



## INDIVIDUAL ASSESSMENT REPORT - STRICTLY CONFIDENTIAL

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

**Ms. Sam Sample**

Wednesday, 8th October 2008

Prepared By:  
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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 Psych Press 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.

# 1. EXECUTIVE SUMMARY

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

The assessment results indicate the following potential strengths and development needs with regards to the role of Communications Manager at ABC:

## STAKEHOLDERS MANAGEMENT

- Ms. Sample appears to be quite confident when interacting with a range of people, in both formal and informal settings, and she should be prepared to initiate contact with stakeholders to address business issues.
- She has very strong communication skills when she needs to interpret and evaluate a wide range of written information, which should assist her to provide guidance on corporate communication issues to a range of stakeholders.
- Similarly, she should demonstrate effective communication skills when she needs to represent ABC, such as at public and social events, and be capable of presenting a convincing case to support her ideas.
- She is likely to be sensitive to others' views and concerns, although this may sometimes mean that she is reluctant to assert her views or overcome resistance from stakeholders, particularly external contacts.

## STRATEGIC PROBLEM SOLVING

- Ms. Sample has sound lateral thinking skills when she needs to analyse complex issues or acquire any additional knowledge or skills she needs to respond to role challenges.
- She seems to be comfortable considering the broader strategic context and the potential longer-term effects of proposals.

- With openness to new ideas, she is likely to be prepared to consider novel approaches and suggestions to overcome problems.
- Her sociable outlook should assist her to engage with others and obtain alternative perspectives on complex problems.

## **PROJECT MANAGEMENT**

- Ms. Sample profiles as reasonably organised and methodical in her outlook, and she should be prepared to develop plans and follow a structured approach to completing ABC projects.
- Similarly, she is likely to show a detail-minded approach to monitoring quality, such as when managing the development and utilisation of material incorporating ABC branding to ensure integrity and consistency.
- Her strong numerical analytical skills should enable her to assess a range of financial and other statistical information, and to use this to assist her when managing projects and delivering within timeframes and budgets.

## **DRIVE FOR RESULTS**

- Ms. Sample profiles as typically self-disciplined and calm when continuing with her activities, even when she is placed under pressure.
- Her strong lateral thinking and communication skills should assist her to monitor progress on complex issues and evaluate the effectiveness of implemented strategies, particularly communication and public relation strategies.
- She is likely to use relevant performance indicators and metrics to monitor progress and gauge the effectiveness of new initiatives.
- She tends to maintain a high standard of work performance, and she should seek to maintain quality improvement and simplify and improve processes to deliver more efficient outcomes.

## **TEAMWORK/COLLABORATION**

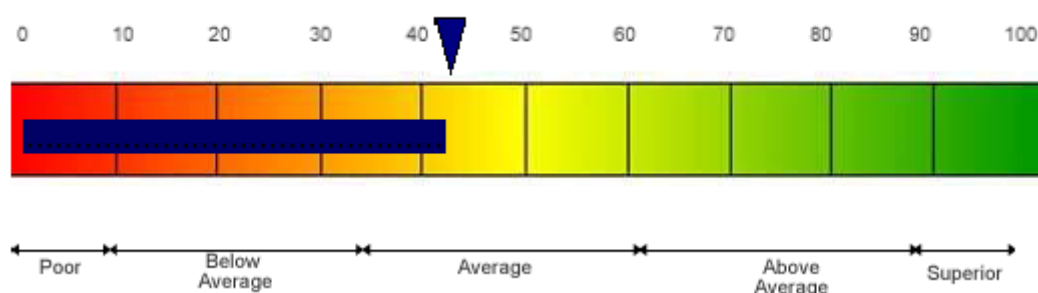
- Ms. Sample appears to have an empathic and considerate approach when interacting with others, which should assist her to build positive working relationships with a range of stakeholders.

- She is likely to be diligent when completing her tasks and providing support to collective goals, such as when providing marketing and public relations management to support business development initiatives.
- She seems to be at ease when working alongside others to perform a variety of tasks, and she should be versatile in adapting to changing group dynamics or new targets and objectives.
- She tends to be prepared to socialise extensively with external contacts, which should assist her to maintain external relationships, but which may also mean that she invests less time in maintaining internal relationships.

## 2. ABILITIES AND APTITUDES

Ability	Percentile Result	Norm Group
Abstract/Conceptual Reasoning	43rd percentile (Attempted 59 of 60, Correct 29)	Mid-level Managers and Graduates
Verbal Reasoning	97th percentile (Attempted 40 of 40, Correct 34)	Mid-level Managers and Graduates
Numerical Reasoning	82nd percentile (Attempted 29 of 36, Correct 23)	Mid-level Managers and Graduates

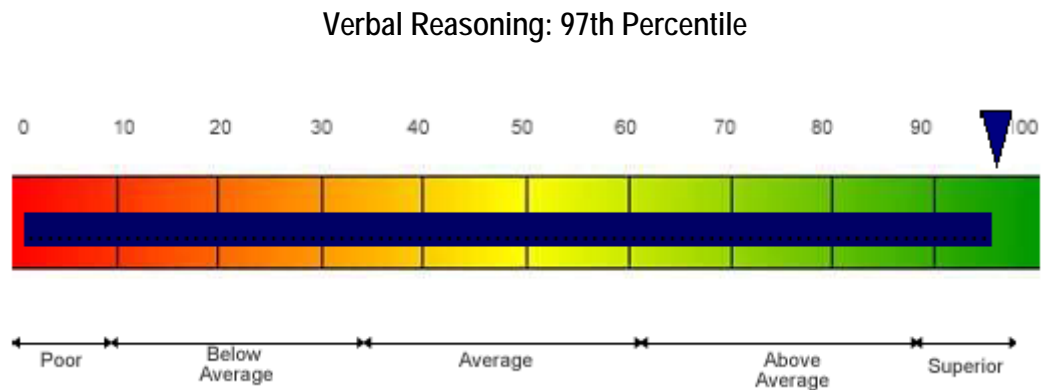
Abstract/Conceptual Reasoning: 43rd Percentile



*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' performance on the test of Conceptual Reasoning has placed her in the average range compared to an Australian mid-level manager and graduate sample. This result suggests that she has sound lateral thinking skills and the ability to grasp complex, abstract concepts which support her ability to solve problems and think in a strategic manner. She has a flexible and strategic thinking style, particularly when dealing with information with which she is familiar. She would also efficiently acquire new knowledge

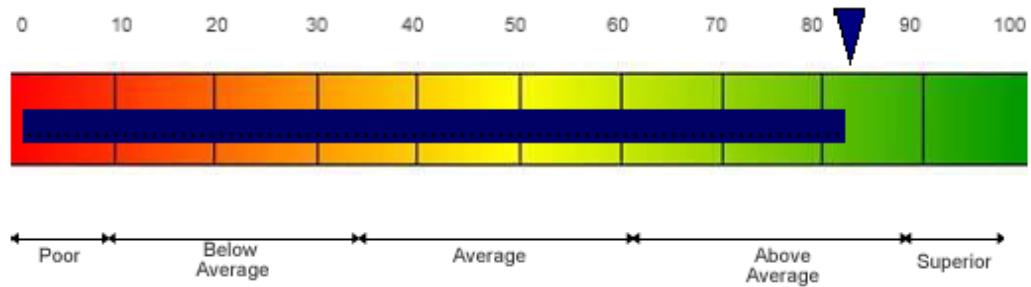
and apply it to solve the day to day problems. However, when required to quickly pick up new complex information and apply to solve problems outside her areas of expertise or address strategic issues, she may benefit from extra time and support in order to grasp the 'big picture'.



*The Verbal Reasoning assessment measures Ms. Sample' 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.*

Ms. Sample' performance on the measure of Verbal Reasoning is of an exceptional standard and suggests a strong grasp of the business-related language in comparison to an Australian mid-level manager and graduate sample. Accordingly, she is likely to be a very effective communicator in both verbal and written forms. She demonstrates the ability to draw on a broad business-related vocabulary when interacting with work colleagues, managers or clients and should be capable of effectively adapting her business-related language to suit the various levels of contact. She is also likely to quickly and effectively identify critical issues and logically draw accurate conclusions from written material such as reports, marketing and sales material, and competitor information. She will also effectively convey ideas, concepts and information to work colleagues, managers or clients, as well as produce effective written documentation such as reports.

## Numerical Reasoning: 82nd Percentile



*The test of Numerical Reasoning measures Ms. Sample' 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.*

Ms. Sample' performance on the measure of Numerical Reasoning has placed her in the above average range compared to an Australian mid-level manager and graduate sample. This result reflects high analytical ability that would enable her to perform computations and calculations, quickly identify critical issues and logically draw accurate conclusions from numerical information such as company reports, market analysis, and competitors' performance. She should produce effective numerical reports based on familiar formulas and be comfortable performing tasks that include evaluating financial, statistical or other numerical information.

### 3. BEHAVIOURAL STYLE PROFILE

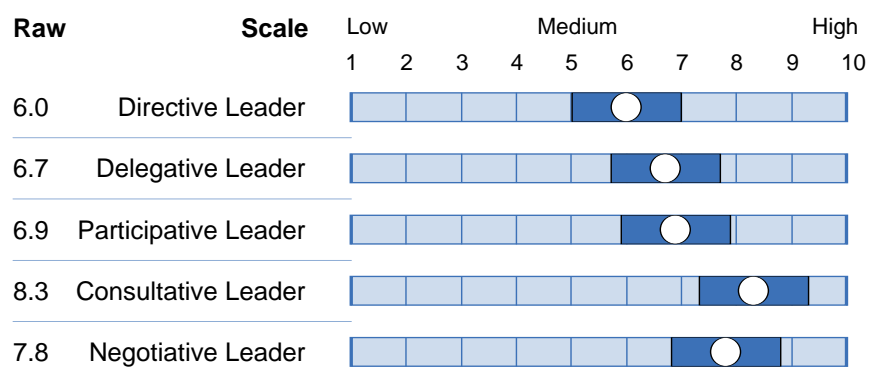
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#### VALIDITY SCALES

Ms. Sample' response style would suggest that she may have been quite concerned to present herself in a socially acceptable manner. That is, she may have intentionally (or otherwise) selected answers that project an image that she considered to be favourable given the context in which the questionnaire was completed. However, this tendency is not particularly marked and remains within acceptable limits. The number of central, non-committal answers selected was acceptable, suggesting that while she did not avoid responding in a definitive manner, she may have tended to be somewhat kind to herself in her responses. Please note that response style indicators should be treated with some degree of caution and any suggestions made should always be corroborated during feedback.

#### 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 the individual is operating.



### **Primary 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.

### **Secondary Leadership Style: Negotiative Leader**

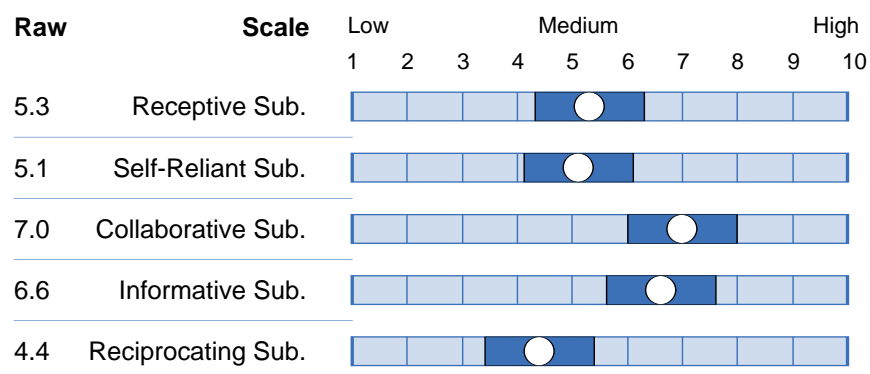
Negotiative Leaders motivate subordinates by encouraging them, through incentives etc., to work towards common objectives. Hence, through a process of negotiation attempts will be made to arrive at some mutually equitable arrangement with the other members of the team so as to motivate them to work in a particular way. Negotiative Leaders tend to rely on their skills of persuasion to achieve their stated goals. Many Negotiative Leaders have well developed image management skills and they typically utilise these to moderate their approach according to the circumstances in which they find themselves. This capability, coupled with a desire to achieve, can mean that sometimes they adopt unconventional methods to achieve their desired objectives.



unlikely that the Confident Communicator suffers from social anxiety or public speaking; they usually are confident when giving presentations and are likely to be effective in formal influencing or selling situations, even with clients in senior positions.

## 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: Collaborative Subordinate

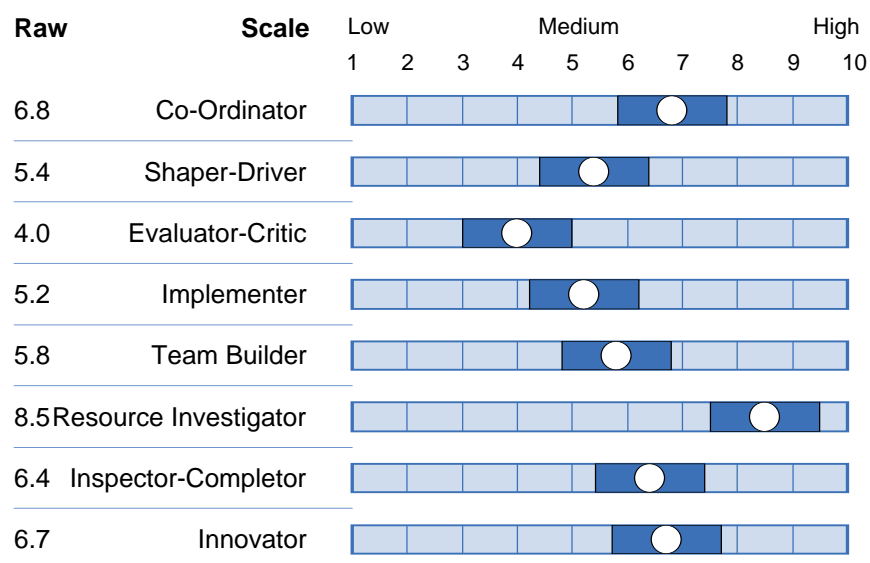
Collaborative Subordinates believe that the problem-solving power of the team is more than that of the individual members included within that team: their primary concern is that the team as a whole achieves its objective. Collaborative subordinates relish group discussions and will typically propose innovative ideas of their own, as well as being more than happy to discuss the ideas of others. As strong believers in constructive criticism, they show little reluctance when it comes to pointing out weaknesses in other peoples' ideas; similarly they are usually happy to accept the criticisms of others. Collaborative Subordinates are at their most effective when working under managers who share their views about group participation - i.e., those who encourage collaboration rather than those with a more directive style.

### 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 her 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 – Resource Investigator/Co-ordinator

Ms. Sample has a strong team orientation and is likely to successfully control and coordinate a team whilst also exploring contacts and sources of new ideas that will stimulate the work of the team. She may integrate these outside resources effectively with existing work and plans. Her social polish and charm should lead to good relationships with people externally and enhance the reputation of the team. However, she occasionally may take this too far, possibly spending insufficient time with her own team, or investing too much time socialising with interesting clients. Generally, however, she will be able to recognise talent within her team, delegate effectively, involve and reward staff, and stimulate their creativity with new ideas. Whilst usually able to maintain a broad perspective on organisational objectives and management, she may sometimes be a little too optimistic about others' capabilities, take on too much for the current workload, and experience difficulty in meeting deadlines if time constraints are shortened.

## INTERPERSONAL AND RELATIONSHIPS BUILDING STYLES

Ms. Sample will want a good deal of contact with clients, managers or work colleagues and will adopt an openly expressive style in her communications. She is likely to feel at ease in the company of strangers, and will tend to come forward in work gatherings. She projects a quite good-natured, easy going personality, relating to others in a quite kind, caring and sympathetic manner.

Ms. Sample tends to be spontaneous, enthusiastic and quite optimistic in her approach towards work. Fun loving, she will enjoy animated lively work events and activities. Her enthusiasm will rub off on those around her. This might at times propel her into rash action. She will be confident, venturesome and remarkably uninhibited in work interactions. Seeking high levels of social stimulation and excitement, she is very inclined to be adventurous and will enjoy being the centre of attention. She will relate easily and comfortably with stakeholders and will be drawn to work situations for the recognition it provides and will have no trouble with public speaking. In fact, she will generally relish the opportunity of being centre-stage and performing to the gallery. Quite confident of her intellectual abilities, she is likely to be effusive when discussing lofty issues. Her ability to withstand external pressures without expending too much inner resources will enable her to face quite difficult emotional situations.

Generally preferring to work within a team, Ms. Sample enjoys group participation and work recognition. She will tend to feel most comfortable working in a group setting, where she can share her thoughts with others. Somewhat questioning in nature and inclined to meet conflict head-on, clients, managers or work colleagues may see her as being sceptical and cynical, although, this is more a reflection of her social persona than of her true feelings. Being quite competitive, she will quickly rise to any work-related challenge and is likely to express her views in a rather uncompromising way. Though she has some empathy for others feelings, stakeholders may take time to enjoy working with her.

As adaptable and accommodating as the norm, Ms. Sample' initial approach is to give clients, managers or work colleagues the benefit of the doubt. If she feels that her trust is being abused, her tolerance may rapidly turn to scepticism. In work relationships, she is inclined to be quite forceful and self-assertive with a desire to have her own way. Generally high-profile and directive, she is likely to have the capacity to dominate. She may have strong opinions which she may wish to impress onto others.

Ms. Sample appears to be as sensitive as most to the demands of work situations. Her tendency to be direct with stakeholders may vary according to her perception of the needs of the situation.

## **THINKING AND DECISION-MAKING STYLES**

Ms. Sample is likely to come across as a somewhat intuitive person who is quite receptive to ideas and experiences. She is likely to be viewed as a quite intellectually-orientated person who enjoys working on complex problems and ideas. Being rather competitive in this regard, she may express her insights in a challenging manner. As receptive as most 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.

Fundamentally, Ms. Sample is creatively sensitive and soft-hearted and consequently may lack a tough, hard-headed, utilitarian approach. Having a creative and artistic temperament, she will be drawn to expressive, cultural activities. As attentive as most to practical realities, she will not be unduly dismissive of abstract, theoretical concepts. She will tend to balance a focus on the here and now with an openness to possibilities and ideas.

Having above average levels of self-control, Ms. Sample' behaviour and attitudes are more a function of work norms and internalised expectations than a reflection of a personal belief system. In general, she is likely to be fairly self-disciplined and will be as respectful of authority as most. Whilst not in awe of others' work standing, 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**

Ms. Sample is currently experiencing average levels of stress. Not unduly prone to mood swings, she should have sufficient inner resources to cope with work demands. However, she may nonetheless experience some stress coping with particularly demanding work

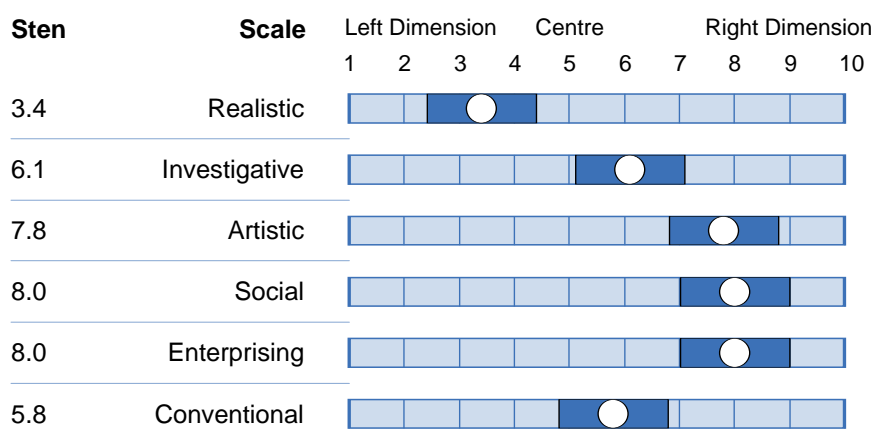
situations or when placed under extreme emotional pressure. As resilient as most, she should be capable of remaining calm in a crisis.

Being as secure and self-assured as most, Ms. Sample will not normally be unduly burdened by feelings of low self-esteem or insecurity. However, she may sometimes leave a situation feeling she could have done better. 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 assigning blame onto the work situation when things go wrong.

As relaxed and composed as most, Ms. Sample is not usually troubled by feelings of irritability and tension. Like most people, however, she may become a little restless or tense when under pressure but this should not cause her undue problems as she is likely to be able to relax without too much difficulty. Whilst minor irritations should not generally upset her, if her goals are repeatedly hindered she may become impatient or annoyed.

## 4. CAREER INTERESTS

Career-Themes are based on the work of Holland. These provide a match between Ms. Sample' personality profile and those of the broad occupational groups listed. The scores take no account of other important factors such as interests, aptitudes, qualifications and work experience.



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

**Realistic Theme:** Activities involving manipulation of mechanical devices and principles of mechanics and physics. High scorers are likely to be technically orientated, repairing mechanical devices, working on motor cars. They may also enjoy outdoor activities.

**Investigative Theme:** Activities involving the manipulation of ideas and scientific principles. High scorers will enjoy applying logical and/or scientific principles to the resolution of experimental problems. They may enjoy laboratory work.

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

**Social Theme:** Activities centred on helping or caring for others. High scorers tend to express an interest in charitable work, involving caring for the elderly, children with special needs or counselling, teaching and generally assisting others to achieve their potential.

**Enterprising Theme:** Activities involving the attainment of objectives through people. High scorers generally express an interest in managing or leading others or taking charge

of situations. As such they are attracted to business related situations where they are able to exercise leadership, managerial skills and public acclaim.

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

## The following interview questions may assist with further clarification of the issues raised above:

### 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 as to individuals and groups. Probe for and evaluate evidence that their communications are easily understood.

- Can you tell me about a task on which you were involved where you had to produce a written outcome? What was involved? How did you feel about addressing this? What was the end result?

Look for ability to communicate and express complicated concepts in written English.

- Can you give me an example of a situation that you were required to communicate instructions or concepts to others? What were the circumstances? How did you respond? What was the end result?

Look for ability to convey information in a clear and understandable format such as presentations to individuals and groups.

## NUMERICAL REASONING

- How would you describe your numerical analysis skills? What is a task on which you have been involved that required you to evaluate or interpret numerical information and to make a decision based on your conclusions?

Look for ability to understand and use of numbers as a reasoning tool.

- Tell me about a time when you had to complete a task which required you to analyse or interpret statistical or other numerical information? What aspects did you find challenging? Did you seek coaching or other assistance in order to complete the task? What was the outcome of this task?

Look for capability in basic quantitative or statistical analysis.

## PEOPLE AND BUSINESS MANAGEMENT

- Can you think about a situation that you had to set an example for others in your workplace? What were the circumstances? How did you do it? What were the outcomes?

You would like to learn how the interviewee manages staff

- Can you think about a situation at work where you had been very stressful. What were the circumstances, how did you manage the stress? What was the outcome?

You would like to learn about the ability to cope with pressure in the workplace.

- Tell me about a situation at work that you had to overcome an obstacle that prevented you from completing a task? What was the situation? Who was involved? What did you do? What was the outcome?

You would like to learn about your flexibility and initiative.

- Tell me about a situation at work in which you made a decision too quickly. What were the circumstances? Who was involved in this decision? What were the considerations for making the decision you did? What was the outcome?

You would like to learn about the interviewee's judgment.

- Tell me about a situation where you helped staff to re-focus their efforts to achieve the outcome you wanted. What were the circumstances, how did you do it? What was the outcome?

You would like to learn about the interviewee's strategies to drive results across the team.

- Can you think about a situation where you had to build an effective team? What were the circumstances? What steps did you take? What was the outcome?

You would like to learn about the interviewee's ability to build and develop the store staff.

- Can you think about a situation where you had to apply strategies to build up the skills and knowledge among your team? What were the circumstances? What strategies did you apply and why? What were the outcomes?

You would like to learn about the interviewee's ability to manage training and onsite feedback.

- Can you think about a situation at work where you had to manage under-performers? What were the circumstances? What actions did you take? What was the outcome?

You would like to learn about the interviewee's ability to motivate and encourage people to improve their performance.

- Can you think about a work-related situation where you improved business outcomes? What were the circumstances? What was your contribution? What were the outcomes?

You would like to learn about the interviewee's business acumen.

## 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 organisation.
<b>Score Ranges</b>	<p>Psych Press 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>