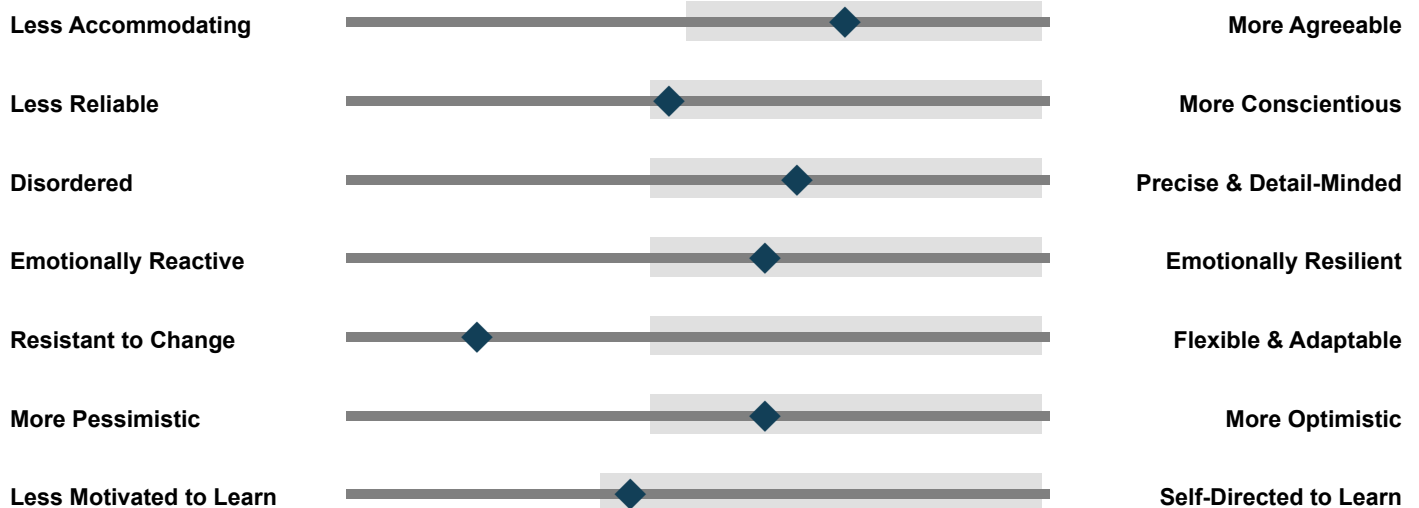




ASSESSMENT RESULTS SUMMARY

Personality Assessment*

The following pages represent a report based on the results of a psychological assessment. The profile presented below summarizes key results in each area compared against general population norms and with norms for high performers in the type of job for which the candidate is applying (indicated by the shaded areas). The candidate's score is indicated by the diamond symbol: ◆



Aptitude Assessment*

| | Percentile Range | | | | | | | | | |
|-------------------------------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| | 0-10% | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | Top 10% |
| Perceptual Speed and Accuracy | | | | | | | X | | | |

ALL RESULTS SHOULD REMAIN STRICTLY CONFIDENTIAL

*Score interpretations follow on next page.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson

Date: March 09, 2026

Page 1 Aptitude Scores Explained

| | Percentile Range | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| | 0-10% | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | Top 10% |
| Perceptual Speed and Accuracy | | | | | | | X | | | |

Explanation of Aptitude Scores:

The aptitude scores in this section reflect percentile rankings -- not percent correct on the test. With percentiles, the average is the 50%ile. Half of the people score below this score and half score above it. As another example, if a person scores 80-89%ile on a specific test in this report, it means that they scored as well as or better than 80-89% of the norm group, but not as high as 11-20% of the norm group.

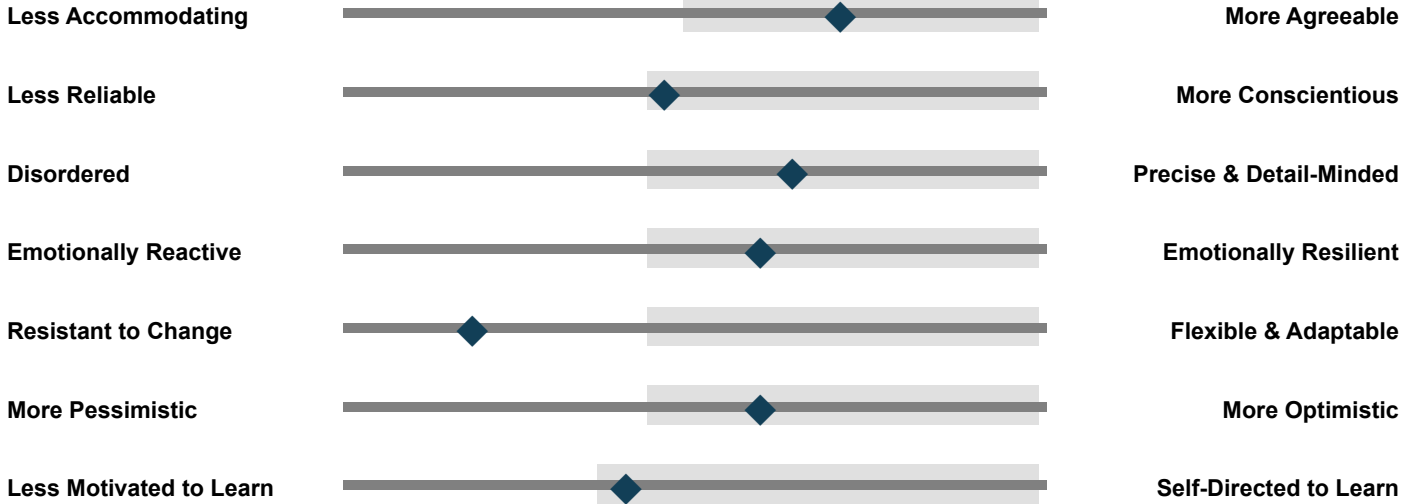
The lower the Aptitude score, we predict that the candidate will have difficulty learning new information and making decisions. For example, if they are well experienced in their occupation, they may be able to continue to perform well practiced tasks adequately but have difficulty learning new things. As such, they will need additional training time and more support from supervisors. People who produce lower aptitude scores generally prefer asks that call for specific responses rather than ones requiring insightful solutions. They are also slower in processing information and are often easily overwhelmed by complex problems, especially ones they have not dealt with before.

The higher the Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new and complex problems.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

Page 1 Personality Scores Explained



Score Interpretation: Personality Traits

The scores for each dimension measured in the assessment are summarized in the table, above. Once you get familiar with how the dimensions are defined, you will be able to draw your own conclusions just by looking at this score summary. The candidate's score is represented by a diamond. The gray bars represent the desirable range. Scores outside of the desirable range should be viewed as an indicator of potential problems. Not necessarily "deal breakers" but issues worthy of additional investigation.

"Strengths"

Each score in the graphical display that appears in the desirable range will have a statement in the "Strengths" section. Sometimes, a personality strength can also be a weakness disadvantage, depending on job demands. So a particular score on the assessment might produce two statements: one in the "Strengths" section and another statement in the "Developmental Concerns" section.

"Developmental Concerns"

Each score in the graphical display that appears outside the desirable range will have a statement in the "Developmental Concerns" section. Statements in this section reflect potential problem behaviors in the work setting. They may describe personal characteristics that do not seriously detract from overall job performance, or they may predict a critical concern. Each company and each job is a little different, so you need to read the statements, then come to your own conclusion to determine whether a potential problem is a fatal flaw or not.

Follow up interviews are always recommended in a "short listed" candidate to explore any questions or concerns these test results suggest.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

Personality Assessment

Strengths:

- He is concerned with getting along well with the people he works with. Most of the time, he is agreeable and inclined to preserve harmony in social situations.
- Generally conscientious and reliable, he follows through on his commitments and does what he says he will do most of the time. On the other hand, he also uses some personal discretion and judgment in deciding how to perform job tasks and duties.
- He is careful and detail-minded in how his work is performed, and will put in the extra time for error-proofing to make sure the results are accurate and conform to specifications.
- He should be able to withstand most of the stressors associated with this job. He is unlikely to lose his temper, have emotional outbursts on the job, or experience a lot of anxiety over unresolved work problems.
- As someone who prefers standard operating procedures and tradition, John will prefer a job where not much change is expected of him.
- Guardedly optimistic in his approach to work, he not only will look for positive qualities in most situations and people, but he also has a healthy amount of skepticism.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

Developmental Concerns:

- Occasionally, he may be unreliable in the way he performs his job. He may sometimes need to be reminded about the need to be more conscientious about doing things as expected.
- Under conditions of heavy work pressure, he may lose his composure. He may need to find ways to buffer such stress and increase his emotional resilience.
- John often has trouble dealing with change and uncertainty on the job. Some people will view him as hindering change.
- He has a below-average level of commitment to self-directed learning. John could put more effort into seeking out opportunities for professional development and continuously improving his work-related knowledge, skills, and abilities.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

INTERVIEW QUESTIONS

After reviewing the assessment results for this candidate, you may want to conduct a structured interview to further explore and clarify some specific concerns. The interview questions listed below reflect areas of concern raised by the assessment results. You should keep asking questions until you have gained confidence in your assessment of the candidate. You can use some or all of these questions when interviewing the candidate. You will probably want to customize these questions to best fit your style and what you already know about the candidate as well as the job for which s/he is being considered. Most of these are behavioral description items which ask the candidate to describe specific behavior on the job. Some additional probes which you might want to use with individual questions are:

- * When did this take place?
- * What factors led up to it?
- * What were the outcomes?
- * What did others in the organization say about this?
- * How often has this type of situation arisen?

CONSCIENTIOUSNESS

- Describe a time when you have taken a shortcut or bypassed some steps at work to get something done quicker, better, or more efficiently.
- Flexibility is important in many jobs. Describe a situation where it would be advantageous to bend or ignore a company rule or policy to improve job effectiveness.
- Describe how you deal with situations where the best course of action is not covered by company policies and procedures.
- Describe a situation where you feel that organizational bureaucracy or red tape made your job difficult or significantly slowed you down.

EMOTIONAL STABILITY/RESILIENCE

- Tell me about a time when you had to keep on working despite having some problem or concern weighing on your mind. [Probes: How long did it go on? How was it resolved? How often has this kind of thing happened in the last six months?]
- Stress is a natural part of most work environments these days. Describe a situation where some significant form of stress has impacted you on your job and how you dealt with it.
- Describe a situation where you learned to live with something stressful at work.

FLEXIBILITY/ADAPTABILITY

- Tell me about a time you have had to adapt the way you tried to deal with a problem to solve it more effectively.

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

- Describe the kinds of adjustments you have had to make when an old way of problem-solving would not work. What changes did you make? How were these more effective than previous methods?
- Tell me about a situation where there has been a shortage of resources or equipment available to you and you have had to improvise and make do with what you have to solve a problem or complete a task.
- Describe the most recent new job-related method, procedure, or technique you learned and how you felt about learning it. [Probe for when and how often this occurred.]

SELF DIRECTED LEARNING

- Describe a time when you needed to learn something new for your job, but the company did not offer a relevant training program or support for taking courses or workshops. What was it? What steps did you take? What was the outcome? How often has this happened in the last five years?
- How do you go about researching something for which you need information to solve a work-related problem? Do you ask help from other people? What resources (e.g., the Internet, coworkers) do you use? How do you use them? How often does this tend to come up on your job?
- Tell me about a time when you took the initiative to learn new job-related knowledge, skills, or abilities (KSA's). What KSA's were they? What did you do? What was the outcome? How did you continue to improve your mastery of these KSA's?
- Describe your future plans for continued education and professional development in the next 10 years. What are they? How will these help you in your career? What would/did you do if your employer does not help pay for these or give you time off to pursue them?

General Office / Clerical - 20 Assessment Report

Candidate: John SamplePerson
Date: March 09, 2026

GLOSSARY OF TERMS: TRAIT DEFINITIONS & SCORE INTERPRETATIONS

- Agreeableness—refers to a person being agreeable, participative, helpful, cooperative, and inclined to interact with others in a harmonious manner. High scorers tend to work smoothly with others and to be congenial, accepting, and obliging in interpersonal settings. Low scorers tend to be more critical, confrontational, and willing to challenge other people.
- Conscientiousness—a person's reliability, trustworthiness, dedication, and readiness to internalize company norms and values. High scorers tend to have these attributes; low scorers tend to be more non-conforming and unreliable, and less willing to follow rules or respect authority. They typically prefer spontaneity and a lack of structure in their jobs.
- Flexibility (aka Adaptability)— a person's flexibility and willingness to adjust to changing situations and demands ; being able to put up with interruptions, switch gears, and multi-task in response to varying inputs. High scores signify versatility, and an ability to improvise and make rapid adjustments when needed. Low scores indicate a tendency toward constancy, and comfort with stable, unchanging work environments and job requirements.
- Optimism—refers to a person having an optimistic, hopeful outlook, especially about problems, people, and the future. People high on this dimension tend to be upbeat and have positive expectations for themselves, their work, and the people they work with. People low on this dimension tend to be negative, pessimistic, skeptical, and often judgmental.
- Self-Directed Learning—denotes taking personal responsibility for one's continued education , training, learning, and professional development. High scorers will demonstrate active concern for and engagement in activities to continuously improve their knowledge, skills, and abilities. Low scorers will be less likely to seek show initiative or to seek out information without specifically being asked.
- Stress Tolerance/Emotional Resilience—a person's overall level of adjustment , resilience, and emotional stability. High scorers can function more effectively under conditions of job pressure and stress , whereas low scorers are less stress-resistant, lose their composure more readily, and are more subject to negative emotions on the job.

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