



## **STRICTLY CONFIDENTIAL INDIVIDUAL ASSESSMENT REPORT**

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

**Mr. Sam Sample**

*On: Tuesday, 23<sup>rd</sup> of May 2006*

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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 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.

## Summary

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The following report has been based on a series of scientifically validated profiles, providing elements of insight or understanding into Mr. Sample's Plant Operator related abilities and work style.

The comments contained within this report have been offered within the context of competencies ideally sought for the role of a Plant Operator and include written and verbal communication skills, teamwork skills, social and influencing skills, flexibility and ability to cope with stress, work safety attitude.

Mr. Sample's main strengths in relation to this position include:

- Highly relaxed and confident in his approach to work, he can be expected to remain composed and effective when demands are high at the plant.
- He is likely to have a strong regard for management and authority and should act in accordance with legislative and safety standards at all times.
- He can be expected to be highly consistent in his work style, suggesting that he will be reliable and require minimal supervision.
- He is likely to be reasonably well organised in his approach to work, while being flexible enough to adapt when management changes priorities or responsibilities.
- With sound verbal reasoning skills, he should be competent interpreting filling instructions in a timely fashion as well as convey information or instructions to colleagues.

Mr. Sample's main development opportunities in relation to this position include:

- He may not always display an appropriate sense of urgency in his approach to work tasks.
- With below average spatial-visual and mechanical reasoning skills, he may take longer than others to identify safety issues or solve mechanical problems in the plant.
- With high levels of confidence, he may not always be willing to take responsibility if mistakes are made in the warehouse operations.

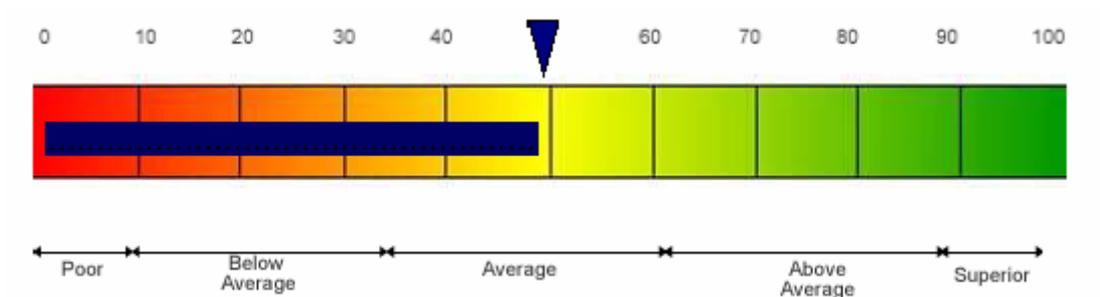
**Recommendation**

Mr. Sample has demonstrated a reasonable match to the role of plant operator, and should have the capacity to perform competently in this role. However, some allowances may need to be made to account for his below average mechanical and spatial abilities.

# 1. Abilities and Aptitudes

Ability	Percentile Result	Norm Group
Verbal Reasoning	49 <sup>th</sup> percentile (Attempted 22, Correct 17)	General Population
Numerical Reasoning	46 <sup>th</sup> percentile (Attempted 16, Correct 14)	General Population
Mechanical Reasoning	27 <sup>th</sup> percentile (Attempted 18, Correct 12)	General Population
Spatial Visual Reasoning	14 <sup>th</sup> percentile (Attempted 37, Correct 26)	General Population

## Verbal Reasoning: 49<sup>th</sup> Percentile

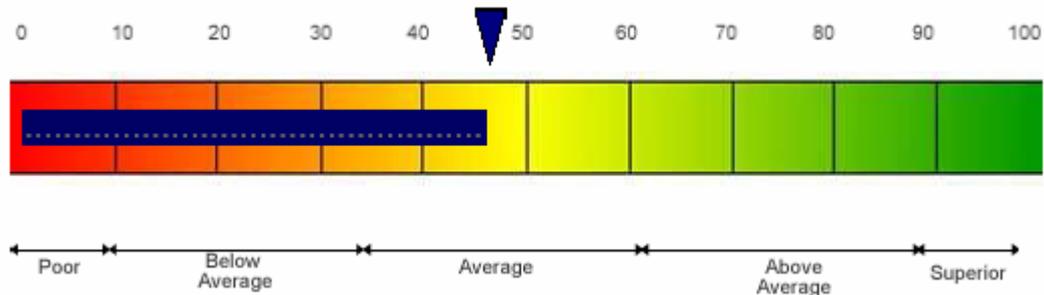


The **Verbal Reasoning** assessment measures the ability to communicate, written communication skills, the ability to understand internal and external clients' requests and the ability to convey complex information in a clear and understandable format to clients, team members or staff.

Mr. Sample's performance on the measure of Verbal Reasoning is commensurate compared to the Australian general population average. The result suggests that he should have sound communication skills in both spoken and written forms. He should be able to convey ideas, concepts or instructions to others as well as understand main issues such as organisational

policies, work procedures and rules from written documentation. He should also be able to produce reasonable written documentation such as performance and production reports or other organisational documents.

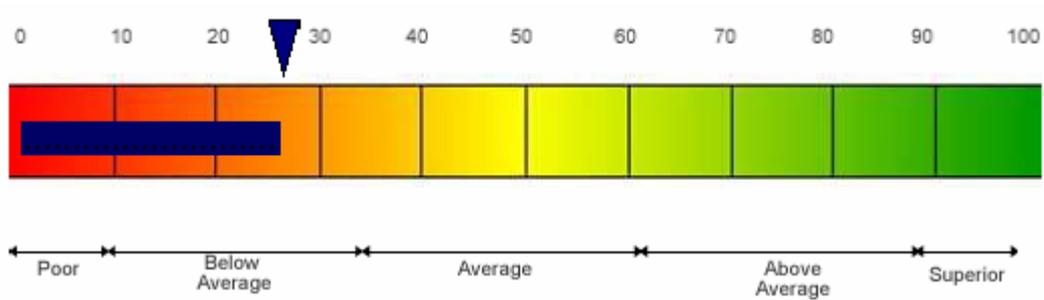
### Numerical Reasoning: 46<sup>th</sup> Percentile



The test of **Numerical Reasoning** measures basic arithmetic agility, 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.

Mr. Sample's performance on the measurement of Numerical Reasoning has placed him in the average range compared to the Australian general population. The result reflects a sound ability to work with facts and figures and to understand organisational information presented in numerical forms such as tables and graphs. The result also suggests a sound ability to provide general numerical information and perform basic computations when reviewing organisational activities. He should accurately calculate familiar formulas as required when dealing with monthly or daily organisational reports and should be relatively comfortable performing tasks that include evaluating numerical information.

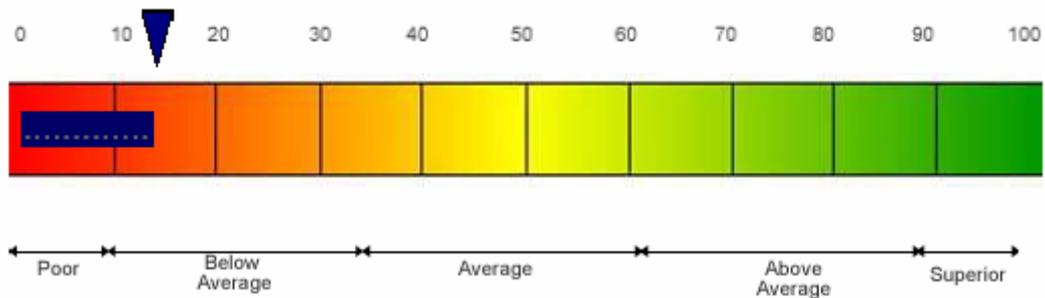
### Mechanical Reasoning: 27<sup>th</sup> Percentile



The test of **Mechanical Reasoning** assesses the ability to understand very basic principles of physics and in particular, mechanics, to visualise the movement of objects through space and the cause-effect relationships between mechanical components.

Mr. Sample's performance on the measurement of Mechanical Reasoning is in the below average range compared to Australian technical employees and apprenticeships. The result suggests that he has a sound understanding of mechanical and physical concepts. He may experience difficulties when required to identify and resolve complex mechanical problems. This will be more apparent when required to solve new and unfamiliar problems.

### Spatial Visual Reasoning: 14<sup>th</sup> Percentile



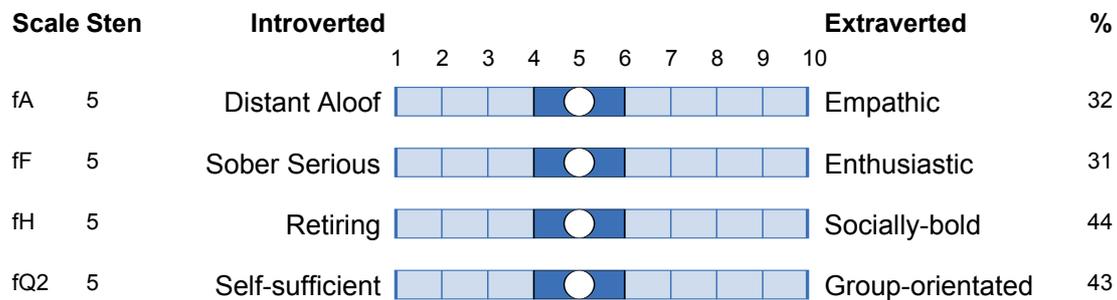
The test of **Spatial Reasoning** measures the ability to visualise how a single or a number of separate objects would appear when combined or rotated in a two and three dimensional spaces. Successful performance, which is related to higher work safety behaviour, depends critically on the perception of the correct proportions of the object as well as on the ability to reorient shapes in order to fit them together in a certain space. Competencies relevant to this measure include

layout and space utilisation, flexibility, identify and resolve mechanical problems. These skills are of crucial importance in the manufacturing, designing and resources environments.

Mr. Sample's performance on the test of Spatial Reasoning is in the below average range compared to the Australian general population. The result suggests that he may experience difficulties when required to identify and overcome mechanical problems, which require changes to the physical work environment. He may also experience some difficulty to identify changes in the physical environment, which can result in work safety incidents.

## 2. Behaviour Style Profile

### Interpersonal and Teamwork Styles



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

Mr. Sample tends to communicate without having a requirement for excessive interpersonal contact. He is likely to be as happy occupied with tasks as dealing with people, but will not be reticent about coming forward in social or group situations, even if this places him at the centre of attention.

Expressing moderate levels of friendliness, Mr. Sample is likely to be seen as relatively supportive of work colleagues. No more or less sympathetic and understanding than most, he will be able to maintain a degree of distance from colleagues when necessary.

Mr. Sample's enthusiasm and sense of fun is held in check by a degree of restraint. In the right situations, he should be as capable as most of letting go and having a good time. In a group situation, he has a sufficient level of social confidence to relate to most people.

While Mr. Sample is likely to be as confident as most in group situations, he may feel a little uncomfortable if he suddenly becomes the centre of attention at a large social gathering. Happy to work on his own or as a member of a team, he will be capable of being self-sufficient when the situation demands. As able to function effectively in a group setting as most, he may wish, on occasion, to work by himself.

Scale	Sten	Independent	1	2	3	4	5	6	7	8	9	10	Agreeable	%
β	6	Low Intellectance											High Intellectance	49
fE	7	Accommodating											Dominant	71
fL	6	Trusting											Suspicious	64
fQ1	5	Conventional											Radical	36

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

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

As adaptable and accommodating as others, Mr. Sample's initial approach is to give people the benefit of the doubt. If he feels that his trust is being abused, his tolerance may rapidly turn to scepticism. When interacting with others, he is inclined to be quite forceful and stand his ground to achieve his goals. At times quite directive, he is likely to have the capacity to dominate. He may have strong opinions, which he may wish to impress onto others.

Mr. Sample can be practical and businesslike to the point of being quite abrasive with people. Restrained, very guarded and prudent, he will generally be aware of interpersonal issues, although this may not be readily apparent due to his distant style. Acutely aware of the demands of social situations, he is able to assert himself without being too direct or blunt.

Mr. Sample has the capacity to convert people, whatever his cause is and should be motivated to avoid making social blunders.

## Thinking and Decision-making Styles

Scale	Sten	Pragmatism										Openness	%	
		1	2	3	4	5	6	7	8	9	10			
fI	4	Hard-headed											Tender-minded	17
fM	5	Concrete											Abstract	27
fQ1	5	Conventional											Radical	36

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

Mr. Sample is a somewhat tough-minded individual, who is inclined to adopt a no-nonsense approach to problems. Quite realistic in his orientation to work and life, he has a somewhat preference for evidence, being inclined to reject more speculative, intuitive approaches. In general, he will tend not to allow his emotions to influence his judgment.

As receptive as most are to new ideas, Mr. Sample will not reject established, conventional methods out of hand. Neither constantly seeking innovation, nor resistant to change, he tends to take the middle ground between established and radical methods in problem solving. In possession of a fairly tough exterior, he can demonstrate quite a strong sense of the rational and realistic.

Somewhat unsentimental and quite hard-headed, Mr. Sample's sense of pragmatism will manifest itself in a "no nonsense" approach to things with a focus on practical issues. Disposed to adopt a functional, straightforward approach he may be inclined to reject artistic and cultural elaborations.

Highly academic discussions, that have little real-world significance, are unlikely to be to his taste. As attentive as most people to practical realities, he will not be unduly dismissive of abstract, theoretical concepts. He will tend to balance a focus on the here and now with openness to possibilities and ideas.

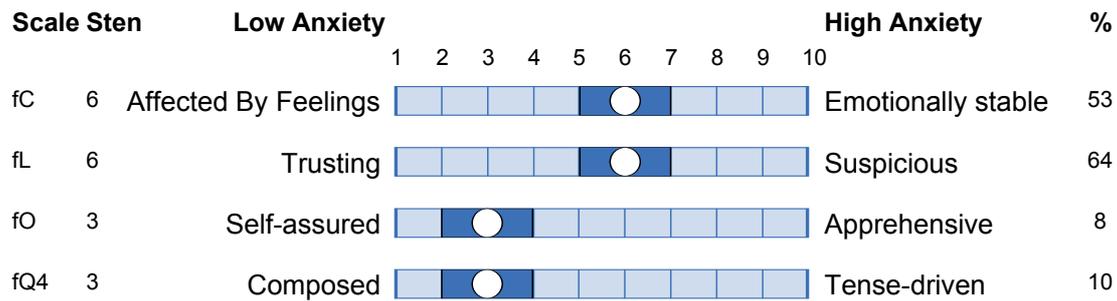
Scale	Sten	Low Self-Control	1	2	3	4	5	6	7	8	9	10	High Self-Control	%
fG	5	Expedient	■	■	■	■	●	■	■	■	■	■	Conscientious	38
fN	9	Direct	■	■	■	■	■	■	■	■	■	●	Restrained	87
fQ3	9	Informal	■	■	■	■	■	■	■	■	■	●	Self-disciplined	90

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

Having noticeably high regard for his reputation, and being concerned about status and personal standing, he is likely to resist temptations of the moment. Greatly respecting authority, he will want to abide by protocol and formality. He will be concerned to act in a manner, which will maintain his position. Much of his behaviour may be influenced by what he considers to be socially acceptable. He may nonetheless be quite outspoken in the expression of his views in particular situations.

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

## Coping with Stress



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

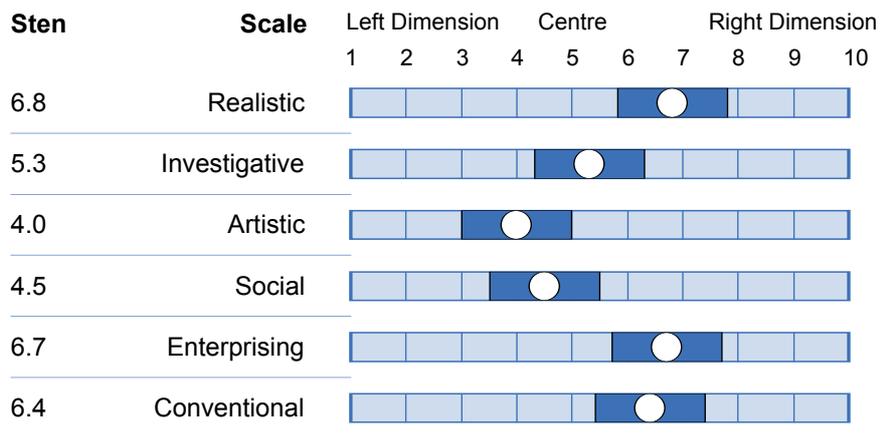
Mr. Sample is currently experiencing below average levels of stress and should have sufficient energy to cope with most workplace's demands. However, he may nonetheless experience some stress coping with particularly demanding situations or when placed under extreme emotional pressure. As resilient as most he should be capable of remaining calm in a crisis.

Relatively secure and self-assured, Mr. Sample is likely to be cheerful, optimistic and free of apprehension, regrets and self-doubt. Relatively sure of himself, he is likely to appear confident, although this may not present itself in social situations. If things go wrong he is liable to blame others in the workplace.

Mr. Sample appears to others to be an easy going and composed individual and projects himself as a sedate individual who is not easily perturbed and is not often moved to outbursts of anger or frustration. People may find his relaxed composure in the face of a crisis, reassuring. Only major frustrations and irritations are likely to upset him.

### 3. Career Interests

*Career-Themes are based on the work of Holland. These provide a match between Mr. 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:**

### **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.

### **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.

### **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