



**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/career development of:

**Ms. Sam Sample**

*On: Friday, 7<sup>th</sup> of July 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**

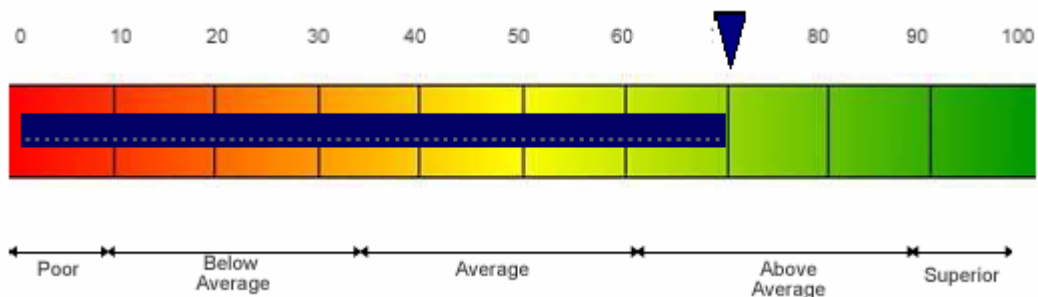
This report provides objective information on candidate's capabilities. We recommend supplementing it with other information obtained from other sources like interviews or other reports.

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.

## 1. Abilities and Aptitudes

Ability	Percentile Result	Norm Group
<b>Abstract/Conceptual Reasoning</b>	68th percentile (Attempted 50, Correct 33)	General Population
<b>Verbal Reasoning</b>	82nd percentile (Attempted 32, Correct 22)	General Population
<b>Numerical Reasoning</b>	69 <sup>th</sup> percentile (Attempted 23, Correct 17)	General Population

### Abstract/Conceptual Reasoning: 68<sup>th</sup> Percentile

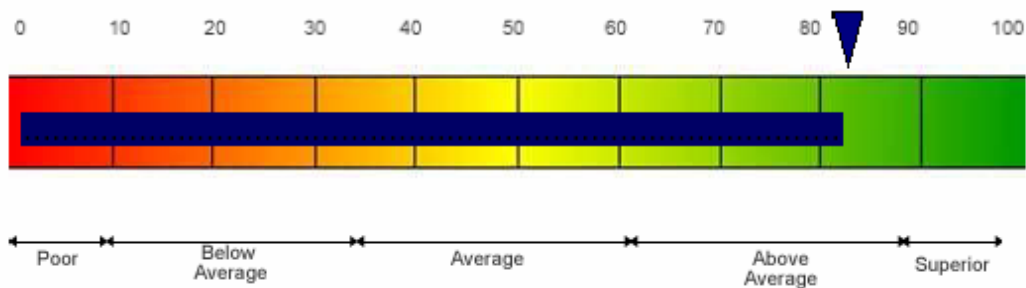


*The test of Conceptual Reasoning provides a valid measure of generalised intellectual functioning and correlates most highly with other tests of generalised or natural problem solving capacity. The test itself requires Ms. Sample to work with ambiguous, novel and highly complex information. The ability 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 general population sample. The result suggests that Ms. Sample has a strong problem solving ability and a flexible thinking style which enables her to tackle issues of a complex and abstract nature. She possesses a flexible mental approach and the capability to assimilate new complex organisational information, grasping the 'big picture' quickly. She is also likely to be effective with respect to adapting knowledge and skills to issues that are outside her previous experience.

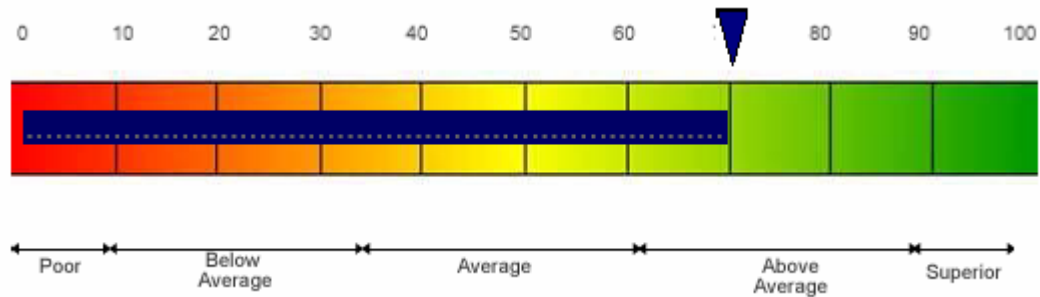
**Verbal Reasoning: 82<sup>nd</sup> Percentile**



*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 staff.*

Ms. Sample's performance on the measure of Verbal Reasoning has placed her in the above average range compared to an Australian general population sample. The result suggests that Ms. Sample would be a competent communicator in both spoken and written forms. She will be able to effectively convey ideas, concepts or instructions to others as well as understand critical issues from written documentation. She will also be able to effectively produce written organisational documentation such as performance, production reports or any other organisational documents.

**Numerical Reasoning: 69<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.*

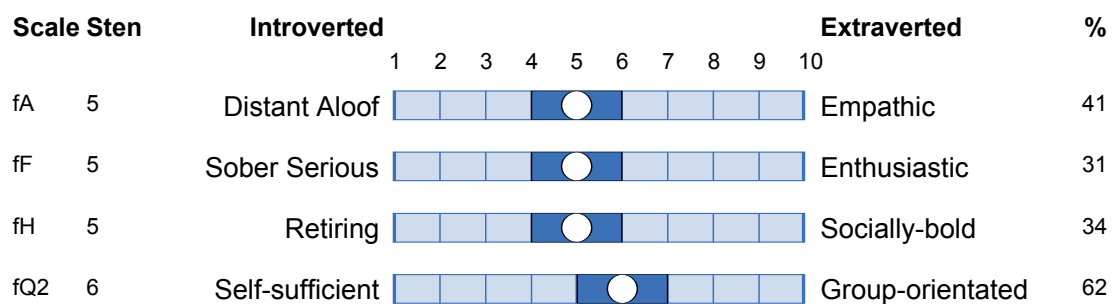
Ms. Sample's performance on the measurement of Numerical Reasoning has placed her in the above average range compared to the Australian general population sample. The result reflects a strong ability to work with facts and figures as well as understand organisational information presented in numerical forms such as tables and graphs, compared to the normative group. The result also suggests a strong ability to provide general numerical information and perform basic computations when reviewing organisational activities. She will accurately calculate familiar formulae as required when dealing with monthly or daily organisational reports and would be very comfortable performing tasks that include evaluating numerical information.

## 2. Behaviour Style Profile

### Validity Scales

Ms. Sample's response style indicates that she may have been relatively concerned to present herself in a falsely positive light. That is, she may have intentionally (or otherwise) selected answers that project an image that is considered to be favourable given the context in which the questionnaire was completed. Furthermore, the very high number of non-committal answers would suggest that she may have been somewhat reluctant to be totally open and candid about herself. Alternatively, but less likely, she may be genuinely moderate with very few strong views about most matters.

### Interpersonal and Relationships Building Styles



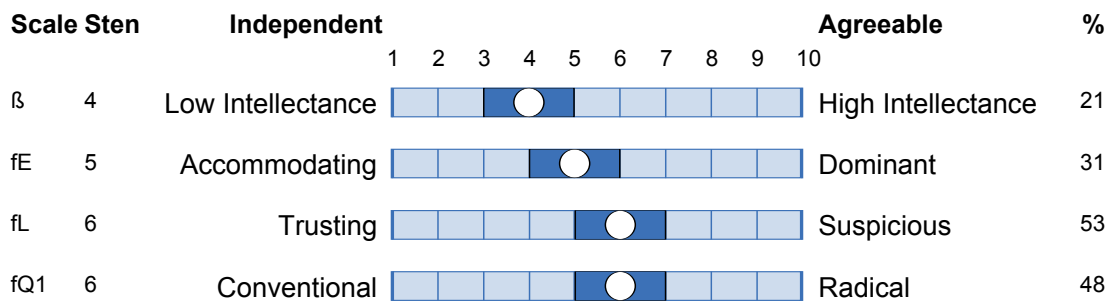
*Note: Scores in the range 4-7 are considered average*

Ms. Sample tends to communicate without having a requirement for excessive interpersonal contact. She is likely to be as happy occupied with tasks as dealing with people, but will not be reticent about coming forward in social situations, even if this places her at the centre of attention. Expressing moderate levels of friendliness and understanding, she is likely to be seen as relatively supportive of work colleagues and clients. No more or less understanding than most, she will be able to maintain a degree of distance from colleagues and clients when necessary.

In the right circumstances, Ms. Sample would be as capable as most of letting go and having fun in the workplace. In a group situation, she has a sufficient level of social confidence to relate to most people. While she is likely to be as confident as most in group situations, she may feel a little uncomfortable if she suddenly becomes the centre of attention at a large social gathering. This is likely to be particularly marked if the conversation turns to lofty, intellectual matters in which she is likely to lack confidence.

Happy to work on her own or as a member of a team, Ms. Sample will be capable of being self-sufficient when the situation demands. As able to function effectively in a group setting as others, she may wish, on occasion, to work by herself.

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

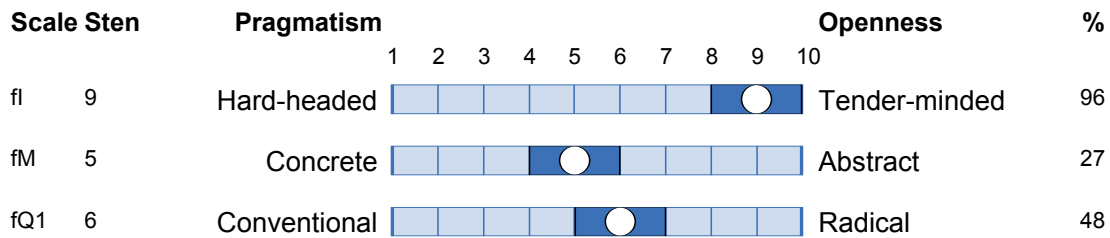


*Note: Scores in the range 4-7 are considered average*

As adaptable and accommodating as others, Ms. Sample's initial approach is to give people the benefit of the doubt. If she feels that her trust is being abused, her tolerance may rapidly turn to scepticism.

In personal interactions Ms. Sample maintains a balance by not being overbearing nor too easily dominated. She will assert herself or give way as the situation demands. She will generally resist saying things that could cause upset or offence.

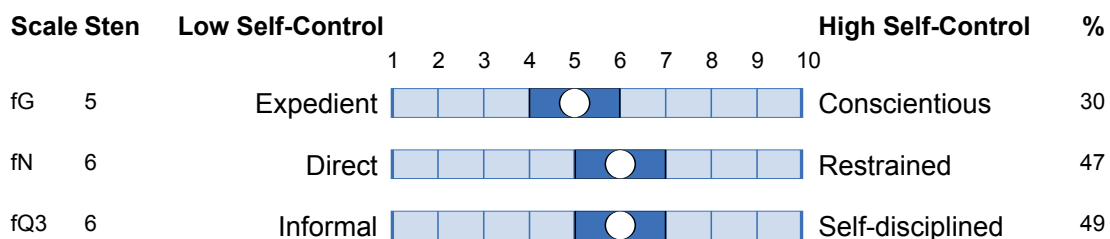
**Thinking and Decision-making Styles**



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

Ms. Sample is likely to come across as a somewhat intuitive person who is quite receptive to ideas and experiences. Creatively orientated, she is likely to be somewhat sensitive to the subtleties and nuances of work. As receptive as most are 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.

Ms. Sample is likely to lack a tough, hard-headed, practical approach. Having a very creative temperament, she will be drawn to expressive activities and cultural elaborations. She will tend to balance a focus on the here and now with openness to possibilities and ideas.



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

In general, Ms. Sample is likely to be fairly self-disciplined and will be as respectful of authority as most. Whilst not in awe of others' social standing, she will not reject formality and protocol out of hand.

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**

Scale	Sten	Low Anxiety	1	2	3	4	5	6	7	8	9	10	High Anxiety	%
fC	5	Affected By Feelings					Emotionally stable	45						
fL	6	Trusting											Suspicious	53
fO	4	Self-assured											Apprehensive	25
fQ4	4	Composed											Tense-driven	24

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

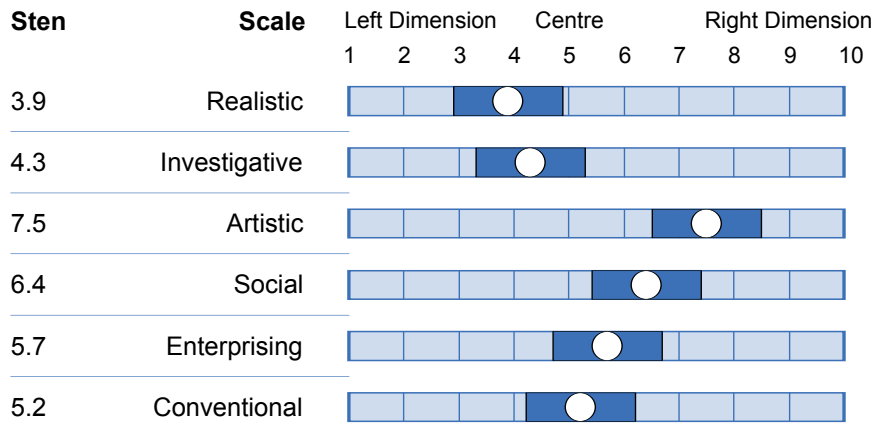
Ms. Sample is currently experiencing average levels of stress. Not unduly prone to mood swings, she should have sufficient energy to cope with workplace’s demands. However, she may nonetheless experience some stress coping with particularly demanding situations or when placed under extreme emotional pressure.

Being as secure and self-assured as others, Ms. Sample will not normally be unduly burdened by feelings of low confidence or 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 the situation when things go wrong.

Ms. Sample appears to others to be a fairly easy going and composed individual. She projects herself as a somewhat sedate individual who is not easily perturbed and is not usually moved to outbursts of anger or frustration. Only major frustrations and irritations are likely to upset her.

### 3. 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.

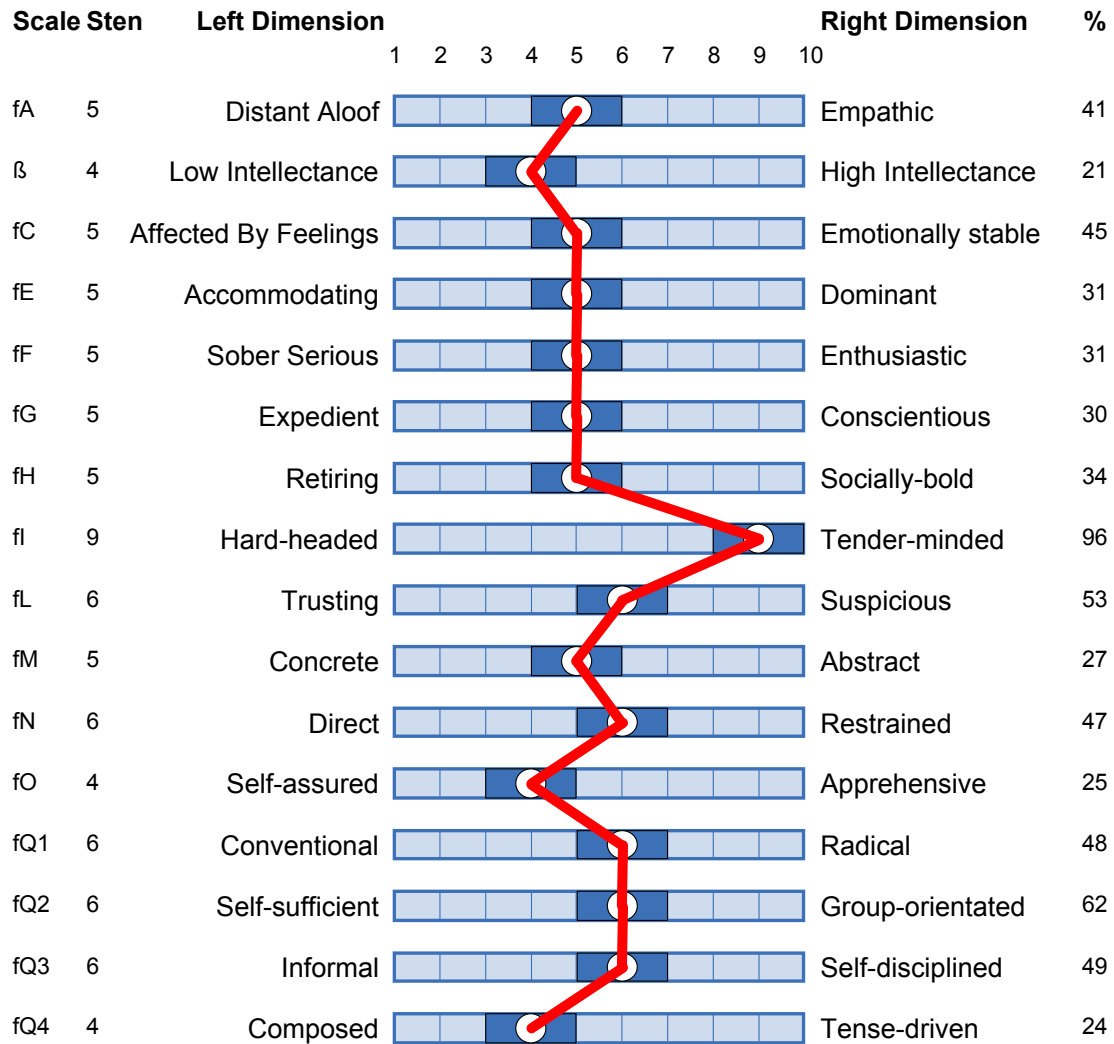
**Artistic Theme:** Activities centred around the expression of artistic and creative ideas. High scorers are typically interested in the Arts in the broadest manifestation e.g. art, music, writing, composing, dance, design etc.

**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.

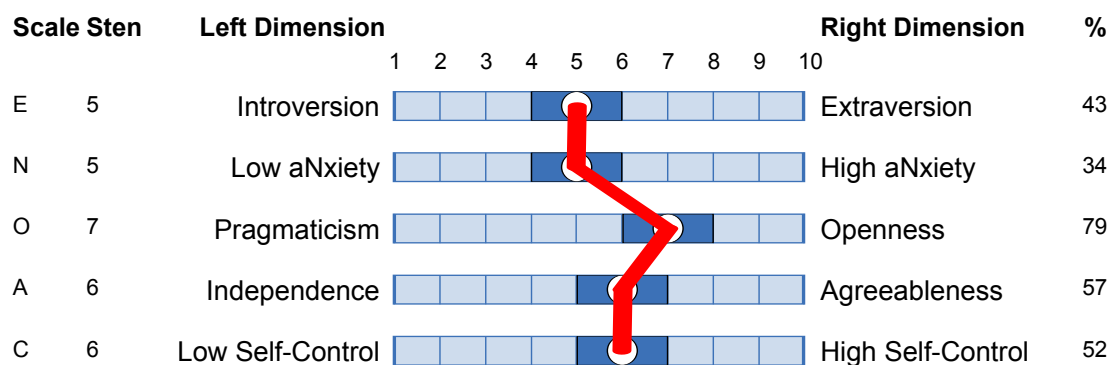
**Conventional Theme:** Activities involving organising, administration and well established work practices. High scorers enjoy developing and maintaining systems, operating business machines, doing paperwork, bookkeeping and accountancy.

**Primary Factors**



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

**Global Factors**



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	30	Emotional Intelligence											92
WA	28	Positive Work Attitude											49

*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	8	Social Desirability											87
CT	9	Central Tendency											96
INF	9	Infrequency											94
FG	6	Fake Good											58
FB	3	Fake Bad											8

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

*Norms based on a sample of 4295 Australians.*

**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:**

<b>Objective Information</b>	This report provides objective information on the candidate's abilities.
<b>Educated Decision Making</b>	The candidate's performance is compared with a relevant population group to assist in achieving effective Human Capital decision making.
<b>Interpreting results</b>	<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>
<b>Population norms</b>	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.
<b>Score ranges</b>	<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>



