



PSYCH PRESS  
Talent Management Psychologists



**INDIVIDUAL ASSESSMENT REPORT - STRICTLY CONFIDENTIAL**

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

**Mr. Sam Sample**

On: Monday, 18<sup>th</sup> February 2013

Prepared by



PSYCH PRESS  
Talent Management Psychologists

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## **Confidentiality**

This highly confidential document is provided to the school of the student 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 career 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 student's capabilities has been based on several assessments used to provide objective information about the competencies which might be required for the success in careers.

## **Cross validation of Outcomes**

This report provides objective information on the student's capabilities. We recommend supplementing it with other information obtained from other sources like teacher and parent interviews or other reports.

# 1. ABILITIES AND APTITUDES

Ability	Percentile Result	Norm Group
Abstract/Conceptual Reasoning	16th percentile (Attempted 16 of 25, Correct 9)	Year 10-12
Verbal Reasoning	50th percentile (Attempted 26 of 26, Correct 15)	Year 10-12
Mechanical Reasoning	42nd percentile (Attempted 18 of 18, Correct 14)	Year 10-12
Spatial Thinking	7th percentile (Attempted 14 of 15, Correct 6)	Year 10-12
Numerical Reasoning	74th percentile (Attempted 27 of 27, Correct 16)	Year 10-12

## Abstract/Conceptual Reasoning: 16th 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 Mr. 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.*

Mr. Sample's performance on the measurement of Conceptual Reasoning has placed him in the below average range compared to an Australian student population. This result suggests that he may struggle to think laterally or grasp complex abstract concepts, when compared to the normative group. He 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. He 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: 50th 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.*

Mr. Sample's performance on the measure of Verbal Reasoning is commensurate compared to an Australian student population. The result suggests that he has sound communication skills in both spoken and written. He would be able to convey ideas, concepts or instructions to others. He would also be able to identify critical issues and logically draw accurate conclusions from written material in a reasonable manner. He is also likely to be able to produce reasonable written documentation such as school reports etc.

## Numerical Reasoning: 74th Percentile



*The test of Numerical Reasoning measures Mr. 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.*

Mr. Sample's performance on the measurement of Numerical Reasoning has placed him in the above average range compared to an Australian student population. The result reflects a strong ability to work with facts and figures as well as understand 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. He will accurately calculate familiar formulae as required when dealing with school work and would be very comfortable performing tasks that include evaluating numerical information.

## 2. CAREER INTERESTS

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### Introduction

The following **CareeringAhead™** report has been prepared to provide tailored vocational suggestions based on your responses to the vocational interests, values and skills questionnaires.

- The **vocational interest report** outlines your level of interest in seven different general work categories.
- The **vocational values report** highlights the vocational values that you most strongly and least strongly identify with.
- The **vocational skills report** identifies the types of vocational skills which are most suited to you.

This report will:

- Aid you to identify your interests, values and skills related to a work environment.
- Provide clarity in the vocational choices most suited to you, and
- Suggest a range of suitable career options tailored to your needs.

In the final section of this report there is a printed list of job titles suited to your results from the vocational interest inventory.

## Vocational Interest Report

The graph and chart below displays your interest within seven vocational categories from most preferred to least preferred. Your scores are based on a comparison to the general population. The highest scores show the type of activities you like best. More than one high score indicates a combination of interests. The lowest scores indicate which activities you are least interested at this stage.

The green areas show where most people score.



In the chart below read the descriptions within each category to give you an understanding of the different types of work interests. The occupations named in each category provide examples as opposed to extensive lists of skills.

Use your two highest scores to help you find jobs that match your interests. Scores are between 20 and 100. Your highest interest categories are **Business** and **Office**.

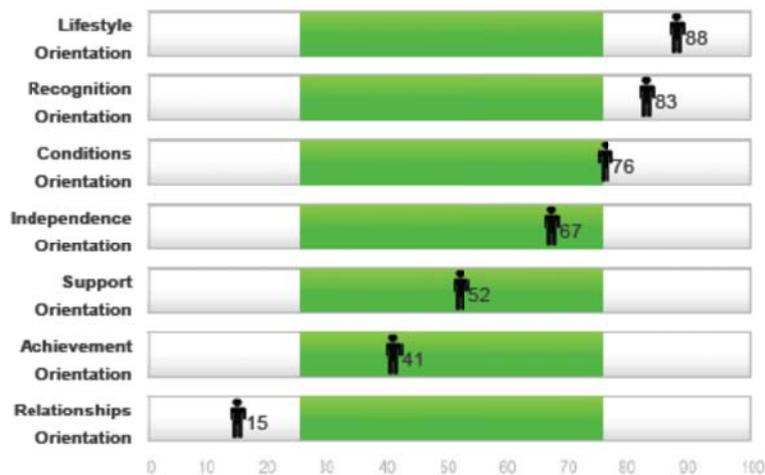
CATEGORY	YOUR SCORE %	DESCRIPTION
<b>Business</b>	<b>74</b>	Individuals scoring highly on the <b>Business</b> interest category enjoy working with people in terms of leading, discussing ideas and inspiring others into action. People who are <b>Business</b> oriented are likely to enjoy working within areas such as business management, public relations or politics.
<b>Office</b>	<b>74</b>	Individuals scoring highly on the <b>Office</b> interest category enjoy working indoors and undertaking clerical, computer or finance-related tasks. Those who demonstrate <b>Office</b> - related interests are likely to enjoy work roles such as cost analyst, accountant, librarian, auditor or court reporter.
<b>Outdoor</b>	<b>72</b>	Individuals scoring highly on the <b>Outdoor</b> interest category generally enjoy working outside or in active roles as opposed to spending time indoors or behind a desk. This may involve travelling in or driving vehicles. They often have an interest in areas such as animal

		care, athletics, gardening, landscaping, farming, horticulture or surveying.
<b>Science</b>	<b>57</b>	Individuals scoring highly on the <b>Scientific</b> interest category enjoy investigating, researching, analysing and experimenting. They often enjoy working within the fields of medicine and health. People who exhibit <b>Scientific</b> interests often work well in work roles such as doctors, nutritionists, anthropologists, economists.
<b>Creative</b>	<b>45</b>	Individuals scoring highly on the <b>Creative</b> interest category enjoy communicating creatively, and considering and implementing innovative solutions. People who demonstrate <b>Creative</b> interest enjoy roles in artistic, creative and literary occupations. Preferred roles include artistry, photography, dance, music composition and interior design.
<b>People Contact</b>	<b>44</b>	Individuals scoring highly on the <b>People Contact</b> interest category enjoy interacting with others and working in roles that involve helping other people. Those who exhibit <b>People Contact</b> interests often like to work in fields such as teaching, social work or psychology.
<b>Practical</b>	<b>10</b>	Individuals scoring highly on the <b>Practical</b> interest category enjoy working with tools, equipment or machinery. They often enjoy manipulating equipment, physically making products and operating or repairing machinery. It also involves the application of scientific principles to design or develop structures, machines, apparatus, or manufacturing processes. People with a <b>Practical</b> interest usually enjoy jobs such as engineering, mechanics, aviation operation and computer-related and technical work.

## Vocational Values Report

The graph and chart below displays your values within seven vocational categories from strongest to least strong. Your scores are based on a comparison to the general population. The scores below show how much you value certain parts of a work environment. The higher the score, the more you value that particular area. The lower the score, the less importance you place on that particular area. More than one high score indicates a combination of values. The lowest scores indicate the type of values and associated vocational roles which least interest you at this stage. High or low scores are not 'good' or 'bad', they only indicate how strongly you feel about a certain value category.

The green areas show where most people score.



In the chart below read the descriptions within each category to give you an understanding of the different types of work value areas. The occupations named in each category provide examples as opposed to extensive lists of skills.

CATEGORY	YOUR SCORE %	DESCRIPTION
Lifestyle Orientation	88	The Lifestyle Orientation scale describes how important it is to you to be provided with an enjoyable way of life through your workplace. This encompasses the similarities between the home and work environments, the balance between work and non-work activities, and the level of active participation in family life. If you scored highly for Lifestyle Orientation, it means that the provision of an enjoyable way of life is most important to you in an ideal job. Examples of occupations that satisfy people with a high Lifestyle work value are those that allow a greater flexibility in hours and a greater diversity in work environments.
		The Recognition Orientation scale describes how important it is to you to feel recognised for your accomplishments in the workplace. This encompasses advancement

<b>Recognition Orientation</b>	<b>83</b>	opportunities, public recognition, your level of authority, and your status within the workplace. If you scored high for <b>Recognition Orientation</b> , it means that advancement, recognition, and respect are most important to you in an ideal job. Examples of occupations that satisfy people with a high Recognition work value are chief executive officers, surgeons, physicists, doctors, obstetricians, gynaecologists, psychiatrists, lawyers, judges, pilots, police, chefs and fire-fighters.
<b>Conditions Orientation</b>	<b>76</b>	The <b>Conditions Orientation</b> scale describes how important the conditions of your workplace are to you. This encompasses the level of activity, independence, variety, compensation, security of the position, and the actual working environment of your workplace. If you scored high for <b>Conditions Orientation</b> , it means that pay, job security, physical working conditions, and work that suit your temperament are most important to you in an ideal job. Examples of occupations that satisfy people with a high Conditions work value are computer and IS managers, chief executive officers, judges, psychiatrists, marketing managers, organisational/industrial psychologists, optometrists, PR managers, telecommunications equipment installers/repairers, elevator and lift installers and plumbers.
<b>Independence Orientation</b>	<b>67</b>	The <b>Independence Orientation</b> scale describes how important it is to you to have your own sense of independence within the workplace. This encompasses opportunities for creativity, responsibility, autonomy, stimulation, and purpose. If you scored high for <b>Independence Orientation</b> , it means that being able to exercise initiative and make decisions by yourself are most important to you in an ideal job. Examples of occupations that satisfy people with a high Independence work value are judges, magistrates, chief executive officers, directors – movies, plays, orthodontist, pilots, chiropractors, electricians, sales agents, animal trainers, hunters and trappers.
<b>Support Orientation</b>	<b>52</b>	The <b>Support Orientation</b> scale describes how important it is to you to have some support from others within the workplace. This includes fairness, supervision and management, and skill development prospects within the workplace. If you scored high for <b>Support Orientation</b> , it means that having bosses who are both competent and considerate is most important to you in an ideal job. Examples of occupations that satisfy people with a high Support work value are commercial pilots, explosives workers, radiation therapists, nuclear power reactor operators, hazardous materials removal workers, systems analysts and flight attendants.
<b>Achievement Orientation</b>	<b>41</b>	The <b>Achievement Orientation</b> scale describes how important it is for you to feel that you achieve something from your work, both on the completion of a task, and the methods and resources you used to get there. If you scored high for <b>Achievement Orientation</b> , it means that using your best skills, abilities, and knowledge, and feeling a sense of accomplishment is most important to you in an ideal job. Examples of occupations that satisfy people with a high Achievement work value are veterinarians, surgeons, judges, obstetricians, gynaecologists, doctors, psychiatrists, real estate agents, sales agents, electricians and construction/building inspectors.

**Relationships  
Orientation**

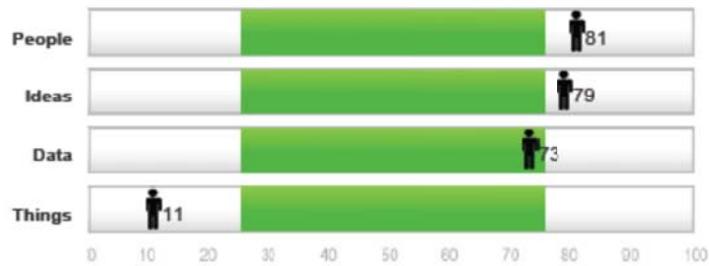
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The **Relationships Orientation** scale describes how important it is to you to have good relationships with those around you. This encompasses relationships with co-workers and the general public, and your knowledge, experience, and expression of moral and cultural or religious beliefs. If you scored high for **Relationships Orientation**, it means that being of service to others, getting along with others, and having a clean conscience are most important to you in an ideal job. Examples of occupations that satisfy people with a high Relationships work value are health educators, counselling psychologists, therapists, teachers, librarians, hairdressers, beauticians, concierges, customer service and representatives.

## Vocational Skills Report

The graph and chart below displays your skills from strongest to least strong in the work environment. Your scores are based on a comparison to the general population. The scores below indicate your perceived level of skills in each area. The higher the score, the more you believe you are skilled in that particular area. The lower the score, the less you believe you are skilled in that particular area. More than one high score indicates a combination of high skill areas. High or low scores are not 'good' or 'bad', they only indicate how strongly you feel about a certain skill category.

The green areas show where most people score.



In the chart below read the descriptions within each category to give you an understanding of the different types of vocational skill areas. The occupations named in each category provide examples as opposed to extensive lists of skills.

CATEGORY	YOUR SCORE %	DESCRIPTION
People	81	These skills relate to interpersonal skills and working with others. People who are skilled in interacting well with others are often skilled in the areas of caring, guiding, teaching, persuading and leading. Strong 'people' employees usually prefer to work and socialise with others in small or large groups. Occupations which utilise strengths in communication include education, sales, customer service, marketing, advertising, politics, management, business (entrepreneurship), and medicine.
Ideas	79	These skills relate to thoughts, ideas, and concepts. People who are highly skilled in creative thinking may also be skilled at visual or performance art, music, written word, scientific theories, complex equations, work strategies, or making judgements. People with these skills usually prefer unstructured work environments which are often considered conducive to free and full expression of ideas and emotions. 'Ideas' people often work well understanding and investigating complex information, pursuing knowledge and thinking creatively and innovatively. These skills may be useful for visual, performing and written arts, natural and social sciences, research, mathematics, business, and law.
		These skills relate to working with procedures, records, and rules and regulations. People who are skilled in the 'data' category are likely to be skilled at collecting, checking, organising, transforming, storing or retrieving information, or developing and overseeing plans, procedures, or regulations. People with these skills generally prefer conventional,

<b>Data</b>	73	structured and clearly defined work with definite lines of responsibility and standardised work procedures. These skills are useful in vocational areas such as administration, project and office management, government/public sector regulators, finance, banking, accounting, and computing.
<b>Things</b>	11	These skills relate to operating/using machines, equipment and tools. People who are skilled in this area are often working in activities such as building, making/fixing things, operating machines, harvesting and tending crops or plants, or handling animals. People with strong skills in this area generally prefer hands-on practical work which is active, involved with vehicles, the outdoors, workshops, studios, or factory environments. Vocational roles linked to these skills may include producing, operating, fixing, and/or handling. These skills are also useful for police, fire, rescue, defence personnel, or sports and music professionals. They are useful for manufacturing, agriculture, horticulture, forestry, farming, distribution, engineering, mining, construction, and transport roles.

## Recommendations

Based on your interests and values, some careers that you may wish to consider are listed below. These jobs are generated based on a statistical analysis of your responses, compared to responses of people who work in these jobs. The jobs listed are ordered from your closest to least close match in terms of your results from your 'Careering Ahead' assessment results. This is not a full list of jobs that you could pursue; rather it is a selection of possible options to consider. It is advised that you also take into account your results from the skills questionnaires while investigating these options.

The jobs listed below match your interest, values, skills and education level (job zone) that you indicated you were interested in. You indicated that your interest was Zone 4.

Job Zone 5 - typically require either a bachelor's or a post-graduate degree.

Job Zone 4 - typically require a four - year bachelor's degree.

Job Zone 3 - typically require related on-the-job experience, TAFE qualifications or a bachelor's degree.

Job Zone 2 - typically require secondary school (or high school) certificate, TAFE qualifications or a bachelor's degree.

Job Zone 1 - typically require a secondary school (high school) certificate.

If you would like to view jobs in other job zones than what you have picked, please click on the following link to view your interactive report in HTML which will provide you more career options: [CareeringAhead™ Report](#)

[CareeringAhead Web Report](#)

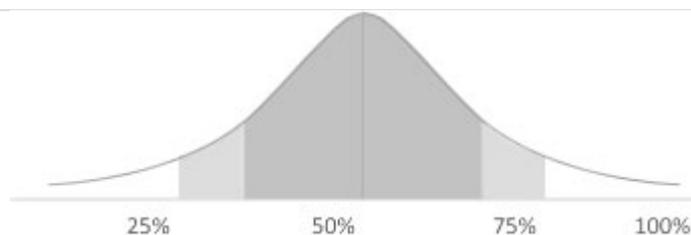
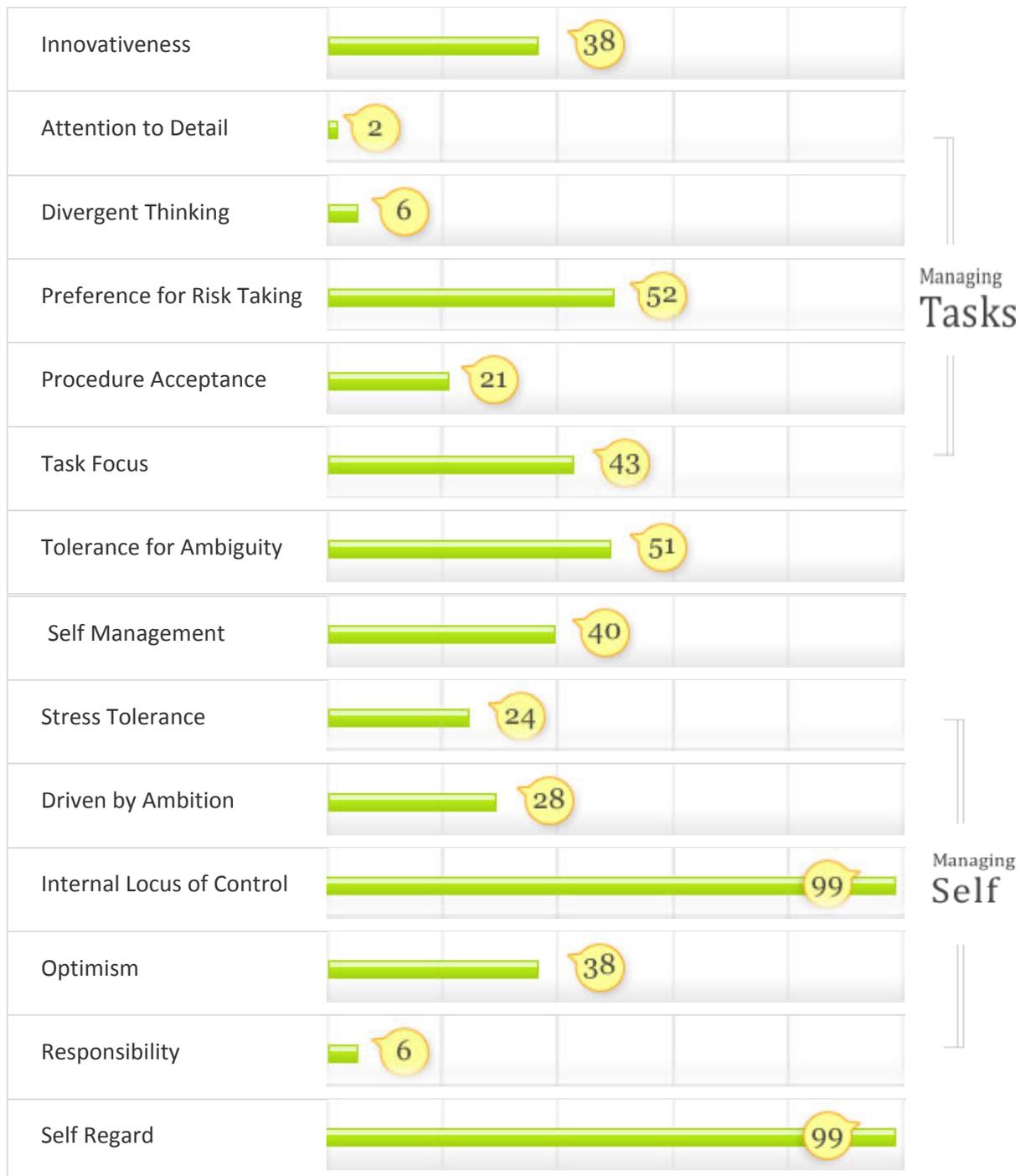
JOB TITLE	JOB INTEREST AREAS	JOB ZONE	JOB DETAILS
Program Directors	- Business, Office	4	<a href="#">Click to view »</a>
Sales Agents, Financial Services	- Business, Office	4	<a href="#">Click to view »</a>
Marketing Managers	- Business, Office	4	<a href="#">Click to view »</a>
Purchasing Managers	- Business, Office	4	<a href="#">Click to view »</a>
Computer and Information Systems Managers	- Business, Office	4	<a href="#">Click to view »</a>
First-Line Supervisors/Managers of Non-Retail Sales Workers	- Business, Office	4	<a href="#">Click to view »</a>
Sales Managers	- Business, Office	4	<a href="#">Click to view »</a>
Financial Managers, Branch or Department	- Business, Office	4	<a href="#">Click to view »</a>
Sales Agents, Securities and Commodities	- Business, Office	4	<a href="#">Click to view »</a>
Storage and Distribution Managers	- Business, Office	4	<a href="#">Click to view »</a>

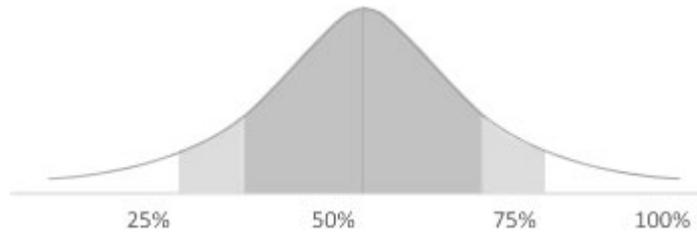
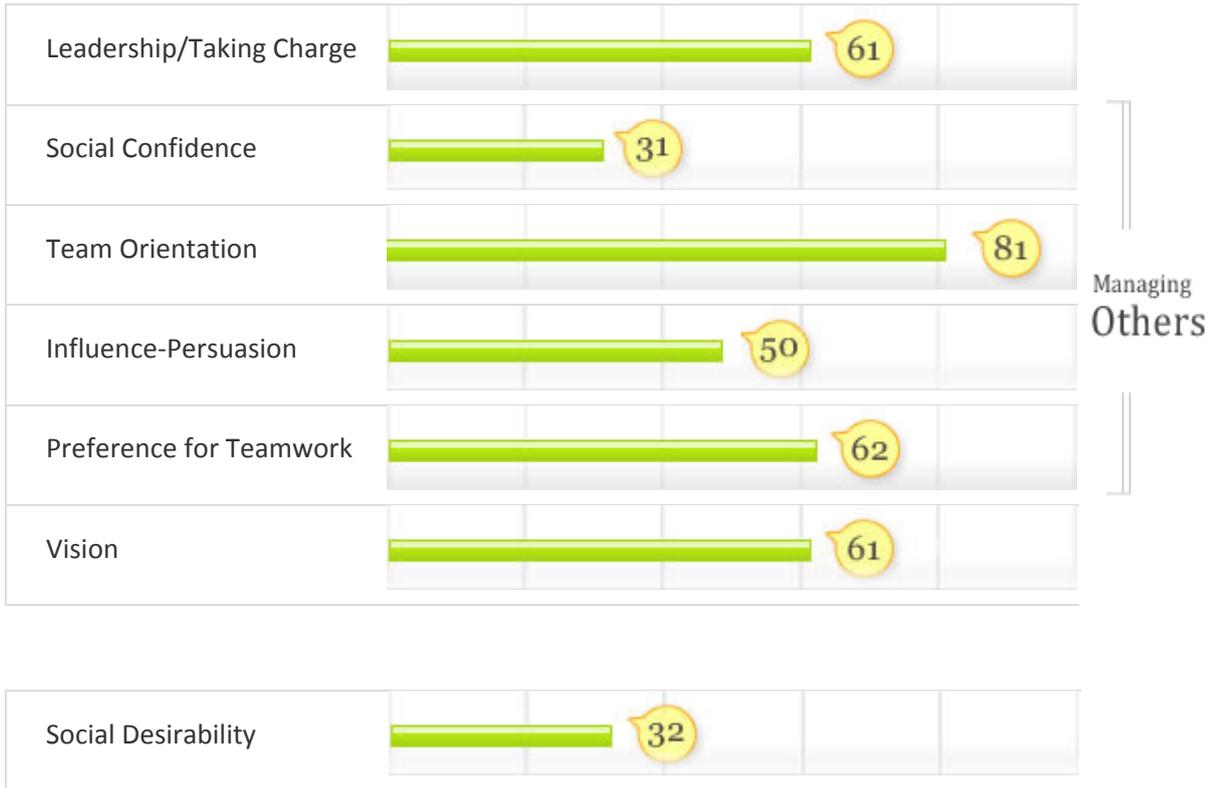
Financial Examiners	- Business, Office	4	<a href="#">Click to view »</a>
Appraisers, Real Estate	- Business, Office	4	<a href="#">Click to view »</a>
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	- Business, Office	4	<a href="#">Click to view »</a>
Logisticians	- Business, Office	4	<a href="#">Click to view »</a>
Curators	- Business, Office	4	<a href="#">Click to view »</a>
Personal Financial Advisors	- Business, Office	4	<a href="#">Click to view »</a>
Administrative Services Managers	- Business, Office	4	<a href="#">Click to view »</a>
Meeting and Convention Planners	- Business, Office	4	<a href="#">Click to view »</a>
Compensation and Benefits Managers	- Business, Office	4	<a href="#">Click to view »</a>
Budget Analysts	- Office, Business	4	<a href="#">Click to view »</a>
Immigration and Customs Inspectors	- Office, Business	4	<a href="#">Click to view »</a>
Accountants	- Office, Business	4	<a href="#">Click to view »</a>
Auditors	- Office, Business	4	<a href="#">Click to view »</a>
Cost Estimators	- Office, Business	4	<a href="#">Click to view »</a>
Credit Analysts	- Office, Business	4	<a href="#">Click to view »</a>
Compensation, Benefits, and Job Analysis Specialists	- Office, Business	4	<a href="#">Click to view »</a>
First-Line Supervisors/Managers of Aquacultural Workers	- Business, Outdoor	4	<a href="#">Click to view »</a>
Construction Managers	- Business, Outdoor	4	<a href="#">Click to view »</a>



### 3. BEHAVIOUR STYLE PROFILE

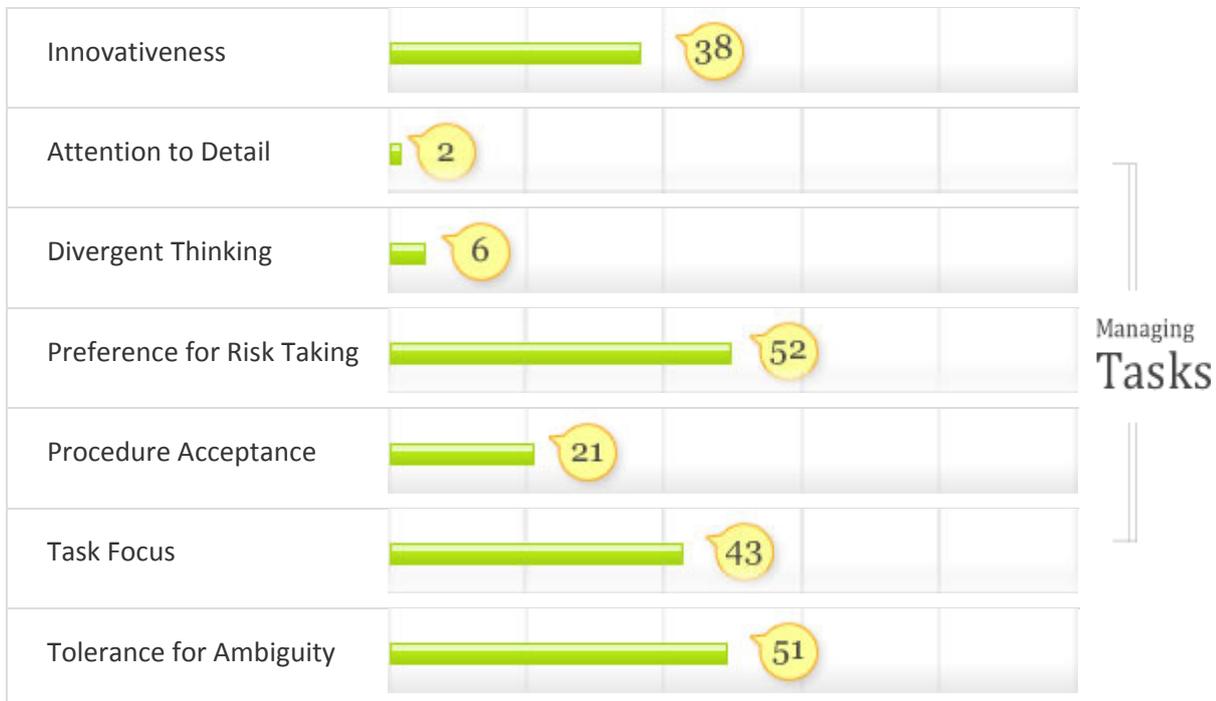
#### Graphical Summary





# Interpretive Summary

## Managing Tasks



### Innovativeness

**Sample Item:** “Often I find myself lost in thought.”

*This scale measures the extent to which individuals emphasize originality or prefer to embrace traditional values. It identifies whether an individual thinks creatively or conventionally, and the degree to which they are open-minded. Individual innovativeness will reflect whether an individual is imaginative, curious, inquiring and widely varied in their work interests. It also measures individual ability to deal with change in the physical and organizational environment. Individual differences in innovativeness tend to predict varying preferences for work environments and job structure, ranging from the conventional and familiar to the novel and stimulating.*

Mr. Sample scores in the low range on the Innovativeness scale, and is likely to be conventional, practical and concrete in his suggestions. He will tend to feel uncomfortable with change, preferring familiar routines and direction from others rather than developing his own ideas or proposals. He should flourish in a work environment that has structured and familiar tasks, and is suited to roles where structure, order and adherence to protocol are important. He will suit a position where strong adherence to existing policies, particularly related to the safety of himself and others, is a major responsibility of the role. He may be

selective in his work interests and seek out roles in which appropriate behaviours or procedures are outlined, with limited scope for individual decision making and flexibility.

## **Attention to Detail**

**Sample Item:** *“It is important for processes and procedures to be followed exactly.”*

*This scale measures the extent to which an individual desires precision, accuracy and completeness. It also indicates an individual's preference to plan each task, identify all details that need to be addressed, and complete work with accuracy, neatness and freedom from errors. This scale also examines the degree to which individuals will meticulously follow plans, and ignore distracting environmental factors while focusing on the task at hand. It also examines an individual's tendency to detect errors in their work, as well as continually checking and revising work to ensure accuracy.*

Mr. Sample scores in the lower range on the Attention to Detail scale, and may appear unconcerned that minor details be complete and accurate. He may prefer to look at the general picture rather than specific elements. As such, he may leave details incomplete and show little concern for his work to be completely error-free. He may tend to overlook errors in his work, particularly when he is rushed or stressed. It is likely that he will put less emphasis on precision and completeness, probably preferring to ensure he meets deadlines. He will be able to keep his mind on the ‘big picture’, and should be able to avoid fixating on operational problems that arise. Mr. Sample may be better suited to jobs where ‘near enough is good enough’, or where quantity of output is more important than number of errors.

## **Divergent Thinking**

**Sample Item:** *“I approach problems in different ways.”*

*This scale measures the extent to which individuals are open to multiple ideas and alternative modes of thinking. Divergent thinking refers to a mode of critical thinking in which a person generates many novel ideas in response to a single question or problem. It is often related to creativity or ‘thinking outside the box’. It is an evaluation of an individual's tendency to consider alternative perspectives and innovative approaches to work-related problems, and is generally related to the advancement of novel and comprehensive initiatives.*

Mr. Sample scores in the lower range on the Divergent Thinking scale, and is likely to be somewhat conventional in his way of thinking and less open to new ideas or different perspectives. He will prefer to work with established views within the organisation, rather

than attempting to explore new approaches. He will tend to accept current ways of thinking, preferring that methods be predictable and familiar, and would be most suited to a role in which he is required to process information without the need for complex interpretation or creativity. Mr. Sample' approach to tackling problems is likely to involve established solutions that have worked in the past. He probably prefers to make decisions quickly and independently, and may be less inclined to consider suggestions and alternative perspectives advanced by co-workers.

## Preference for Risk Taking

**Sample Item:** *“I enjoy venturing into the unknown.”*

*This scale measures the extent to which an individual is willing to take risks in a business environment in order to achieve desired goals. Risk taking behaviours relate to an individual's willingness to tackle challenging tasks, even when a successful outcome is uncertain. It reflects a preference for taking risks, without being deterred by the possibility of making mistakes or facing negative outcomes. Optimum level of risk may be reliant on individual ability to determine what constitutes an acceptable level of risk, given the implications of the outcomes. Preference for Risk Taking is a measure of the excitement or thrill gleaned from facing or experimenting with the unknown, and reflects the likelihood that an individual will take chances to gain accomplishments.*

Mr. Sample scores in the mid-range on the Preference for Risk Taking scale, and will tend to determine whether risk taking is necessary based on a weighing up of the possible outcomes. He will determine the level of risk based on the acceptability of a negative outcome versus the possible gains of a positive outcome. His level of confidence, as well as knowledge of who will be affected by the outcome may also influence whether or not he takes risks. While he is less likely to choose outcomes with a higher possibility of loss or failure than a high scorer, he will still be willing to take worthwhile risks when making decisions. He generally manages to preserve a practical mindset when it comes to work-related risks. When facing unconventional situations, he will tend not to demonstrate the stress that typifies low scorers when faced with a speculative decision.

## Procedure Acceptance

**Sample Item:** *“Procedures are important to me.”*

*This scale describes the extent to which an individual places emphasis on organizational rules and processes. It expresses the degree to which an employee takes on responsibility driven by a sense of duty and compliance to rules and policies. It includes the extent to which an individual believes others should also adhere to established organisational procedures and protocols.*

Mr. Sample scores in the lower range on the Procedure Acceptance scale. This indicates that he tends to have less respect for organizational rules and regulations than the average individual. He is likely to demonstrate less adherence to established and traditional company processes, substituting his own approach when he sees fit. He may feel frustrated when asked to obey established procedures, and may experience irritation when colleagues around him fail to question established protocol. He is likely to regard company rules more as guidelines than instructions, and might be described by others as expedient, disobedient or independently-minded. While he is less likely to work very efficiently with established systems or where questioning company policies is discouraged, he may thrive in a workplace which values adaptation and is open to alternative approaches.

## Task Focus

**Sample Item:** *“Distractions do not usually prevent me from focusing on my tasks.”*

*This scale measures the degree of self-discipline and organisation in an individual's work approach. The ability to concentrate on tasks and to effectively plan the approach to solving problems is also measured by this scale. Another aspect of this scale is an individual's strength of concentration, and the extent to which individuals display efficient behaviour and the ability to resist distractions.*

Mr. Sample scores in the mid-range on the Task Focus scale, meaning he will demonstrate sound work focus, but may not always do so. While he is much less likely to become distracted or bored by tasks in which he has an interest, he risks loss of focus in situations where there are many distractions. Although he can be self-disciplined, efficient and good at planning, he may at times divert his focus to tasks that ‘come up’ but had not been prioritised for that time period.

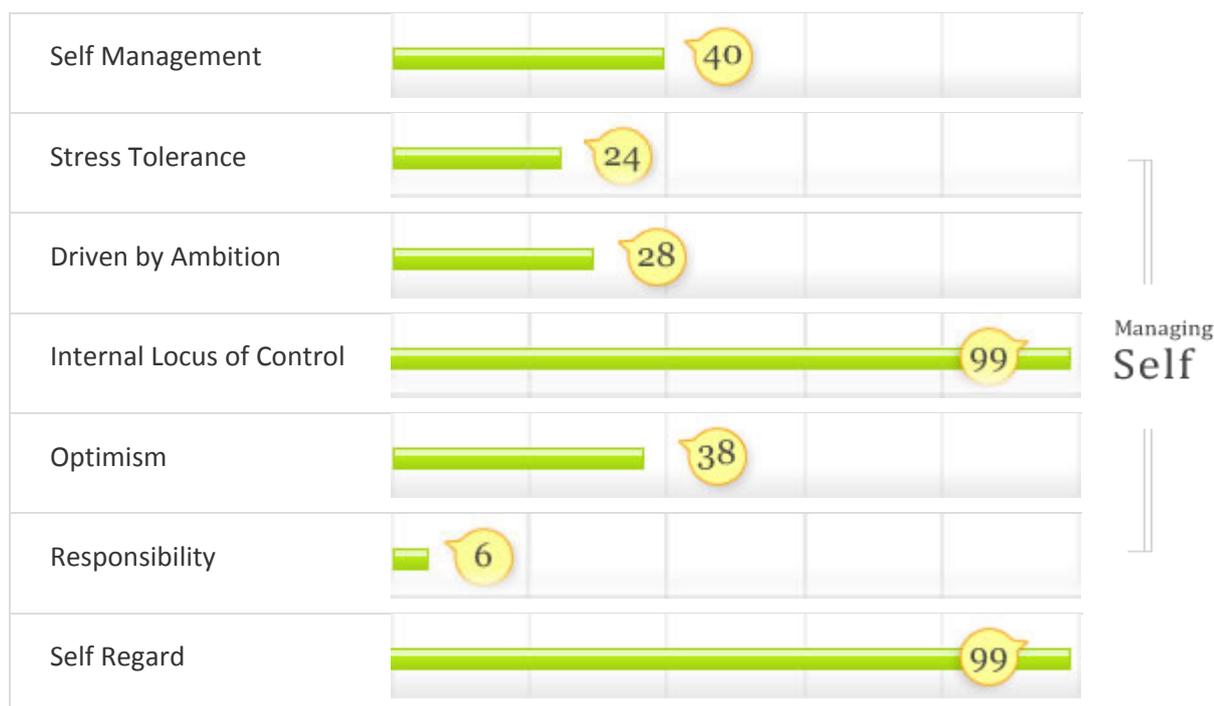
## Tolerance for Ambiguity

**Sample Item:** *“I often enjoy working in an environment where there is a lot of uncertainty.”*

*This scale measures an individual's tendency to make sense of ambiguous information by detecting patterns in the data. The Tolerance for Ambiguity scale also encompasses an individual's capacity to deal with incongruous or incomplete information, and to decipher how different aspects of problems are related to each other. It measures individual predisposition to opt for a particular optimal solution amongst diverse possibilities, as well as personal preference between subjective opinions and objective facts as sources of information.*

Mr. Sample has returned an average score on the Tolerance for Ambiguity scale. He is neither committed to a ‘big picture’ perspective, nor focused on small details when problem-solving. Mr. Sample can adequately filter out extraneous data to isolate patterns in ambiguous information. He will choose among tasks of various structures when given the opportunity, and is equally engaged by regular or unusual jobs at work. He will experience no particular difficulty when confronted with novel or indefinite information, but has no strong preference towards problem-solving with this type of information.

## Managing Self



### Self Management

**Sample Item:** “I would describe myself as 'self-disciplined'.”

*This scale measures aspects of an individual's behaviour that are indicative of an ability to work in a productive, efficient, and goal-directed manner. These aspects include the self-belief required to be persistent in driving oneself towards success, as well as the ability to effectively organise and prioritise. The sense of responsibility an individual feels towards complying with company rules and following set procedures is also measured by this scale. Other aspects of this scale include an individual's level of self-discipline to set and remain on task, as well as their ability to see the 'big picture' and identify various paths towards task completion.*

Mr. Sample scores within the average range on the Self Management scale, and will show most confidence in areas where he has a proven track record. He is able to work independently on tasks but may require some prompting or motivation in areas that hold little interest for him, or in which he has little experience. Mr. Sample is likely to engage in planning, but may not make sufficient preparations when under time pressure. In stressful situations he may not always persevere in working towards set goals, or may prioritise less efficiently. He is as dependable as most, and is likely to be able to juggle working on many projects simultaneously. He is likely to have a flexible approach to work practices when required, and is generally able to make well considered decisions in limited time frames.

## Stress Tolerance

**Sample Item:** *“I become irritable under pressure.”*

*This scale assesses an individual's unique reactivity to stressful work-related situations. Stress Tolerance is most often associated with a tendency to remain calm and composed within a workplace environment, as opposed to anxious, insecure or somewhat emotional. The scale measures tendency towards expressing a range of stressful emotions that people might experience during the course of their work, such as anger, anxiety, depression, vulnerability and self-consciousness. These emotions are fundamental determinants of workplace adjustment, and their measurement helps to ascertain how well an individual is likely to cope with demands and pressures encountered at work.*

Mr. Sample scores in the low range on the Stress Tolerance scale, and is likely to worry excessively, and become nervous more easily than those scoring in higher ranges. He is likely to see himself as being easily affected by difficult circumstances, and this may consequently affect his performance at work. He may experience more feelings of guilt and anxiety than most. He may be easily discouraged when work requirements become demanding, and might also worry extensively about the way his work will be perceived or interpreted. Mr. Sample may become distressed at sudden changes in his environment, and so he is probably not well-suited to dynamic and changeable workplaces. He may also experience panic, confusion or helplessness when confronted with particularly daunting tasks, and may easily become discouraged when his work is overtly criticised. As such, he would be best suited to roles involving regularity and constancy, which could ultimately provide protection from new problems or the stress of change.

## Driven by Ambition

**Sample Item:** *“I have a strong desire to exceed expectations rather than just succeed.”*

*This scale measures the extent to which an individual desires achievement and success in both workplace and personal contexts. The scale measures the extent of one's inner resources, individual desire for status and prestige at work, individual tendency to evaluate oneself in comparison to others, and the extent to which one desires a healthy work-life balance. It also measures general levels of aspiration and willingness to work hard to achieve goals.*

Mr. Sample scores in the lower range on the Driven by Ambition scale, and is likely to exhibit little desire for advancement or success in an organisation. He is more likely to hold a

preference for job security, reliability, and a healthy work-life balance. He is likely to be satisfied with completing allocated tasks in a satisfactory fashion rather than seeking out and completing novel tasks to standards that exceed expectations, and is typically better suited to jobs that do not rely entirely on self-motivation for success. He may sometimes show low levels of energy or motivation and avoid competitive situations. However, his calm demeanour may relax workplace tension and thus benefit his colleagues. It is unlikely that status or prestige will hold much motivational value for him.

## Internal Locus of Control

**Sample Item:** *“It is I who is in control of my destiny, rather than fate or luck.”*

*Locus of control is an important and well-documented personality trait that refers to individual differences in generalized disposition of perceived control, and is known to be a stable predictor of job satisfaction as well as job performance. This scale measures the extent to which an individual attributes events in their life to internal factors, such as ability and hard work, rather than external factors such as luck or fate. This will often affect the desire to work towards achievements and to plan for long-term goals.*

Mr. Sample scores highly on the Internal Locus of Control scale, and believes that what happens to him is the result of his own actions and attributes. He sees himself as an active agent with the capacity to influence his environment, and is therefore motivated to use all of his abilities to gather and effectively utilize information in his decision making. Individuals such as Mr. Sample will also be more persistent in the face of adversity, as they are confident in their ability to control their environment. He is also likely to believe that his own actions and attributes can greatly contribute to successful outcomes, even in stable environments where personal influence is usually limited.

## Optimism

**Sample Item:** *“I find myself looking on the bright side of life.”*

*This scale measures the tendency of an individual to have a positive outlook. It measures an individual's inclination to take a positive view of events or conditions, and also to anticipate the most positive outcome. People who are optimistic tend not to dwell on past misfortunes, and have the ability to remain positive even in the face of adversity. They tend to be confident and resilient in their ability to deal with difficulties. Optimists are positive about their present abilities and relationships,*

*as well as their prospects for the future. Optimists maintain a view of the world as a positive place, believing most people to be inherently good. They are generally predisposed to take advantage of every opportunity that is made available to them.*

Mr. Sample' score in the lower range on the Optimism scale indicates that he tends to have a less positive view of work situations than most. Tending to be somewhat sceptical, he may have difficulty in maintaining a positive approach when tasks are progressing poorly. Tending to see challenges as problems rather than opportunities, he may work less effectively than most to counter them because his outlook can lead to decreased problem-solving skills. Mr. Sample may also tend to view the world in general as a less positive, colder place, and may see people as having ulterior motives rather than having faith in the goodness of people. However, one benefit of this pessimistic outlook is that someone expecting the worst is generally more ready when it eventually happens, and it can help him to more readily identify weaknesses in strategies and plans.

## **Responsibility**

**Sample Item:** *“People can rely on me to complete tasks on time.”*

*This scale measures the extent to which an individual can be depended on to reliably meet deadlines, be punctual and see commitments through to completion. The scale also examines the level to which an individual feels responsible for, and accepts the consequences of, their actions in both social and work environments. Other key factors assessed by this scale include integrity and honesty, which encompass an individual's willingness to recognize, accept and admit their mistakes.*

Mr. Sample received a low score on the Responsibility scale, suggesting that he will generally prefer working in situations where he has little personal responsibility. He may feel uncomfortable taking on extra tasks, particularly if those tasks are described as being important. He may be perceived as someone who others in the workplace tend not to depend upon, as he may avoid committing to tasks that require too much responsibility, and may have a relaxed approach to punctuality for appointments or deadlines. Further, he may lack motivation in completing set tasks, and feel less need to take responsibility and be accountable for his actions.

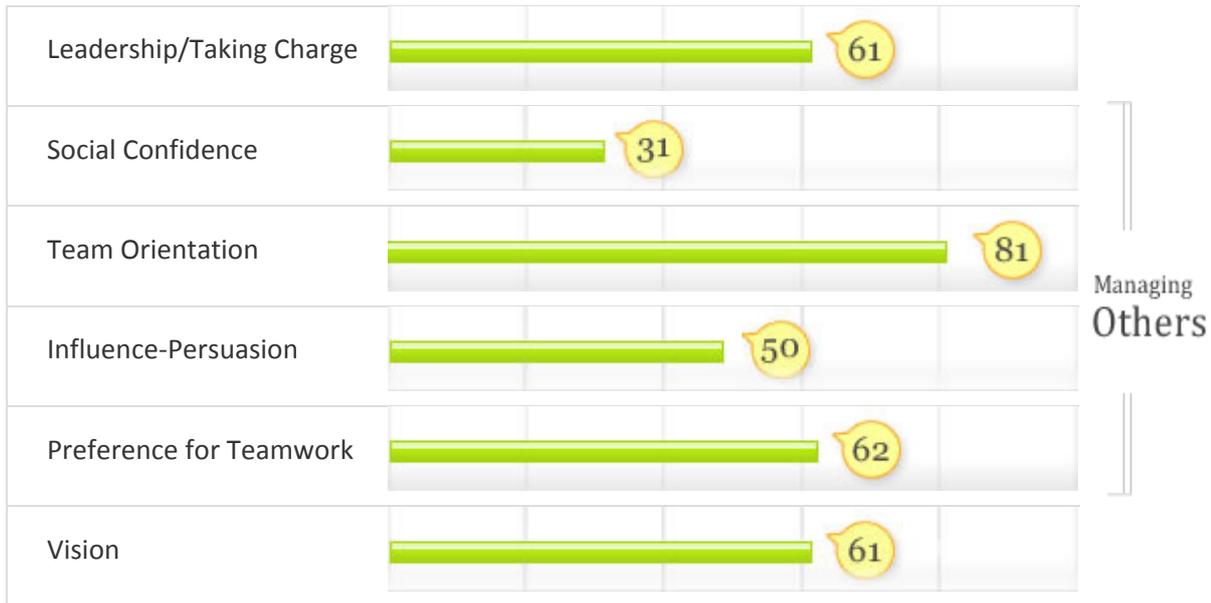
## Self Regard

**Sample Item:** *“I am not easily intimidated by others.”*

*This scale measures an individual's attitude toward, and confidence in, their own abilities. Self regard encompasses belief in one's own ability to succeed, and how much one is deterred by the criticism of others. It also assesses how one might react when placed under pressure by colleagues or encountering other challenging problems. Self regard is also related to level of confidence in expressing one's beliefs and ideas in front of colleagues and managers.*

Mr. Sample scores highly on the Self Regard scale, indicating that he has confidence in his opinions and abilities. He will therefore be comfortable and willing to express his opinion in various situations, and is particularly likely to become involved in group discussions. He has sufficient self-assurance to believe that he can resolve problems that may arise, and he is confident in his ability to achieve and excel. Due to his high level of self-confidence, he is unlikely to be easily deterred by the criticisms of others regarding the achievement of goals. Mr. Sample has a strong belief in his own skills and competencies. He should also be well suited to challenging roles that require him to develop and express opinions that will be subject to scrutiny.

## Managing Others



### Leadership/Taking Charge

**Sample Item:** “People would say that I am comfortable making decisions for the group.”

*This scale measures the extent to which an individual is likely to desire taking on leadership roles. It assesses individual confidence in one’s ability to lead by example and take charge of a situation, and to coordinate others when placed in a team setting. Such coordination is related to clarifying priorities and objectives, delegating tasks, and encouraging co-operation and teamwork. Active Leadership also encompasses the ability to lead discussions and make decisions for the team, enabling tasks to be completed effectively and efficiently. Other aspects investigated by this scale include acting as a representative and an organiser.*

Mr. Sample has obtained an average score on the Leadership/Taking Charge scale. He is less likely to voluntarily undertake leadership or supervisory responsibilities in the workplace than a high scorer. However, He should be capable of fulfilling a leadership role when asked to manage the welfare, mentoring or coaching of others. He may experience some discomfort or apprehension when the stress of decision making for realising shared objectives lies solely with him. He will be quite capable of taking on leadership roles, but is unlikely to volunteer for a leadership position encompassing areas with which he is less familiar.

## Social Confidence

**Sample Item:** *“I look forward to social functions at work.”*

*This scale measures the extent to which individuals are confident in social situations. Socially confident individuals are likely to be outgoing, positive, sociable and active, whereas individuals low in social confidence are likely to be shy or reserved in work interactions, and less overtly cheerful than their more confident counterparts.*

Mr. Sample scores in the lower range of the Social Confidence scale, and will tend to appear quiet and reserved. Low scorers on social confidence are sometimes (and often incorrectly) viewed by others as cold or aloof. He will usually be seen as socially timid, finding large groups of people and loud environments somewhat intimidating, and therefore may prefer solitary work to group work. Seen as sober and serious in social interactions, he is likely to avoid becoming the centre of attention. Low scorers such as Mr. Sample are usually quite happy to let others control things and make decisions. Being quite private, he is unlikely to express feelings such as excitement or unhappiness in the workplace. He will tend not to display optimism when approaching group tasks or peers, and is likely to prefer work environments that do not require constant interpersonal interaction. He will avoid taking social risks in the work environment.

## Team Orientation

**Sample Item:** *“I would rather collaborate with others than tell them what to do.”*

*This scale indicates the manner in which an individual approaches workplace interactions with colleagues, and measures the degree to which they are friendly, cooperative, modest and accommodating in a team environment. It measures an individual's ability to express the skills needed to work productively within a team, and preference for communicating with and supporting colleagues in a non-confrontational manner. It also assesses the tendency to foster team environments where the opinions, thoughts and ideas of others are genuinely considered and valued, even when these might be in sharp contrast to one's own.*

Mr. Sample scores highly on the Team Orientation scale, suggesting that he will be trusting of others, and similarly perceived as trustworthy by colleagues and clients. He tends to take people at 'face value', assuming that people are generally well-intentioned and honest, and believes that the opinions of others are just as valid and worthwhile as his own. Being co-

operative and sincere, he sees no need to manipulate others, and is most likely to find fulfilment in assisting them. He is likely to provide support and assistance to colleagues by understanding issues which are raised and communicating openly, frequently engaging in helping behaviours directed at others, and contributing to a warm and friendly work environment. His interest in understanding others means that he may refrain from challenging the ideas of others, particularly if these ideas are from an individual in a position of authority. Whilst a high score on Team Orientation indicate high cooperativeness with others, it may also indicate that an individual will struggle with challenging the ideas of others.

## **Influence-Persuasion**

**Sample Item:** *“Others believe my opinion holds great weight.”*

*This scale measures the extent to which an individual perceives their ability to influence others' opinions, actions or behaviour through argument, discussion or force of personality. These aspects include the ability to adapt their argument to fit the recipient, and also the tendency to drive discussions when interacting with others. It also measures the degree to which they perceive their ability to inspire and motivate others into action through encouragement.*

Mr. Sample scores in the average range on the Influence-Persuasion scale, indicating that he believes he is able to influence others, but tends to have varying confidence in his persuasive abilities. At times, he can be very persuasive, but this tends to occur mostly in those areas where he has a high level of knowledge, expertise, or experience, and is able to speak about confidently. He may be dissuaded by obvious opposition to his viewpoint, and may forego persuading others when under time constraints or other stresses. He is capable of motivating others to succeed in the workplace under the right circumstances. He will tend to perform most effectively in roles that do not solely rely on his ability to influence others.

## **Preference for Teamwork**

**Sample Item:** *“Groups are usually more productive than individuals.”*

*This scale measures the extent to which an individual prefers to work in a team, and how effective they believe group work is compared to individual work. It assesses the relative emphasis an individual places on team goals compared to individual goals, and whether they believe that teamwork is an effective and productive way of completing tasks. It measures the extent to which an individual's motivation is more driven by group success or individual success. It also measures an*

*individual's tendency to communicate effectively and to listen actively within a team context.*

Mr. Sample scores in the middle range on the Preference for Teamwork scale, showing some flexibility in his desire to work with others. He is likely to prefer working with a group for some projects/tasks, and working alone for others. He is likely to believe that groups and individuals can both be effective in completing projects, and have no general preference for working in either format. His preference will tend to be most influenced by situational factors. He does not ordinarily experience any difficulty when working with others, and is likely to perform equally well in a group context as alone. In situations where there are time pressures, he may prefer to work alone.

## **Vision**

**Sample Item:** *“I often think about possible problems that the organisation may face.”*

*Vision refers to the ability to build a mental picture of the future and to be oriented toward this future. This scale measures the extent to which the individual considers the future in their thinking. This includes the tendency to anticipate potential problems and outcomes when undertaking tasks. An ability to develop strategies and to view tasks from long-term and varying perspectives helps in countering obstacles and anticipating problems. Such vision allows tasks to be completed more effectively and efficiently. The Vision scale also measures an individual's ability to work towards improving current methods to achieve greater efficiency in future. Other aspects of the scale include an individual's ability to visualise the various avenues to completion for a complex project, seeing the 'big picture', and considering how possible outcomes may affect the organisation as a whole.*

Mr. Sample scores in the middle range on the Vision scale, and will vary in his use of planning and foresight. He is more likely to appropriately predict future outcomes in areas where he has solid knowledge and expertise. This may be less likely to occur when there are time limitations or other pressures. Mentoring could help to build on his average capacity to develop foresight in relation to organisational demands, as would a linkage between current activities and future positioning of projects in the organisation.

## 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 educational decision making.
<b>Interpreting Results</b>	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 group fall. Percentile scores can be misleading if small differences between individuals' scores are interpreted as implying significant differences in work performance.
<b>Population Norms</b>	Candidate's specific scores can be compared to a relevant Australian student samples as a reference group or to a relevant student group from one's own school.