



**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

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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

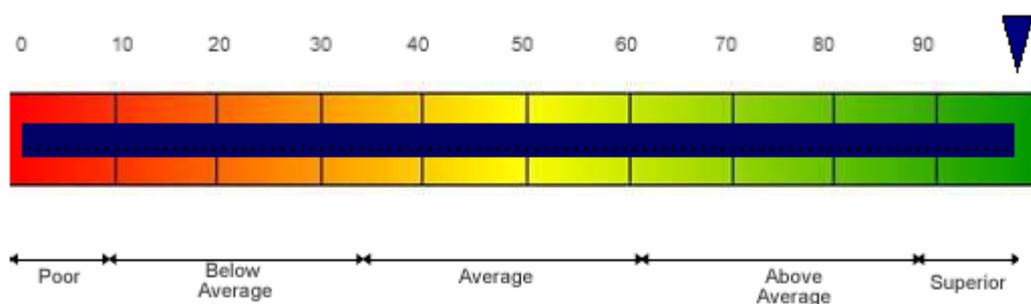
This report provides objective information on candidate's capabilities. We recommend supplementing it with other information obtained from other sources like interviews or other reports.

The following report has been based on a series of scientifically validated profiles, each providing elements of insight or understanding into Ms. Sample's 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

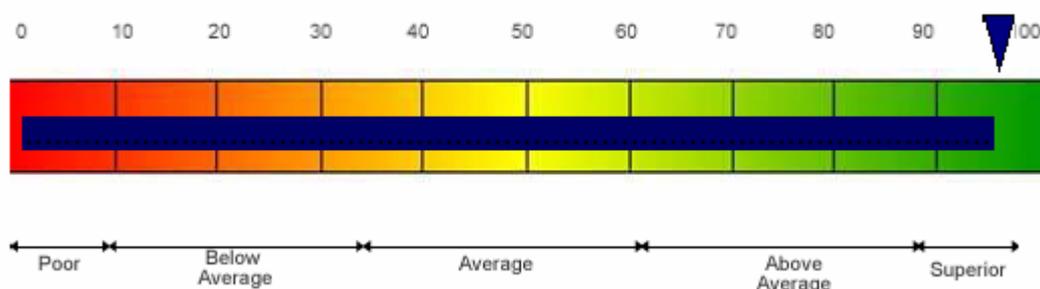


The test of Conceptual Reasoning provides a valid measure of generalised intellectual functioning and correlates most highly with other tests of generalised or natural problem solving capacity. The test itself requires Ms. Sample to work with ambiguous, novel and highly complex information. The ability 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.

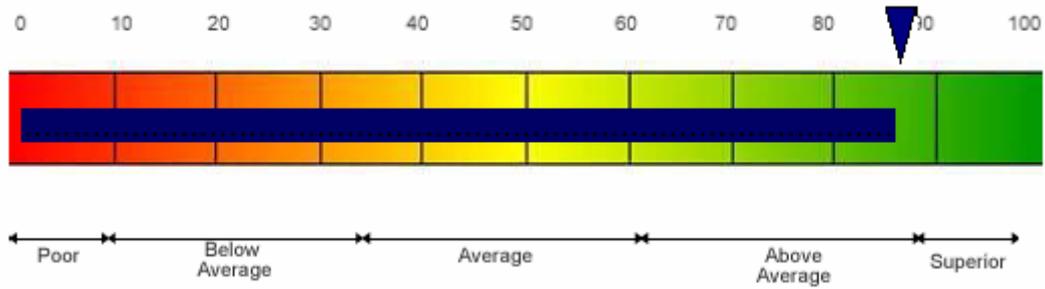
Verbal Reasoning: 95th Percentile



The **Verbal Reasoning** assessment measures Ms. Sample's ability to communicate, 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 business 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 work related vocabulary 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.

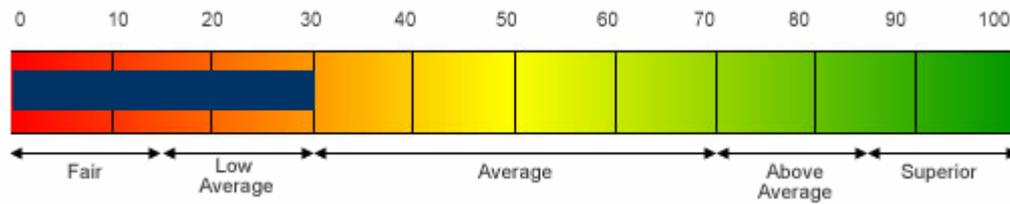
Numerical Reasoning: 86th Percentile



*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.

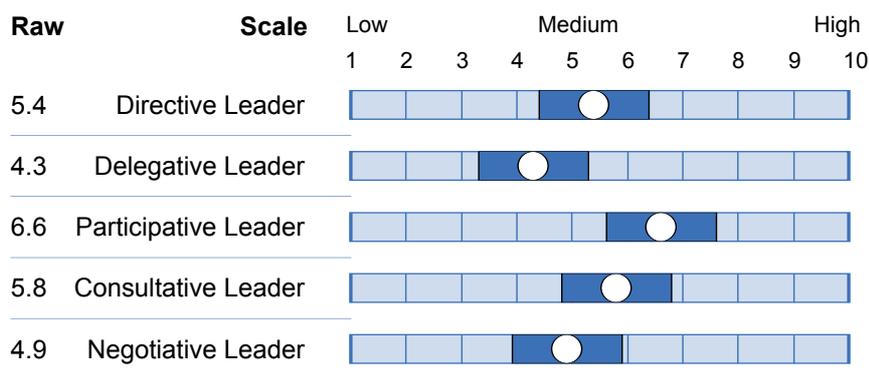
2. Behaviour Style Profile

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 she 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 impose 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.

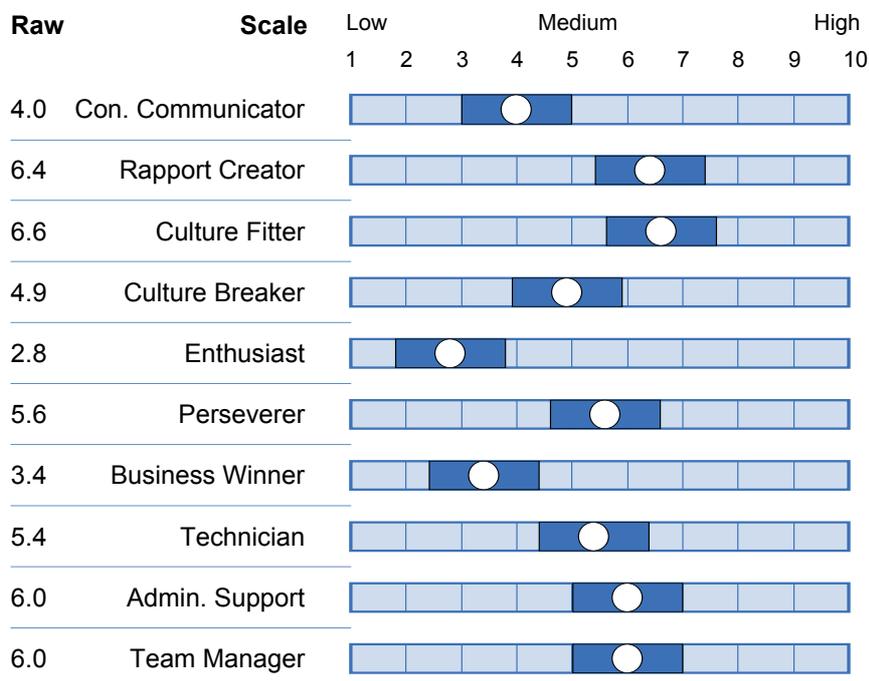
SECONDARY LEADERSHIP STYLE: CONSULTATIVE LEADER

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.



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

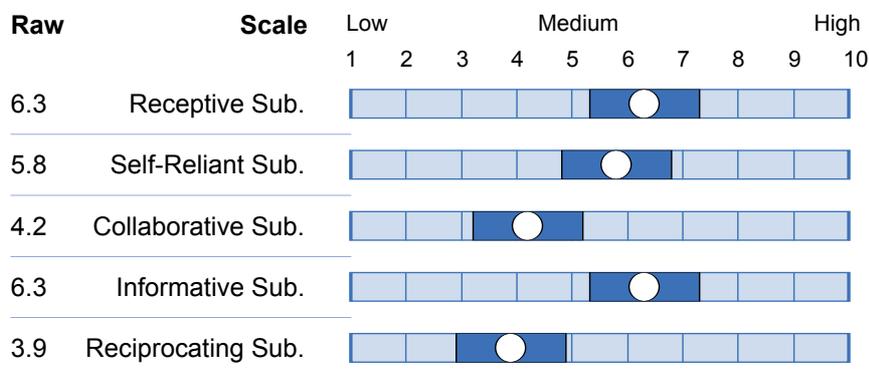
disagreements or conflicts developing and will tend to promote feelings of confidence and comfort in the Culture Fitter on the part of the recipient.

SECONDARY INFLUENCING STYLE: RAPPORT CREATOR

Rapport Creators are usually capable of building warm, friendly relationships with people in order to promote their ideas, services and products. They tend to be outgoing individuals who are genuinely concerned about addressing their clients' specific needs and requirements. They apply their ability to create feelings of goodwill and trust to generate an atmosphere in which their audience feels confident that they are getting the best advice available and are therefore more likely to "buy-in" to whatever it is that the Rapport Creator has on offer.

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: RECEPTIVE SUBORDINATE

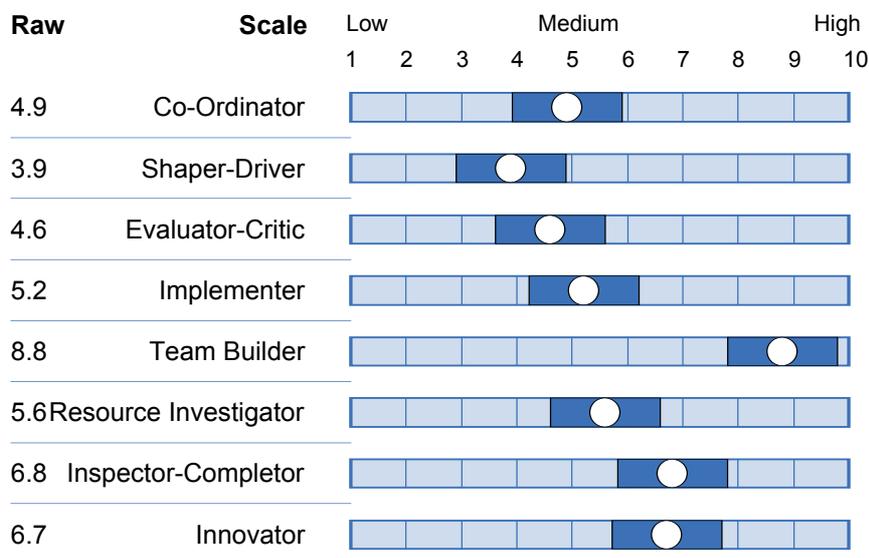
Receptive Subordinates are typically accommodating individuals who are eager to complete the work that is assigned to them in accordance with pre-specified procedures. In this mode, Ms. Sample's colleagues will see a more traditional and conventional side to her nature. Quite possibly this means that 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.

SECONDARY SUBORDINATE STYLE: INFORMATIVE SUBORDINATE

Managers generally approach Informative Subordinates in the knowledge that their ideas and opinions will be sound and informed. Informed Subordinates typically produce creative ideas and innovative solutions. Their capacity to subject their own ideas and those of others to a detailed critical analysis usually means that their proposed solutions rarely have any major flaws. Consultative Leaders will value such individuals within their team, viewing them as a useful and reliable source of information.

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 she 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.

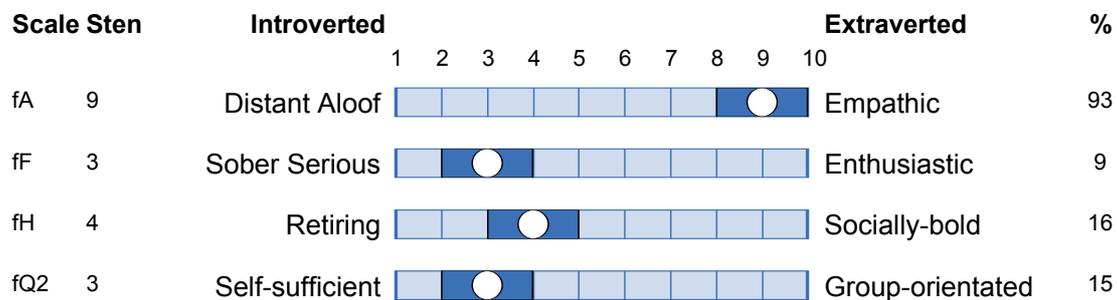


TEAM ROLE COMBINATION - INSPECTOR-COMPLETER/TEAM BUILDER

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 she 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



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

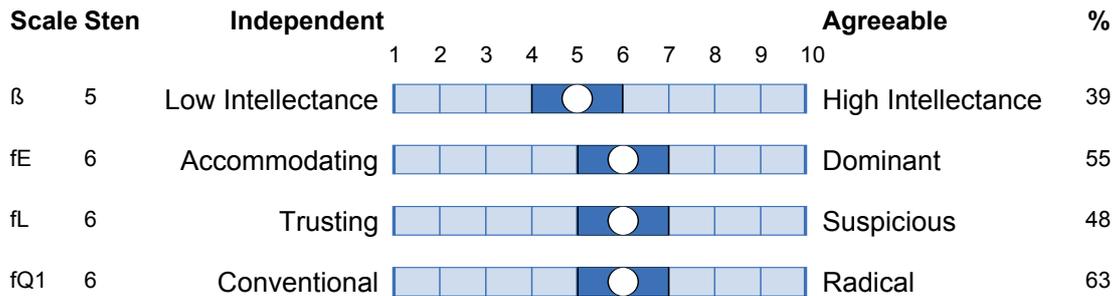
Ms. Sample will tend to communicate with work colleagues, managers and clients without having a strong requirement for excessive personal contact. She may at times be happier occupied with an individual task, than dealing with people intense tasks, and will generally avoid coming forward in when interacting with several work colleagues or clients, particularly if this places her at the centre of attention. She is kind and understanding, taking a marked interest in work colleagues and clients and their personal interests contributing to positive work relations.

Ms. Sample's reaction to situations will generally be sober and serious. She may possibly come across to new work colleagues and clients as perhaps lacking in spontaneity. Unexpected events, or rapidly changing situations in the workplace, may put her off-balance and upset her. Being somewhat shy and quite self-conscious, she may wish to avoid high-profile participation in larger meetings or when interacting with stakeholders. She may experience a degree of embarrassment if unexpectedly made the focus of group attention. With new work colleagues or other stakeholders, she may come across as slightly formal, her conversation appearing somewhat hesitant at times. However, with work colleagues and clients she knows well, she will express a very high degree of positive work relations and social skills.

Ms. Sample is a relatively self-reliant individual who generally prefers to work on her own. Not

having a great need for contact with or support from managers and work colleagues, she will avoid unnecessary group distractions.

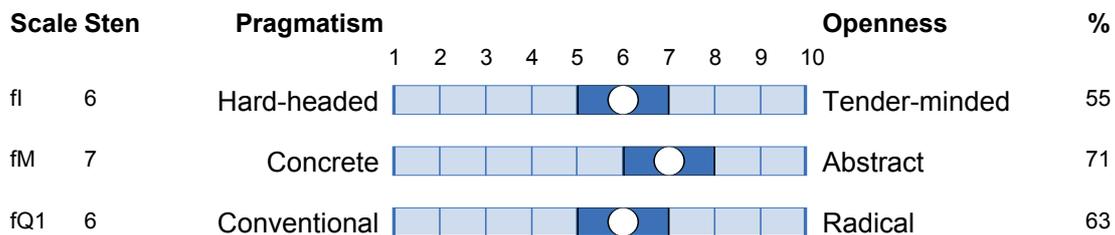
As amenable and co-operative as most, Ms. Sample will generally not seek confrontation with work colleagues, clients or managers for confrontation's sake. Being moderately competitive, she should not be averse to meeting challenges in the workplace. While capable of being outspoken on occasion, she should not be oblivious to others' emotional response.



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

Ms. Sample's initial approach is to give work colleagues and clients the benefit of the doubt. If she feels that her trust is being abused, her tolerance may rapidly turn to scepticism. In personal interactions she maintains a balance by not being overbearing nor too easily dominated. She will assert herself or give way as the situation demands contributing to flexible and accommodating work relations. She will generally resist saying things that could cause upset or offence.

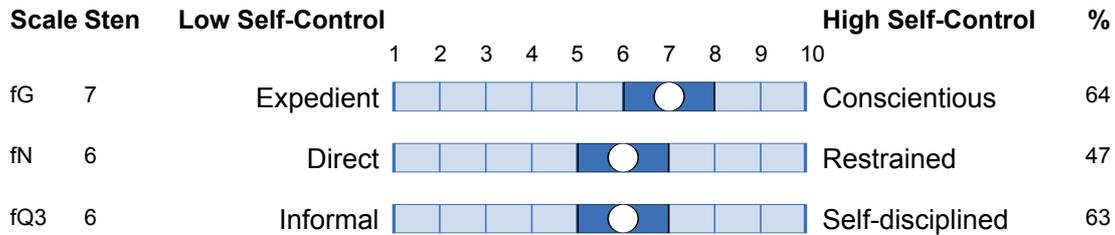
Thinking and Decision-making Styles



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. 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.

Having an appreciation for creative ideas whilst keeping functional considerations in mind, Ms. Sample strikes a balance between the rational and the emotional in decision-making. She is inclined to be an abstract-thinker and will usually prefer to be involved in idea generation, leaving the implementation of ideas to others. However, these ideas she generates may not always be practical.

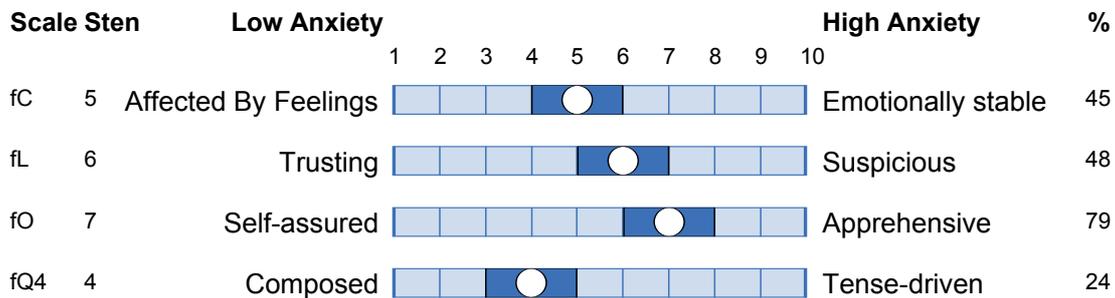


Note: Scores in the range 4-7 are considered average

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 status, she will not reject formality and protocol out of hand.

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



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

Ms. Sample is currently experiencing average levels of stress and should have sufficient inner resources to cope with most workplace's demands. However, she may nonetheless experience some stress coping with particularly demanding situations or when placed under extreme emotional

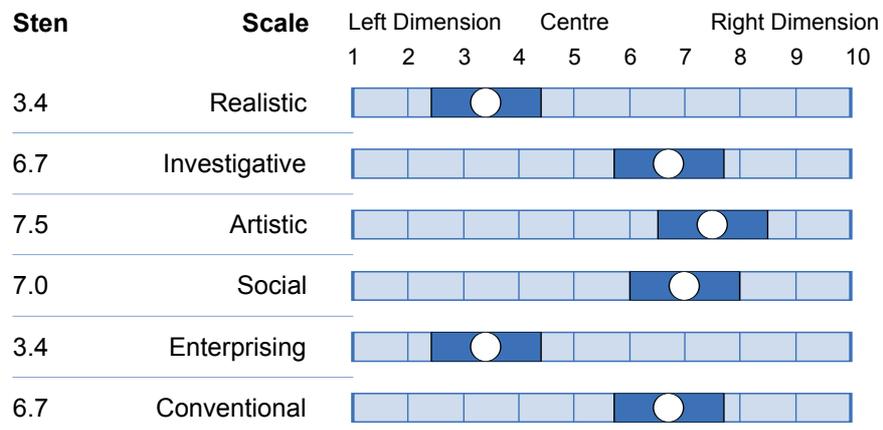
pressure.

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 stressed in social situations. At times being a little harsh on herself, she may have some difficulty meeting her unrealistically high standards. This may however act as a positive source of motivation, prompting her to devote energy and attention to tasks.

Ms. Sample appears to others to be a fairly easy going and composed individual. Her concerns do not often disturb her innermost composure and tranquillity. 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.

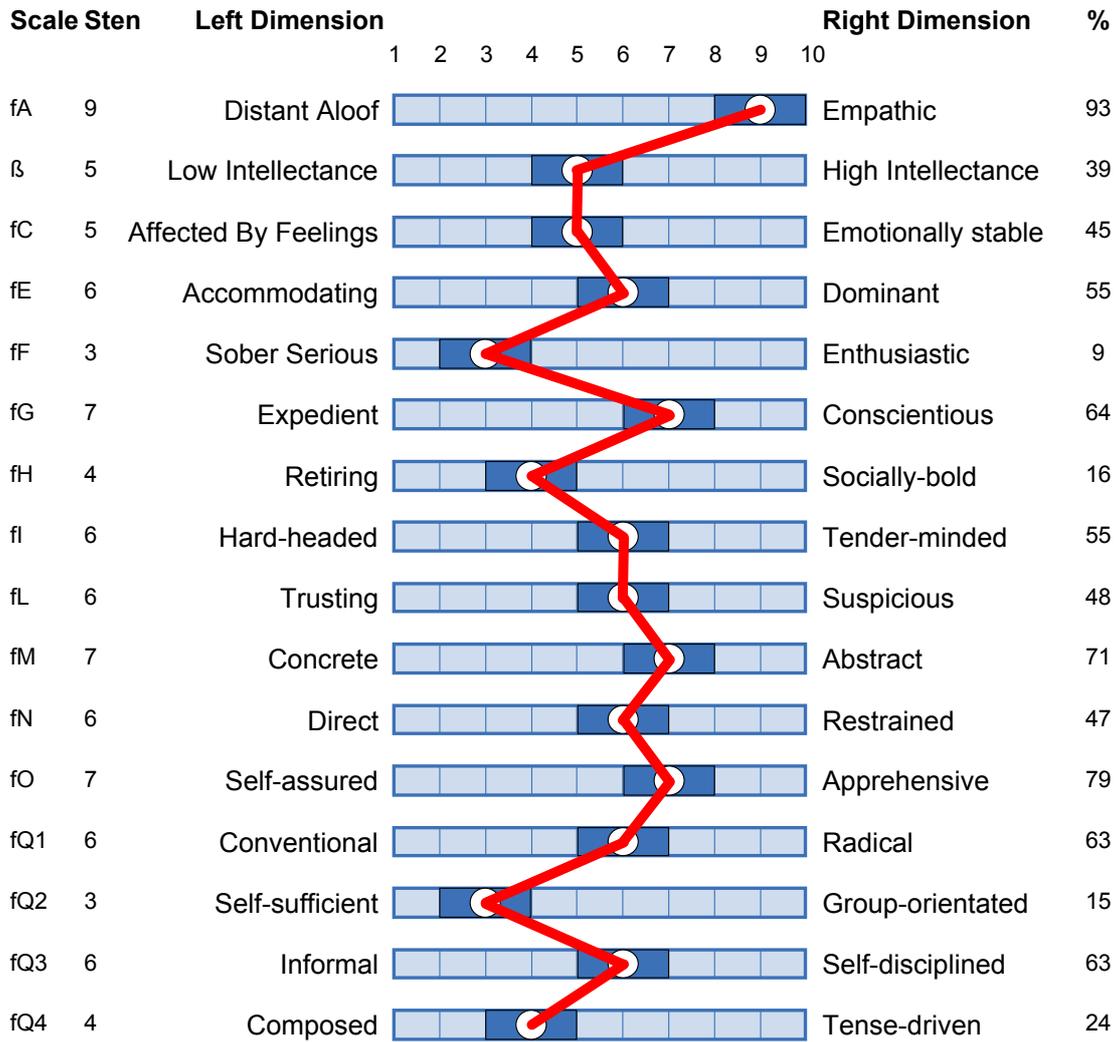
Artistic Theme: Activities centred around the expression of artistic and creative ideas. High scorers are typically interested in the Arts in the broadest manifestation e.g. art, music, writing, composing, dance, design etc.

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.

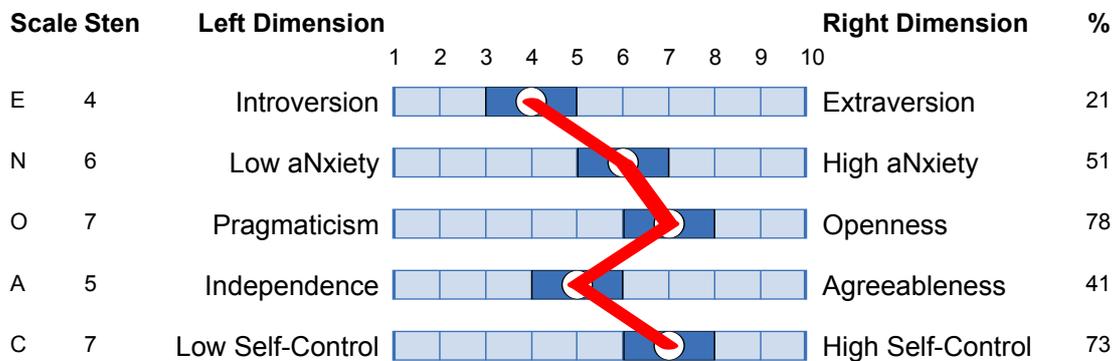
Conventional Theme: Activities involving organising, administration and well established work practices. High scorers enjoy developing and maintaining systems, operating business machines, doing paperwork, bookkeeping and accountancy.

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	26	Emotional Intelligence		54
WA	30	Positive Work Attitude		67

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		55
INF	5	Infrequency		25
FG	6	Fake Good		58
FB	7	Fake Bad		80

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	<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>