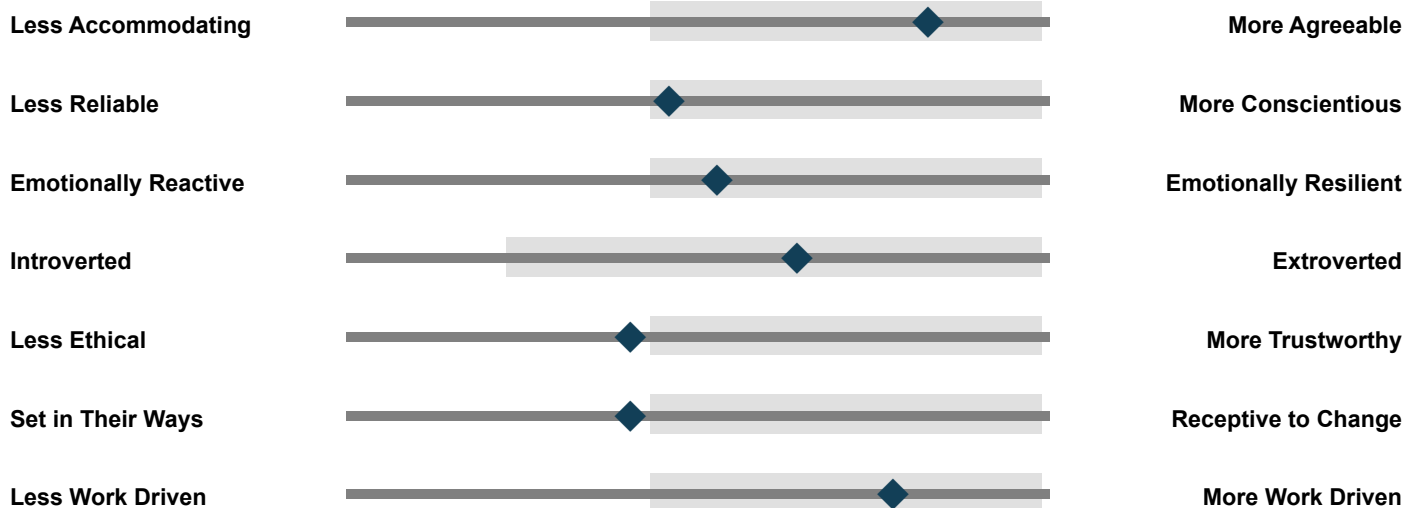




ASSESSMENT RESULTS SUMMARY

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%
General Reasoning									X	

ALL RESULTS SHOULD REMAIN STRICTLY CONFIDENTIAL

*Score interpretations follow on next page.

Psychometric Personality and Aptitude - 20 Assessment Report

Candidate: Marion SamplePerson

Date: May 09, 2022

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%
General Reasoning									X	

Score Interpretation: Aptitude

Aptitude is a predictor of how well people can handle complexity in the job and the degree to which they can expand their range of duties to take on additional assignments. If the job you seek to fill is mentally challenging, and/or if you expect this person to multitask, make solid independent decisions, and learn new things on their own, then you should place a high premium on strong aptitude scores. If the job in question can be learned fairly quickly and if the tasks are consistent with what the candidate has done successfully in previous jobs, then high scores on the aptitude section are not as critical.

NOTE: Some aptitude test results are presented as "percent correct" and some are presented as "percentiles." Please make sure you read the explanations, below, so that you understand the difference in these two terms.

Explanation of Cognitive 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 Overall Cognitive Aptitude scores generally prefer tasks 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.

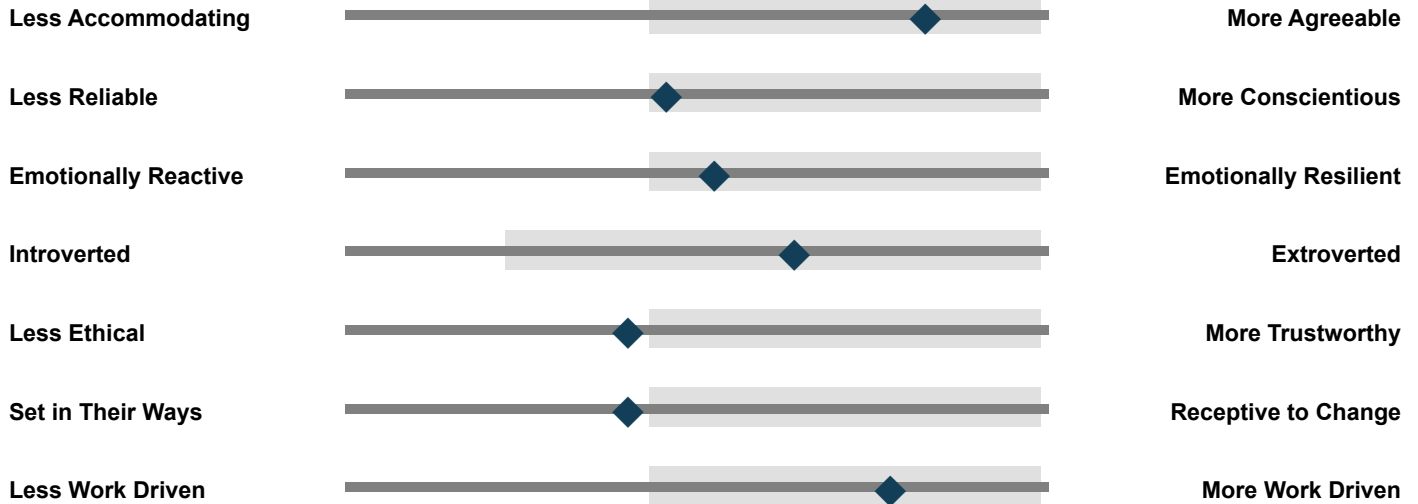
The higher the Aptitude score, the more we predict that the candidate will learn quickly, pick up a lot of new information on their own without needing to be trained, handle a large information load easily, make decisions in an efficient manner, and show a great deal of insight about how to solve new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

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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.

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Personality Assessment

Strengths:

- Coworkers are likely to see Marion as very easy to get along with. Marion will avoid arguments and unpleasantness whenever possible. He tries to be agreeable in his daily interactions with coworkers and other people.
- Marion is generally conscientious in the way he performs his job. Marion also uses a fair amount of personal discretion and judgment in deciding how he will meet his obligations and duties.
- He is usually stable and in control of his emotions. Marion can handle most normal forms of job stress without lowering his job effectiveness.
- Marion is usually sociable, outgoing, and friendly in his work-based interactions. He should be a capable communicator who relates well to other people on the job.
- He prefers to set up a standard way of doing things and develop a routine that leads to predictable outcomes. Marion supports established organizational conventions and protocol. He is most comfortable with job tasks and assignments that he has often done in the past.
- Marion has an above-average work drive. He usually works hard and does what it takes, including putting in overtime or working long hours, to meet the demands of his job.

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Candidate: Marion SamplePerson

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Developmental Concerns:

- Marion may not be quite as conscientious or organized as others who hold this job. He may need to perform job tasks, duties, and assignments in a more reliable, quality-minded manner.
- Marion may not be able to handle as much job stress as other employees in this position. Highly demanding situations and heavy job stress could be a problem for him in terms of managing his anxiety and/or controlling his emotions in a mature, professional manner.
- Marion scored below-average on integrity and adherence to ethical standards. He may sometimes do things on the job that directly or indirectly violate or undermine company rules and policies.
- Marion can sometimes be set in his ways, which could limit his ability to benefit from innovation and change efforts in the workplace. He could be more open to new ideas and ways of doing things in his job as well as opportunities for professional growth and development.

Psychometric Personality and Aptitude - 20 Assessment Report

Candidate: Marion SamplePerson
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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?

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.

INTEGRITY

- What would you do if you discovered that a coworker had been taking home office supplies without permission and without telling anyone?
- Under what conditions would it be acceptable to ignore or bend a company rule or policy?
- Describe what you would do if your boss asked you to keep quiet about some data he or she was falsifying for the annual company report.
- Under what circumstances would it be OK to claim a sick day (even though you were not sick) to deal with a personal problem at home?

OPENNESS

- 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.]
- Tell me about a time when you recommended or implemented a better way of doing things at work.

Psychometric Personality and Aptitude - 20 Assessment Report

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- Describe a situation where you felt that continuing demands to do new things on your job lowered your overall productivity or efficiency.
- Describe your plans (if any) for continued education, job-related training, or professional development you have for the coming year.

Psychometric Personality and Aptitude - 20 Assessment Report

Candidate: Marion SamplePerson

Date: May 09, 2022

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 inclined to march to their own drummer, usually preferring spontaneity and a lack of structure in their jobs.
- Extroversion—a person’s tendency to be sociable, outgoing, warmhearted, gregarious, expressive, and talkative. High scorers tend to exhibit these characteristics and to be more attentive to and energized by external stimuli, including other people and social/interpersonal cues in the workplace. Low scorers are more introverted, quiet, focused, reserved, shy, and inward-turning.
- Integrity/Trustworthiness—refers to an individual behaving in ways on the job which reflect prosocial, ethical values, honesty, and adherence to societal norms that define “good” conduct. High scores reflect lower likelihood and low scores reflect greater likelihood of engaging in antisocial and delinquent acts on the job (e.g., theft, pilferage, sabotage, embezzlement, larceny, misrepresentation, falsification of information, cheating, etc.).
- Openness to New Experience/Adaptability—refers to a person’s receptivity/openness to change, innovation, new experience, and learning; flexibility and willingness to adjust to changing situations and demands. High scorers tend to demonstrate these characteristics and are more willing to try out new procedures and ways of doing things on their jobs; they are more able to improvise and make rapid adjustments when needed. Low scorers tend to prefer stability, convention, and tried-and-true ways of doing things. They exhibit higher degrees of comfort with stable, unchanging work environments and job requirements.
- 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.
- Work Drive—a person’s disposition to work for long hours (including overtime) and an irregular schedule; greater investment of one’s time and energy into job and career, and being motivated to extend oneself, if necessary, to finish projects, meet deadlines, be productive, and achieve job success. High scorers put in more hours on the job or in work-related activities, whereas low scorers are less willing to work overtime, make personal sacrifices for their job, and they are more likely to seek a work-life balance and resent job encroachment on their personal lives.