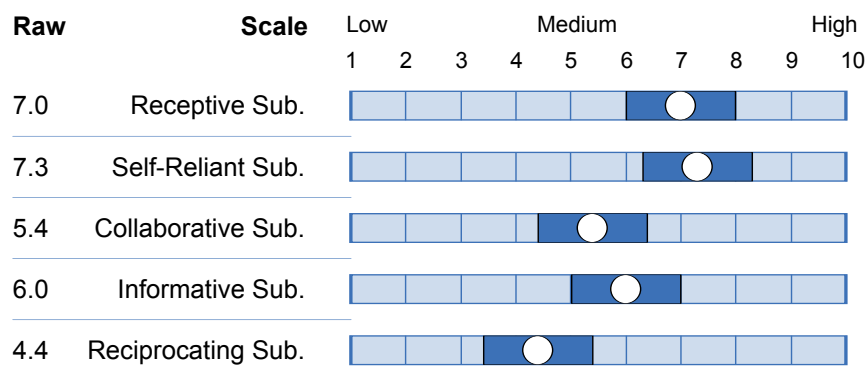
Culture Fitters generally adapt their approach to fit the prevailing culture of the client's organisation. Hence, they will not push their own ideas or opinions but will convey those beliefs they consider to be shared by their audience. Such an approach will normally minimise the possibility of disagreements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

SECONDARY INFLUENCING STYLE: TECHNICAL ADVISOR

The Technical Advisor usually has talents or expertise in one or more specific area. As such, they can often be found working with ideas, goods and services that are "hi-tech" in nature. The Technical Advisor derives significant satisfaction by using their knowledge of their area to help clients define their needs. More often than not, this enables the Technical Advisor to identify a sound solution that is appropriate for the needs of their client. Temperamentally, Technical Advisors have the ability to gain the trust of their audience who will tend to feel assured that they on the receiving end of solid and impartial advice.

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.



PRIMARY SUBORDINATE STYLE: SELF-RELIANT SUBORDINATE

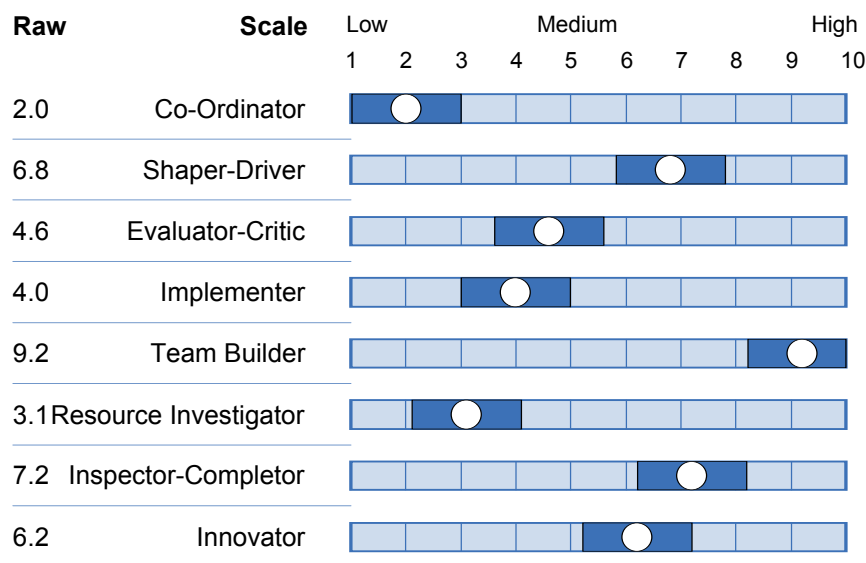
Self-Reliant Subordinates tend to be most effective when working in an environment that allows them freedom to express their own ideas. They are generally innovative individuals who are also concerned with achieving results; thus, their ideas will typically be imaginative but tailored to solving the particular problem in question. However, problems may occur if such individuals are required to work in environments that require strict adherence to existing procedures and methods. In such situations Self-Reliant Subordinates tend to feel that their individuality is being stifled thus causing them to become discontented and irritable. It would therefore be inappropriate to pair them with a manager with a directive style as this will invariably result in a mismatch of approaches.

SECONDARY SUBORDINATE STYLE: RECEPTIVE SUBORDINATE

Receptive Subordinates are typically accommodating individuals who are eager to complete the work that is assigned to them in accordance with pre-specified procedures. In this mode, Ms. Sample's colleagues will see a more traditional and conventional side to her nature. Quite possibly this means that she will leave the generation of innovative ideas to other members of their team. As a result, the Receptive Subordinate will take the stance that her role is to execute the ideas of others to the best of their ability.

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.



TEAM ROLE COMBINATION - INSPECTOR-COMPLETER/TEAM BUILDER

Ms. Sample appears to have good co-ordination skills and she will be careful to ensure that tasks are completed to a high standard and on time. To achieve this, she is likely to carry out jobs in a methodical fashion and with considerable energy. However, she could appear to be somewhat reluctant to set objectives herself and she may prefer to involve others in the decision-making process. She will generally prefer to be given direction and then be left to follow through on a job. In a group, she is likely to be accommodating, supportive of others, with a management style that is open and democratic. As a manager, she will tend to lead by group consensus but since she may experience some difficulty enforcing her concern for her standards with subordinates, she could seem to be indecisive or easily swayed. As a result, she may, under some circumstances, tend not to delegate or push others, taking on too much work herself. Therefore, she is likely to be at her most effective in a role that allows her to be supportive of others' contributions and concerned that the end product is a good one. This effectiveness is likely to be further enhanced if Ms. Sample is

able to resist unreasonable demands placed on her and whether she can be firm about her expectations that others fulfil their responsibilities.

Interpersonal and Relationships Building Styles

Ms. Sample' attention and energies will be oriented towards things rather than people. Her marked inhibition with clients, managers or work colleagues will make her appear to lack self-confidence and expressiveness in work situations. Nevertheless, she will project quite a good-natured personality, being very kind, caring and empathic when relating to others.

Tending not to let go in work settings, Ms. Sample' reaction to situations will generally be fairly sober and serious. She may possibly come across to clients, managers or work colleagues who don't know her well as a little stiff and perhaps slightly lacking in spontaneity. Unexpected events, or rapidly changing situations, may put her off-balance and upset her. In the right setting however, she should be capable of a fair degree of enthusiasm. Being very retiring and conspicuously self-conscious, she may wish to avoid participating in work activities and will be strongly inclined to experience embarrassment if unexpectedly made the focus of group attention. She is likely to feel discomfort in group situations and when meeting new people. Outside familiar circles, she is very likely to be inhibited, her conversation appearing hesitant and possibly somewhat stilted. However, with people she knows well, she will express a high degree of interpersonal warmth.

Ms. Sample is an extremely self-sufficient and self-reliant person, who does not need group contact and participation. She has a strong preference for working on her own, free from group distractions. She is likely to view most group discussions and team work as a waste of time. She may be seen as quite reclusive and out-of-touch with company activities.

As amenable and co-operative as most, Ms. Sample will generally not seek confrontation for confrontation's sake. Being moderately competitive, she should not be averse to meeting work-related challenges. While capable of being outspoken on occasion, she should not be oblivious to others' feelings and needs.

Ms. Sample has a very questioning nature, tending to often suspect the underlying motives behind the things clients, managers or work colleagues say or do. Overly inclined to be critical, she may be rather obstinate from time to time. She may resent being given instructions and may often do just the opposite of what she is told. She may feel that if she drops her guard, stakeholders and staff will take advantage of her. Consequently, she is not likely to be the most popular team member. In workplace interactions, she appears particularly passive and mild mannered. Very unassertive, she has distaste for great confrontation, and will avoid conflict and, if unavoidable, appease those involved. She is likely to be submissive and very timid.

She appears to be as sensitive as most to the demands of work situations. She will generally resist saying things that could cause upset or offence.

Thinking and Decision-making Styles

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 as receptive to experiences and emotions as most. As receptive as most to new ideas, 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.

Having a fairly tough exterior, Ms. Sample can demonstrate quite a strong sense of the rational and realistic. Somewhat unsentimental and quite hard-headed, she will have a "no nonsense" approach to work, and a suspicion of issues things with a theoretical focus. Not at all prone to sentimentality, her ideas for improvement will generally have a practical focus, emphasising what is achievable.

Ms. Sample' behaviour and attitudes reflect a free-thinking and quite spontaneous, approach, and she 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 work standing. She may prefer to relate casually to others rather than strictly observe formality and work etiquette. A person's status, position or authority is unlikely to carry much weight with her - she will tend to view clients, managers or work colleagues on their merits. However, being diplomatic and aware of the impact she may have on others, these attitudes may not always be evident. She may not relate at all well to group undertakings which discourage individualism.

Persevering and quite conscientious in character, Ms. Sample will generally accept and reliably discharge responsibility. She has a degree of thoroughness in her work that should predispose her to be quite a good finisher. She is likely to show respect for systems and procedures generally believing there is a right approach, both in work quality and behaviour.

Coping with Pressure and Stress

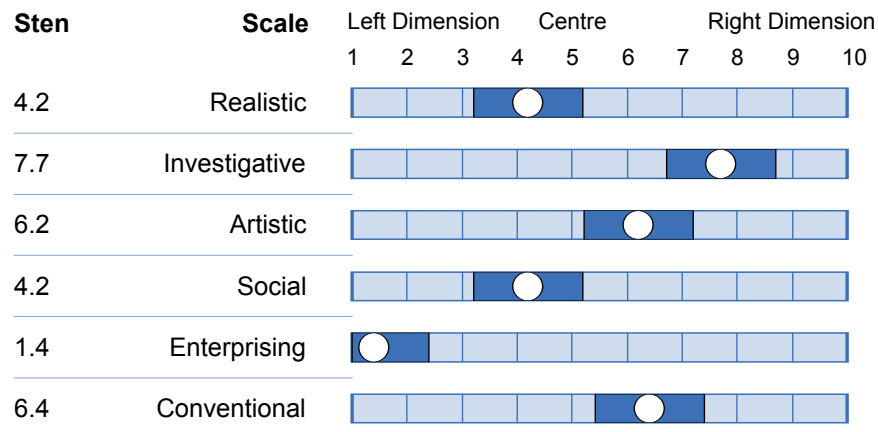
Ms. Sample is currently experiencing above average levels of stress. A little more prone to mood swings than many and she may have some difficulty in finding sufficient inner resources to meet particularly challenging situations. Rather lacking in emotional resilience, she may experience some stress when placed under pressure. Tending to be swayed by her emotions, some clients, managers or work colleagues may view her as being somewhat changeable and at times unpredictable.

There is a tendency for Ms. Sample to worry over past mistakes, doubting her ability to overcome problems and obstacles. At times somewhat apprehensive about the future, these doubts may possibly undermine her self-confidence. Somewhat inclined to worry about how others may see her she is likely to feel anxious in work situations. At times being a little harsh on herself, she may have some difficulty meeting her own standards. This may however act as a positive source of motivation, prompting her to devote inner resources and attention to tasks.

Like most, she may become a little restless or tense when under pressure but this should not cause her undue problems as she is likely to be able to relax without too much difficulty. Whilst minor irritations should not generally upset her, if her goals are repeatedly hindered she may become impatient or annoyed.

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.



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.

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 as 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.

Numerical Reasoning

- How would you describe your numerical analysis skills? What is a task on which you have been involved that required you to evaluate or interpret numerical information and to make a decision based on your conclusions?

Look for ability to understand and use of numbers as a reasoning tool.

- Tell me about a time when you had to complete a task which required you to analyse or interpret statistical or other numerical information? What aspects did you find challenging? Did you seek coaching or other assistance in order to complete the task? What was the outcome of this task?
Look for capability in basic quantitative or statistical analysis.

Decision Making

- Tell me about a situation where you had to make a decision and identify alternatives. What was the situation? How did you assess the alternatives? What sources of data did you refer to when deciding on a specific alternative?
- Look for: Candidate should show the ability to take various pieces of new and existing information and integrate them to make an informed decision. In addition their ability to respond to situations that are unfamiliar should be looked for.
- Can you recall a time when you had to make a decision and the data was ambiguous or subjective in nature? What was the situation? How did you manage that? What was the outcome?
- Look for: Candidate should show an ability to work with ambiguous data in a logical manner.
- Can you think about a situation where you had to make a decision on your own? What was the situation? How did you approach this task? What was the outcome?
- Look for: Candidate should show that they can think logically and wisely to arrive at a decision; has a balanced thinking process; are not too gentle or too hasty in decision making process.

Learning and Development

- Tell me about a recent mistake which either you or someone else did at work. What was the situation? How did you respond to this mistake? What did you learn from it and in what areas can you utilize that knowledge in the future?
- Look for: The candidate's ability to treat mistakes as learning opportunities rather than failures, display a level of adaptability and be able to apply learning in a resourceful and innovative manner.
- Tell me about a situation where you promoted to the expansion of other's knowledge at work. What was the situation? What strategies did you employ? What was the outcome?
- Look for: The candidate's ability to demonstrate a level of personal enterprise and initiative to acquire and transfer work knowledge to others.
- Can you think about a situation where you encouraged other's to take practical steps to personal career development and acquire knowledge? What were the circumstances? What was your contribution? What was the outcome?

- Look for: The candidate's ability to display an aptitude for personal growth by independent learning, encourage others to develop and be prepared to utilise knowledge in multi-lateral ways.

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 organisation.
Score Ranges	Psych Press 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