

Administrator



APPLICANT DETAILS



Name Surname: Sue Samp[@

Age: 21

Gender: Female

Race: Black or African

Cell phone number: 1234567

Email address: sample@gmail.com

Total years experience: 0

Current position: NA

Years experience in current position: 0

Highest qualification: Bachelors Degree

Availability: Immediately

PSYCHOMETRIC ASSESSMENT RESULTS

EXECUTIVE SUMMARY

Overall Job Match

6.15

(10 = Excellent match; 5 = Average match; 1 = Low match)

Intellectual Reasoning

1 2 3 4 5 6 7 8 9 10

Learning Potential

1 2 3 4 5 6 7 8 9 10

Abilities

1 2 3 4 5 6 7 8 9 10

Behavioural Competencies

1 2 3 4 5 6 7 8 9 10

Behavioural Risks

No risks identified

STRENGTHS

Numerical reasoning
Memory

RISKS

Logic
Maths
Shapes
Precision
Inflexible

DETAILED ASSESSMENT RESULTS

INTELLECTUAL REASONING

Refers to the applicant's capability to solve complex problems as required by the job he/she applied for (as indicated by the benchmark level of work)

Administrator

Excellence Clarification (SST Level 2)

Job Benchmark

ASSESSMENT OUTCOME

Current Capability

SST LEVEL 1 - TANGIBLE BRILLIANCE

Potential Capability

SST LEVEL 2 - EXCELLENCE CLARIFICATION

Interpretation of results

Sue seems to be more comfortable working in the Tangible Brilliance (level of work 1) environment where tangible outputs and quality is his main priority. She may prefer to follow a clear set of guidelines to perform optimally and is more inclined to function in an operational and technical environment. A structured environment should suit her better, where she can plan and organise his daily activities. She might also be more inclined to follow routines to make his work activities more predictable and measurable.

Results indicate that with further development and growth, Sue should be comfortable working in the Excellence Clarification (level of work 2) environment where she has to solve problems where answers are not very clear by using his knowledge and experience.

ABILITY

Refers to the applicants' ability to understand instructions, interpret information and solve problems in a verbal and numerical context.

Verbal reasoning

5 Effective ability

Numerical Reasoning

8 Enhanced ability

Accuracy skills

7 Enhanced ability

(10 = Above average; 5 = Average; 1 = Below average)

COGNITIVE AGILITY

The Learning Potential assessment measures candidates' potential to learn new information in a variety of formats and settings. Candidates with a higher learning speed can think on their feet, and respond quicker to new information or problems, and finding solutions quicker.

RESULTS

LOGIC	3	Low
MEMORY	8	High
MATHS	3	Low
SHAPES	3	Low
LEARNING POTENTIAL	4	Moderate

DEFINITION AND INTERPRETATIONS

LOGIC

The ability to accurately interpret and analyse new information and draw accurate conclusions. Candidates with a high reasoning potential may be good at interpreting information from a potential client and link the product/service they sell to the solution.

MEMORY

The ability to accurately recall information. Candidates with a high memory score may be good at remembering key points/requests a potential client mentioned earlier, and also important information regarding the product/service they sell.

MATHS

The ability to accurately perform basic calculations. Candidates with a high numerical potential may be good at performing quick calculations like monthly repayment costs, discount fees, cost savings etc relating to the product/service they sell.

SHAPES

The ability to visualise shapes and patterns. Candidates with a high spatial reasoning potential may visualise creative or original ways of using a product in the selling process, which may increase the potential sale of a product/service

BEHAVIOURAL COMPETENCIES

Behavioural Competencies refers to applicants' preferences that drives their behaviour and influences their decision making.

Accurately capture information

1 2 3 4 5 6 7 8 9 10

Compile and maintain reports

1 2 3 4 5 6 7 8 9 10

Keep to time frames

1 2 3 4 5 6 7 8 9 10

Administer processes

1 2 3 4 5 6 7 8 9 10

Careful planning

1 2 3 4 5 6 7 8 9 10

Organising of information

1 2 3 4 5 6 7 8 9 10

Interpersonal skills

1 2 3 4 5 6 7 8 9 10

Meticulous

1 2 3 4 5 6 7 8 9 10

Assertive

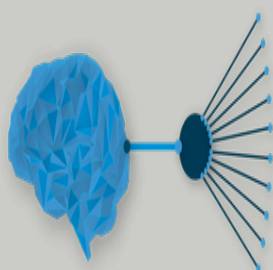
1 2 3 4 5 6 7 8 9 10

Solving problems

1 2 3 4 5 6 7 8 9 10

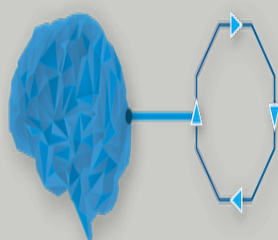
CONTRIBUTION TO THE TEAM

Teams are made up of individual contributions, and each individual has a preferred contribution they make in a team setting. This section describes their preferred style within a team and not their actual ability or skill



Organiser

Sue likes to plan and organise activities. She will be the one in the team that ensures that projects are carefully planned, resources are allocated and deadlines are met. Sue's contribution to the team is very important as failing to plan is planning to fail. Team members might perceive Sue as somewhat rigid at times, but as a planning specialist she will be the one to ensure that timeliness and adherence to by everyone in the team.

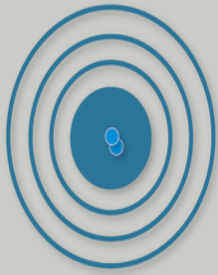


Maintainer

Sue likes to work in environments that offer routine and structure. She ensures that the project or work does not stand still and will be the one who keeps the wheel turning. Sue will usually be the one that everyone goes to when they need to know where the project is at because she is constantly maintaining the daily flow of work. Her team members might perceive her as inflexible to change at times, but in times of change, Sue will be the one to bring stability to the team.

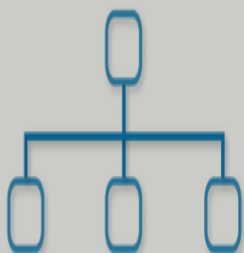
BEHAVIOURAL RISKS

Behavioural risks, also known as performance disruptors, is when a person is under extreme pressure at work. These disruptive behaviours have the potential to derail the individual from achieving his/her objectives. Behavioural disruptors are not related to abnormal behaviour, but rather highlighting when an individual is under pressure.



Precision

Sue is very rule-oriented and concerned with the accuracy of information. This might make her difficult to work with at times, especially where creativity is required or instructions are vague. She will probably avoid risks, and might disrupt the team in progressing should she find it to be too stressful.

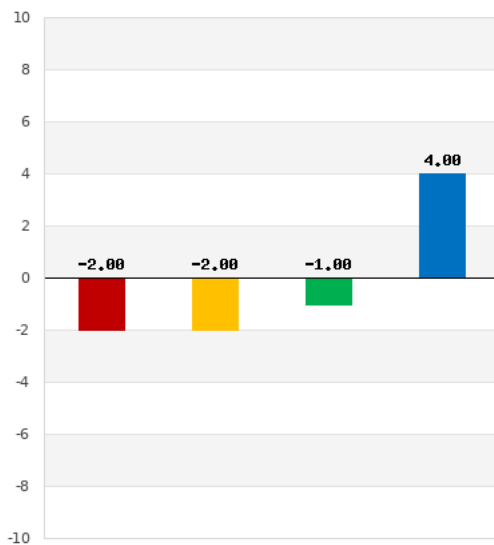


Inflexible

Sue might be resistant to change and prefer to leave things as they are. Being very organised, she might try to over-plan activities, being less flexible and adaptable to situations that regularly change. She will be a very good listener; however, others might find her to be too reserved and lacking in sharing information. Others might also perceive her as too content with things as they are now, having no real drive to implement change.

DISC Behavioural Drivers

D I S C



The DISC Behavioral Drivers is based on the expression of emotions through behavior. AssessmentHouse describes DISC as Drive, Interaction, Stability and Conscientiousness. This section highlights the individual workplace behaviour and predicts how they will respond/ behave in a certain context of working environment

Low Drive

Key words: Cautious, Non-competitive, Sacrificing, Passive

People with a low D are sincere and understanding. They don't enjoy a competitive environment and prefers limited responsibility. They don't necessarily want to be in charge. Low D's likes to take time in decision making. They also prefer to report into an authority. They may be seen as less assertive.

Low Interaction

Key words: Independent, Tasks, Quality, Non-social

Low I's are task driven individuals and seeks logical and factual information. They prefer working alone and wants to be socially independent. Low I's may appear sceptical and withdrawn. They don't always show their emotions openly and might be perceived as a poor mixer.

High Conscientiousness

Key words: Compliance, Details, Accuracy, Quality

High C's are detailed and quality orientated. They need precision work and an exact job description. They depend on detailed information to make their decisions. High C's always check their work for accuracy and comply to all the rules and procedures. They are quick to notice mistakes.

Low Stability

Key words: Variety, Mobility, Change, Quick paced

People with a Low S enjoys change and flexibility. They prefer environments that can offer a lot of variety and challenges which is also unstructured. They like to make quick decisions and are usually quick paced individuals. They may at times be less tolerant and in need of pressure. They like mobility and would probably be motivated in jobs which gives them the opportunity to travel.

COMPETENCY-BASED INTERVIEW QUESTIONS

This section provides the candidates' answers from five competency-based interview questions they were asked to respond to during this assessment. It is recommended that answers are explored during final interviews and candidates are asked to elaborate on their answers.

Candidates only had 100 words or less to answer each question. Responses are reported verbatim.

How do you ensure your work is of high quality?

Normally every time I would get a project or an assignment, I would do basic research to try and understand the main points of what is being asked, then proceed to break the assignment into smaller sections. I also give myself a time frame for each section, to ensure that the overall assignment is completed before the due date, and I still have time to go over it again to ensure it is of good standard.

How do you ensure you always keep to deadlines?

Depending on the number of assignments I have, I always plan a schedule, then try and do a bit of each section of the assignments simultaneously. If I have assignment 1 and 2, my first step is breaking them down into sections. Start with section A of assignment 1 then follow with section A of assignment 2 and so on.

What do you do if you found inaccuracies in a management report?

I think the best thing to do if you find inaccuracies is to report them, if no one else has pointed it out. It could most likely be a mistake that can be rectified.

What is more important, speed of delivery or quality of information? Explain

I believe quality of information is more important, though if both are perfectly balanced it is ideal for business. Other important factors to look at is the current need for the product and the service you are offering, if the product is really in demand, speed might be better. Quality information stays relevant, it can be used to pick up trends and make improvements.

You submitted a report with errors in it, but only realised it after you submitted it. What do you do?

I would report the error to my manager or supervisor and try and rectify the error immediately.

Your manager instructs you to falsify information on a report, what do you do?

I would ask the manager why does he want the information falsified and try and understand his reasoning, as well as why is that the best option. There should always be an ethical solution to any problem, so I would try and offer that as a solution.



DISCLOSURE

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