



Talent Management Psychologists

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. Jo Sample

On: Wednesday, 1st of February 2006

Prepared By:

Psych Press
Level 4, 398 Lonsdale Street
Melbourne, Australia
Ph: +61 3 9670 0590
www.psychpress.com

Please direct queries to Daniel Fruchter,

Senior Psychologist

Psych Press, Level 4, 398 Lonsdale Street Melbourne VIC 3000 AUSTRALIA,

Telephone 1300 308 076 or +61 3 9670 0590 - Facsimile +61 3 9642 3577

Email: info@psychpress.com.au Website: www.psychpress.com

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 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

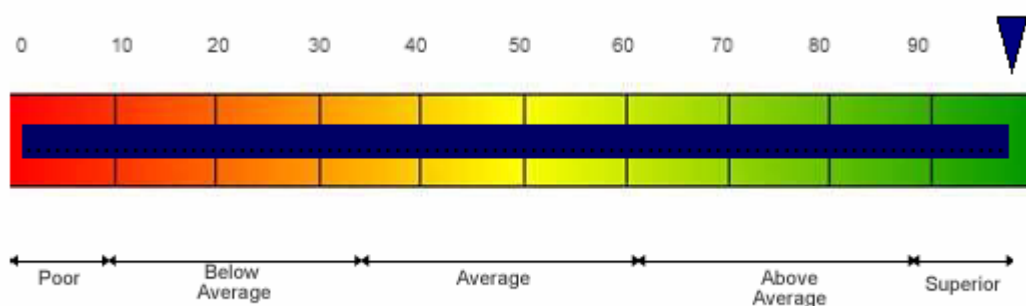
This report provides objective information on candidate's capabilities. We recommend supplementing it with other information obtained from other sources like interviews or other reports.

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.

1. Abilities and Aptitudes

Ability	Percentile Result	Norm Group
Abstract/Conceptual Reasoning	98 th percentile (Attempted 60, Correct 56)	Mid-level managers and graduates
Verbal Reasoning	95 th percentile (Attempted 39, Correct 33)	Mid-level managers and graduates
Numerical Reasoning	86 th percentile (Attempted 30, Correct 24)	Mid-level managers and graduates
Emotional Reasoning	30 th percentile	General Population

Abstract/Conceptual Reasoning: 98th Percentile

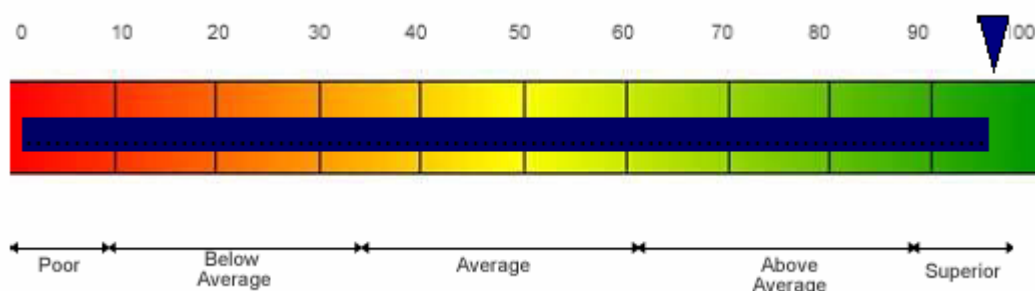


The test of Conceptual Reasoning provides a valid measure of generalised intellectual functioning and correlates most highly with other tests of generalised or natural problem solving capacity. The test itself requires Ms. Sample to work with ambiguous, novel and highly complex information. The ability 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 superior range compared to an Australian mid-level managers' and graduates' sample. The result indicates that she has an ability to think strategically and tackle issues of a complex and abstract nature. She possesses a flexible mental approach and the capability to assimilate new complex organisational information quickly and grasp the 'big picture' which would support her strategic thinking regarding organisational and management issues. She would also be able to quickly understand and solve technical and other organisational issues including those that are outside her previous training and experience.

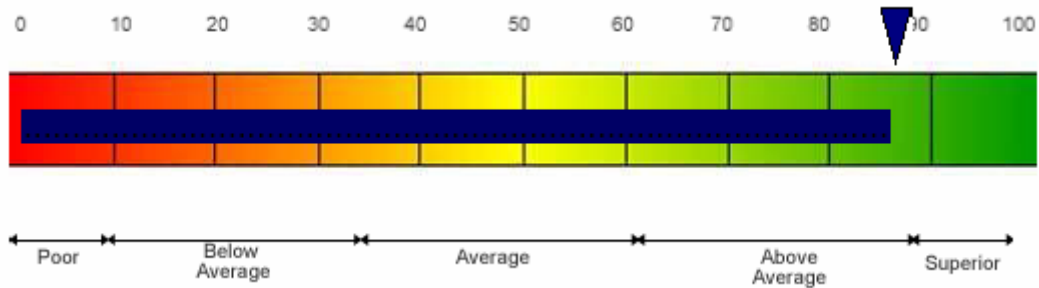
Verbal Reasoning: 95th Percentile



The **Verbal Reasoning** assessment measures Ms. Sample's ability to communicate in English, 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 is of an exceptional standard and suggests a strong grasp of the English language in comparison to an Australian mid-level managers' and graduates' sample. Accordingly, she is likely to be a very effective communicator in English in both verbal and written forms. She demonstrates the ability to draw on a broad vocabulary in English when interacting with others and would be capable of effectively adapting her language to suit the various levels of contact. She is also likely to effectively convey ideas, strategic concepts and other organisational issues to others as well as prepare written reports or other organisational documentation.

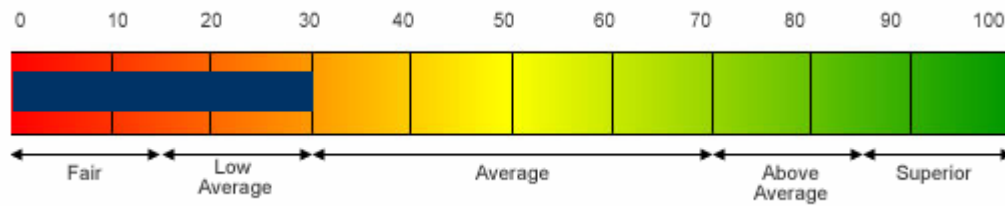
Numerical Reasoning: 86th Percentile



*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 and basic statistical calculations.*

Ms. Sample's performance on the measure of Numerical Reasoning has placed her in the above average range compared to an Australian general population sample. The result reflects a high numerical ability that would enable her to understand and extract main issues from organisational data presented in numerical forms such as graphs and tables. She would also be able to identify critical issues from information presented in graphs and tables as well as perform computations and calculations required to monitor organisational performance. She would accurately calculate from familiar formulas monthly or daily organisational reports as required and would be comfortable performing tasks that include evaluating financial, statistical or other numerical information.

Emotional Reasoning: 30th 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.

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.

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	<p>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.</p> <p>Percentile scores can be misleading if small differences between individuals' scores are interpreted as implying significant differences in work performance.</p>
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	<p>PsychPress uses a basic score range for ability percentile scores:</p> <p>91st - 99th percentile – Superior performance</p> <p>63rd - 90th percentile – Above Average performance</p> <p>37th - 62nd percentile – Average performance</p> <p>10th - 36th percentile – Below Average performance</p> <p>1st - 9th percentile – Poor performance</p>