

Selector Insight Assessment

Ms Suzanne SAMPLE

Preferred name: Suzy
Email: s.sample@selectorgroup.com
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Report contents

1. Ability assessment

This section presents the Overall Reasoning aptitude scale and the component Verbal, Numerical and Logical reasoning sub-scales.

2. Personal styles

This section contains a graphical presentation and interpretation of the seven Personal Styles scales.

3. Work preferences

This section contains a graphical presentation and interpretation of the six Work Preferences scales.

4. Job ideals

This section presents the importance of specific job characteristics and then recasts them in terms of importance when compared to others who have completed the assessment.

5. Ability scale summary

To enable reports to be more easily compared, this section re-displays the Ability Assessment scales.

6. Behavioural scale summary

To enable reports to be more easily compared, this section recasts all of the Personal Styles and Work Preferences scales in a fixed order.

7. Resilience summary

The four dimensions that detail the candidate's resilience to stress are presented, to identify where they are skilled at combating stress, and where further training would assist.

8. Resilience details

Each of the scales that contribute towards resilience are provided with an explanation, including where a candidate could receive further specific training to combat the effects of stress.

Appendix A: Understanding the report

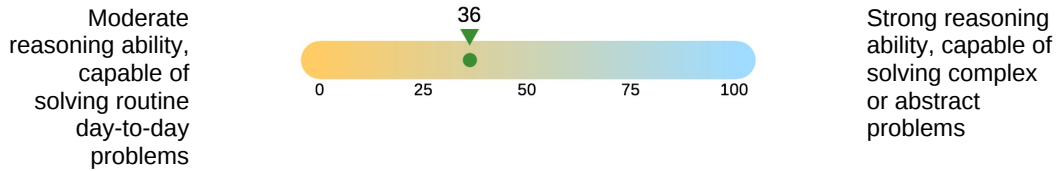
This section explains how scores are determined, what you should keep in mind when reading the report, the accuracy of the report and how the assessment was constructed.

Appendix B: Understanding the Resilience Measure

This section explains how the scores were derived, along with the explanation of how the four contributory scales provide an overall measure of a candidate's resilience to stressful work situations.

1. Ability assessment

1.1 Overall reasoning aptitude



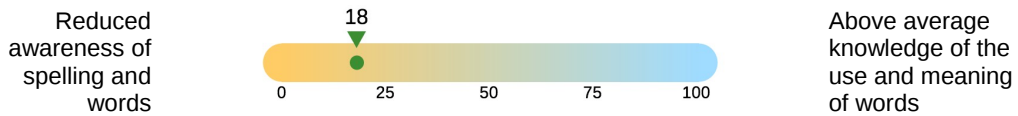
Suzy has the ability to cope with reasonably complex problems and should be able to learn and recall information relevant to her work without difficulty. She will easily learn ‘on the job’, and will also benefit from classroom environments, where the opportunity exists to explore ideas in more depth and evaluate theories as they arise. Suzy will gain an in-depth understanding if she has the opportunity to ask questions to clarify complex issues as they arise.

In terms of potential for further learning, Suzy is capable of tertiary level study but will equally prefer courses with a practical hands-on involvement.

1.2 Component reasoning abilities

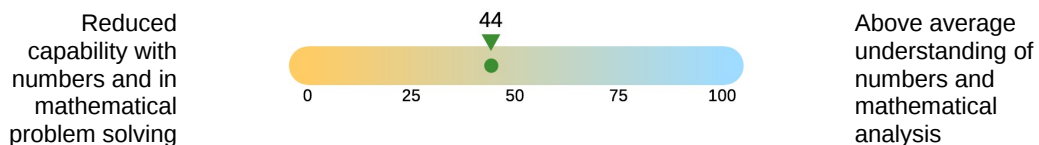
Suzy has some differences in her reasoning abilities. Logical reasoning is her strongest, followed by her numerical, then verbal reasoning ability.

Verbal reasoning



Suzy is likely to have a basic understanding of the form and function of formal language. While she may cope in environments where specialist language (e.g. legal, engineering, IT) can be acquired over time, Suzy is much more likely to talk to colleagues and others using verbal communication, as this allows her the opportunity to ensure what she is discussing is fully understood. Written, formal documents produced by Suzy should be well checked, to ensure they are error free (Check also her **Orderliness** score)

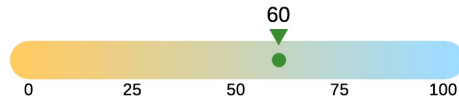
Numerical reasoning



Working with numbers or numerical analysis is an area in which Suzy will feel comfortable. Like most people, Suzy should be capable of handling typical work-related numerical problems, and is likely to understand formulas and be capable of solving routine mathematical problems.

Logical reasoning

Reduced skill in solving problems requiring planning and deductive skills



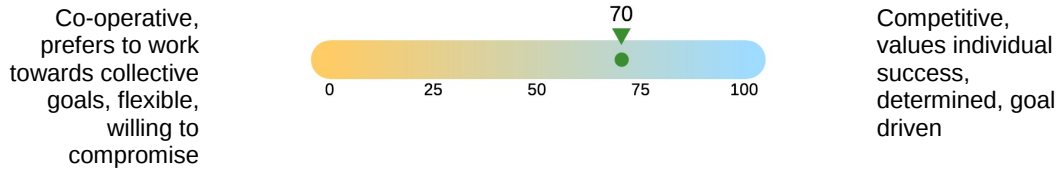
Above average ability to solve problems requiring planning and deductive skills

Suzy is capable of most problem solving tasks. She has demonstrated reasonable ability to solve problems with unclear solutions and can manage some situations that call for the application of an in-depth analysis. Suzy will understand the overall strategy and is likely to be able to add value in this area.

2. Personal styles

Competitiveness

This scale measures the need to compete or co-operate with others, how to meet goals and if a person measures themselves against others as an indicator of success.



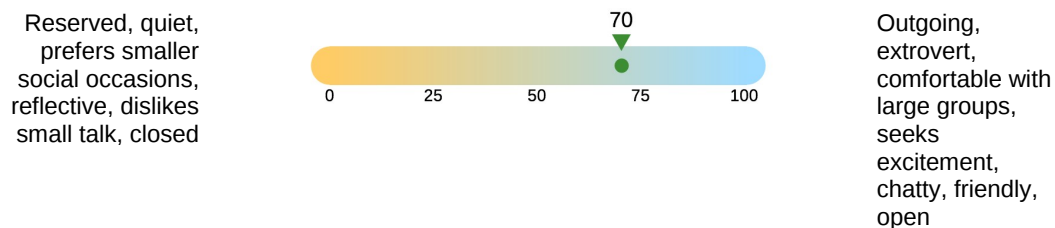
Suzy may be competitive and have a strong need to be the best or do her own personal best. Suzy may be inclined to organise her life around achieving goals and may evaluate successes according to how they compare to others. Setting specific performance criteria to meet Suzy's high need to compete will provide the motivation that she needs to perform.

As a result Suzy may respond best to performance related pay and she may focus on opportunities to perform at a higher level both individually or as compared to the team. With a strong focus on achieving success, Suzy may become quite single minded and refuse to compromise. This task oriented behaviour may at times be considered dependable and efficient, while conversely, in a team environment Suzy's need to win could undermine cooperation and the willingness to share information. (Check her **Teamwork** score). (Check **Tolerance** to see whether the task or people is more important).

It is important to consider Suzy's Teamwork score, if it is high she is likely to want to be part of a high performing team, if it is low Suzy may prefer to compete alone. If Teamwork is low Suzy will require a strong manager who is alert to the need to balance success measures with collective goals and team harmony. It may be necessary to encourage her to contribute more to assist group performance, or contribute to the less tangible measures of success.

Extroversion

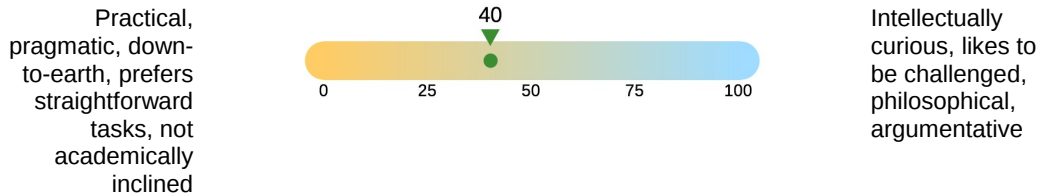
This scale measures the extent to which a person draws energy from interacting with others. Extroverted people tend to be outgoing, emotionally expressive, enjoy meeting and talking to people and are comfortable in social situations. Reserved people are quieter and reflective, and prefer more focused, smaller group interactions.



Suzy is an outgoing person who thrives on social interaction. She finds it easy to strike up conversations and engage individuals she has never met before, but may occasionally take over or dominate the conversation. Suzy may be comfortable being the centre of attention, or in public speaking situations. She can be expected to have a number of acquaintances and be socially networked. Suzy will often be the person who suggests social gatherings and subsequently facilitates them.

Openness to ideas

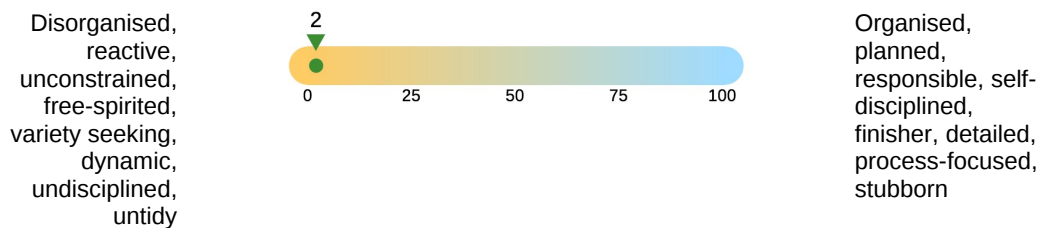
This scale measures the interest in new ideas, approaches and experiences. High scoring people tend to be more curious, with an interest in concepts and theories and are more willing to debate ideas and opinions. Practical and pragmatic people tend to score lower, preferring to stick to the known or proven.



Suzy likes to strike a balance between practical and theoretical approaches. She is likely to be receptive to acquiring new knowledge and mastering new skills when she feels they can be applied in the real world.

Orderliness

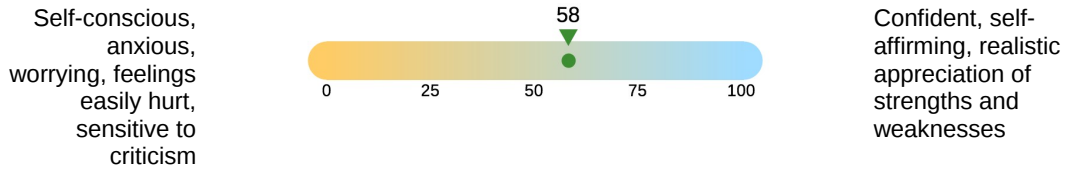
This scale measures the focus on order and structure. People with high scores regard reliability, responsibility, conscientiousness and constraint as being very important. If a person considers that spontaneity, quick reactions and variety are important; they will tend to score lower.



Suzy has a strong preference to take a flexible, reactive approach to life without the constraint of having to be highly planned or organised. She sees planning and processes as imposing unnecessary constraints. Planning ahead is usually avoided by Suzy as she feels perfectly capable of thinking on her feet when required. (Check the **Ability** measures scores to confirm the capability of actually doing this). There is, nevertheless, a strong possibility that she will frequently end up doing things in a last minute rush and having to rely on others to come to her rescue and tidy up or complete the paperwork. Suzy is likely to be very flexible and comfortable with changes in scheduling, and will be comfortable thinking on her feet when the need arises (check **Ability** scores). Given Suzy's result in this area she will benefit from good administrative support or set systems procedures.

Self-confidence

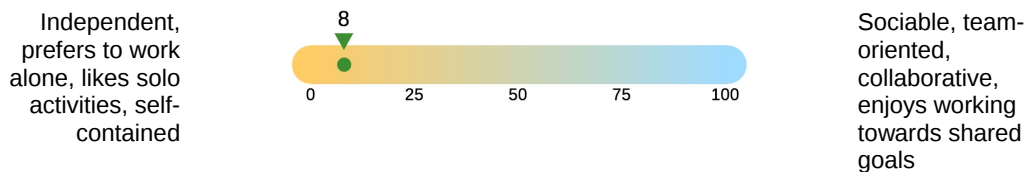
This scale measures the extent to which a person’s sense of value, or worth, is based on their own views or on the opinion of others. The self-confidence scale embodies, self esteem or belief in one’s self. Those who rely on their own judgement tend to be less anxious and more at ease than those who refer to other people for their sense of self-worth.



Suzy displays self-confidence and has a positive level of self-esteem and can be expected to cope satisfactorily with normal day-to-day pressures and stresses. However like most people Suzy may experience some anxiety on occasion when challenged by others or in confrontational situations.

Teamwork

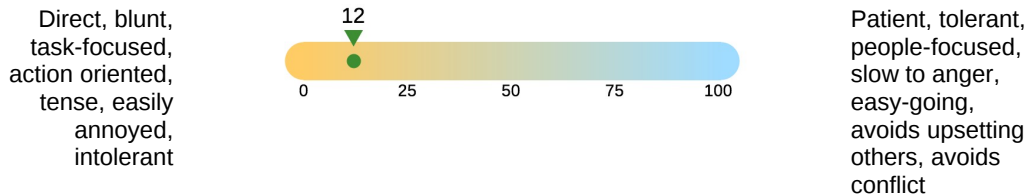
This scale measures the need to work together towards common goals, such as work targets, or to focus on individual goals. People with low scores like to operate independently, make their own decisions, and set their own directions. High scores indicate someone with a more collective approach, an active listener who is supportive of team members.



Suzy prefers to work independently rather than as a team. She believes that tasks can be completed most efficiently by working on her own. When decisions need to be made and action taken she will usually prefer to go it alone, especially when she has had little experience working with the individuals around her. Suzy is reluctant to open her ideas and thoughts up to the scrutiny of others until she has had the opportunity to work them through fully herself. A good manager will need to encourage team activities to assimilate Suzy into the team environment, such as using a buddy system during the induction period, and will need to draw ideas out of Suzy when suggestions are called for in a team meeting.

Tolerance

This scale measures whether the emphasis is placed on having tasks completed or if the people in their relationships should have a greater emphasis. People with high scores generally accept others as they are and try to maintain an even, patient manner in difficult or tense situations and avoid becoming angry or upset. Low scores indicate that the tasks have a greater importance to the person, they are more focused on what needs to happen, and they may be intolerant of interruptions at times.

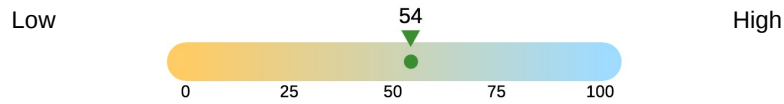


Suzy is significantly more task-focused than people-focused. She wants to be able to get on with a job without having to worry about how people feel about things. She prefers to address interpersonal issues in a direct, head-on manner even if this means upsetting or offending people. Suzy tries to keep busy and will be constantly pushing to see that things get done, however Suzy's manager may need to be wary of her offending people in tense situations. This drive can lead an undercurrent of tension if she becomes irritated or annoyed. This will occur more frequently if she is highly competitive and has to win. (Check **Competitive** score), or has a low **Teamwork** score. Suzy has very little time for those she feels are not pulling their weight and may be reluctant to let insults or personal slights pass without response. (Check the **Self-confidence** score to evaluate the importance of initiative and any hesitancy in expressing her opinions. A low score here will indicate that she would like to be direct or make blunt comments, but is holding back because of how this would appear to others. She is likely to become frustrated easily and may pass aggressive comments indirectly.)

3. Work preferences

Autonomy

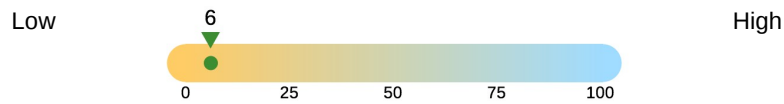
The importance of having supervision and the ability to directly influence the nature of the work.



For Suzy having the opportunity to self-manage and do the job her own way is reasonably important. While Suzy will work happily under supervision, She appreciates a role where she can have reasonable input into decisions that affect her immediate job, and then be left alone to get on and do the job.

Complexity

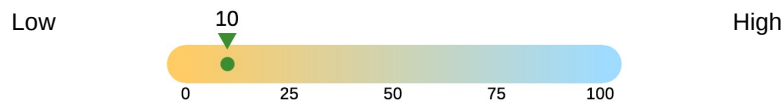
The importance of doing work that is either challenging and complex, or routine and straight-forward.



Suzy would rather avoid jobs that are complex and require continual learning. She prefers to keep things straightforward and do the task at hand.

Interaction

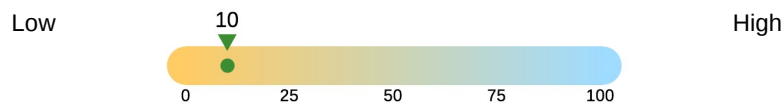
The importance of how regularly interaction occurs with others in the work environment.



Suzy prefers a role that does not involve a high degree of people contact, and may instead focus on in depth interactions with people. Suzy is likely to prefer a quieter work environment, perhaps choosing to socialise outside of work rather than during the work day.

Physical

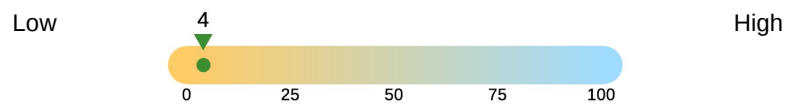
The importance of how regularly interaction occurs with others in the work environment.



Suzy has no preference for work that is hands on, whereby she is exposed to whole processes and will prefer a focus on the set work or project at hand. She may prefer a role that requires working indoors, rather than outside all day, and will be comfortable with the current procedures and is not likely to become involved in investigating changing these.

Predictability

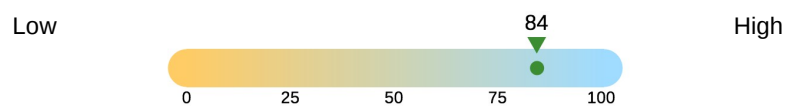
The importance of stability, supportiveness and organisation in the workplace, and the value of security to the person.



For Suzy, having a clear job structure is not desirable. She enjoys ambiguity and uncertainty and has no need for well-defined processes or procedures. Suzy would rather develop her own solutions and methods and work in a free flowing work setting rather than one that is highly organised and structured.

Pressure

The importance of effort and commitment to a person, and how regularly the work will stretch and challenge them.



Suzy places relatively high importance on having a role that stretches her in terms of deadlines, working hours and commitment. She likes a reasonable element of pressure in the job with enough happening to sustain her interest and enthusiasm.

4. Job ideals

4.1 Job ideals by importance

This section presents the importance of different job characteristics to Suzy.

Suzy finds it **absolutely essential** that a job:

- is a friendly place to work
- lets her participate in decisions that affect her work

Suzy finds it **highly desirable** that a job:

- gives her freedom to do the job her way
- keeps her constantly on the go
- has safe working conditions
- lets her develop her skills and abilities
- lets her sell products or services
- forces her to really use her brain
- really gets the adrenalin going
- offers a good career path
- lets her work without close supervision
- lets her develop her own ideas and methods
- gives her specific targets to achieve
- has supportive co-workers
- gives her the opportunity to earn top dollars
- values innovation
- gives her lots of responsibility
- lets her compete against others
- offers good pay
- offers lots of variety
- allows her to get paid on results
- involves frequent contact with other people

Moderately desirable that a job:

- offers quick promotion
- lets her be creative
- calls on her to use leadership skills
- has tight deadlines to meet
- offers opportunities for further education and training
- calls on her to motivate others
- allows her to take risks

- involves working long hours
- involves a lot of learning and study
- lets her set the direction for others to follow
- lets her get out and about
- is in a workplace that is organised and efficient
- involves public speaking
- has supervisors who are there when she needs help
- lets her be her own boss
- has a high workload
- lets her manage or supervise others
- involves high levels of stress

Slightly desirable that a job:

- requires a good deal of patience
- involves working as part of a team
- has a clear job description
- offers good retirement and health benefits
- involves investigation and analysis
- has regular staff meetings
- offers secure employment
- provides regular feedback on her performance
- involves complex problem solving
- has managers who give her clear directions
- gives proper training on how to do the job

Suzy is **not fussed either way** whether a job:

- lets her work with animals or plants
- lets her work with her hands
- allows her to work on one task at a time
- lets her work outdoors
- lets her help others
- has well-defined procedures and rules to follow
- offers regular hours of work
- requires high accuracy and attention to detail
- keeps her physically fit

She considers it **undesirable** that a job:

- involves working with equipment or machines

- involves working with numbers
- lets her physically build or fix things
- lets her work in a workshop or factory

4.2 Job ideals in comparison to others

This section recasts the job characteristics from the previous section in terms of their importance to Suzy compared to the rest of the population.

Compared to others, Suzy is **more likely** to place importance on a role that:

- lets her sell products or services
- is a friendly place to work
- lets her participate in decisions that affect her work
- involves working long hours
- lets her compete against others
- involves high levels of stress

Compared to others, she is **equally likely** to place importance on a role that:

- offers quick promotion
- gives her freedom to do the job her way
- keeps her constantly on the go
- has safe working conditions
- requires a good deal of patience
- lets her develop her skills and abilities
- forces her to really use her brain
- lets her work with animals or plants
- really gets the adrenalin going
- offers a good career path
- lets her work without close supervision
- has tight deadlines to meet
- lets her develop her own ideas and methods
- gives her specific targets to achieve
- calls on her to motivate others
- lets her work outdoors
- allows her to take risks
- has supportive co-workers
- gives her the opportunity to earn top dollars
- values innovation
- gives her lots of responsibility

- involves a lot of learning and study
- lets her set the direction for others to follow
- lets her get out and about
- involves public speaking
- has supervisors who are there when she needs help
- offers good pay
- lets her be her own boss
- has a high workload
- offers lots of variety
- allows her to get paid on results
- lets her manage or supervise others
- involves frequent contact with other people
- lets her work in a workshop or factory

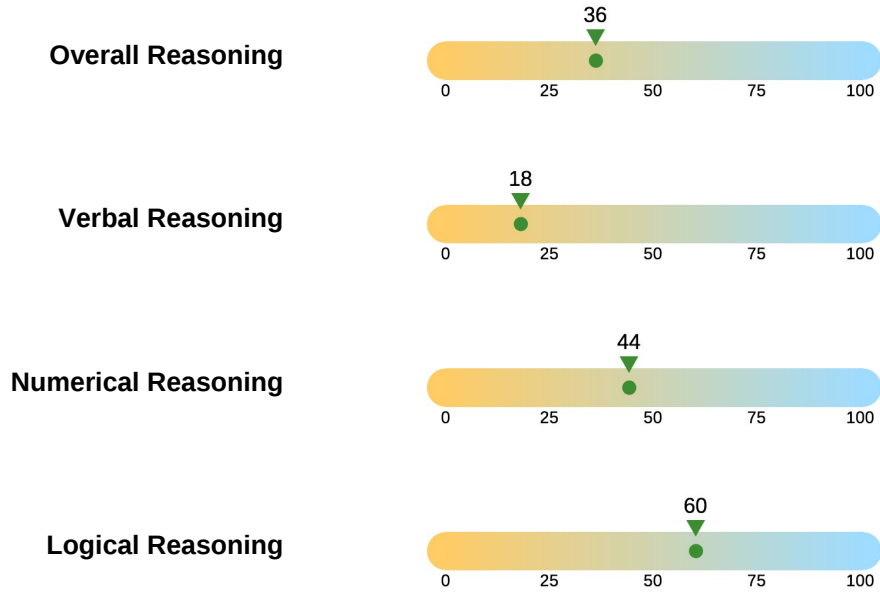
Compared to others, Suzy is **less likely** to place importance on a role that:

- lets her be creative
- calls on her to use leadership skills
- involves working as part of a team
- lets her work with her hands
- has a clear job description
- offers good retirement and health benefits
- allows her to work on one task at a time
- offers opportunities for further education and training
- involves investigation and analysis
- lets her help others
- involves working with equipment or machines
- has well-defined procedures and rules to follow
- offers regular hours of work
- involves working with numbers
- has regular staff meetings
- lets her physically build or fix things
- is in a workplace that is organised and efficient
- offers secure employment
- requires high accuracy and attention to detail
- provides regular feedback on her performance
- involves complex problem solving
- keeps her physically fit
- has managers who give her clear directions

- gives proper training on how to do the job

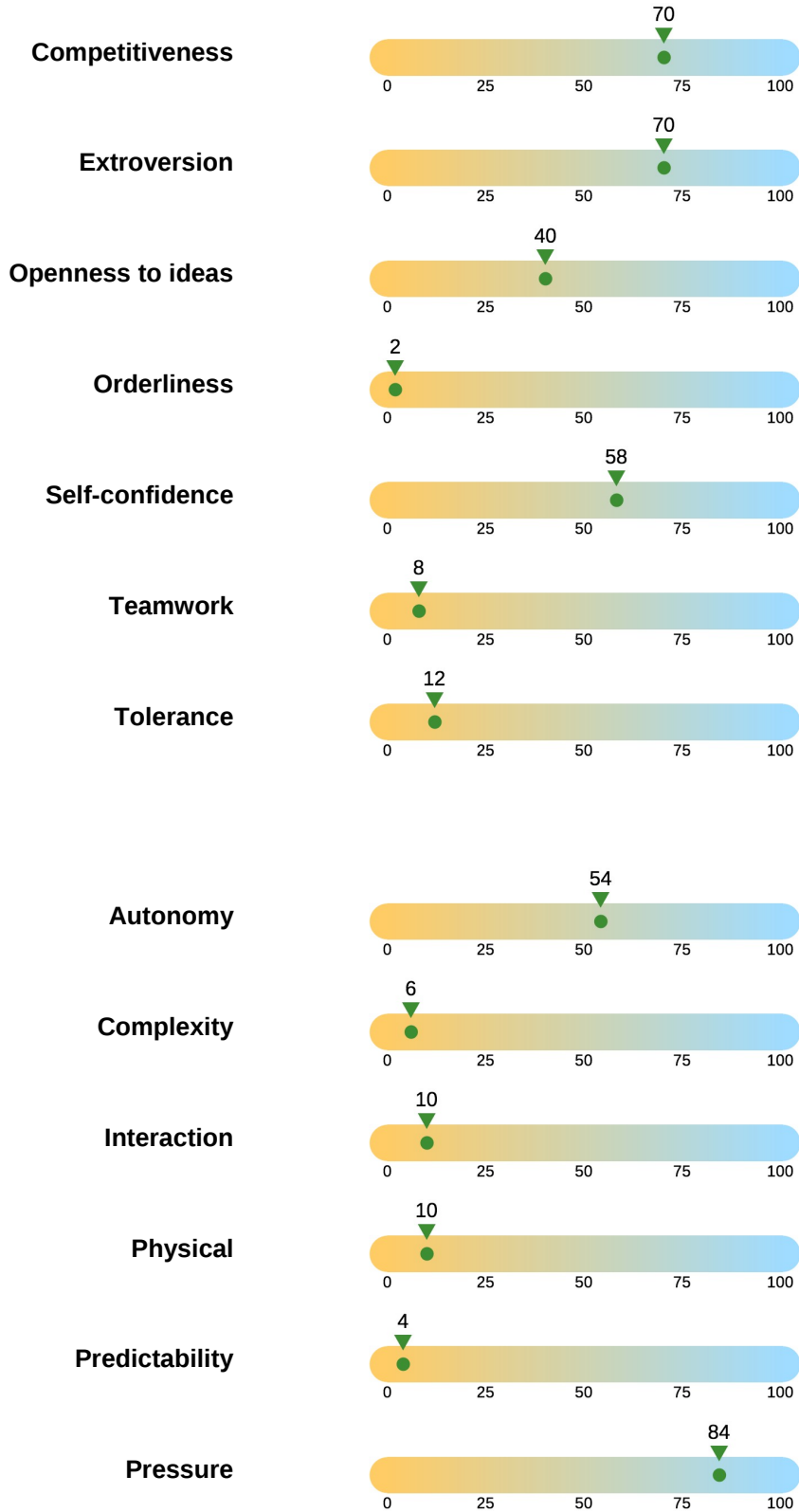
5. Ability scale summary for Suzanne Sample

This section re-displays the Ability Assessment scales for ease of comparison.



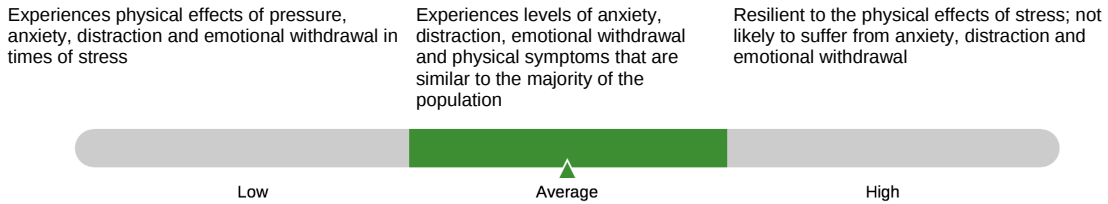
6. Behavioural scale summary for Suzanne Sample

This section recasts the Personal Styles and Work Preferences scales for ease of comparison.

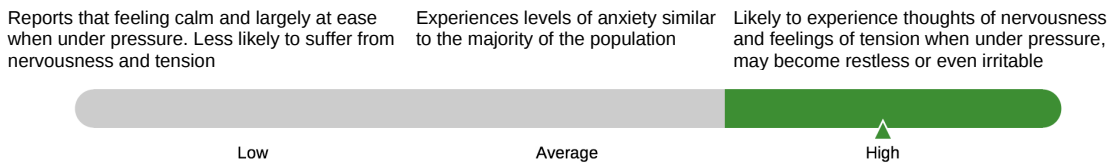


7. Resilience

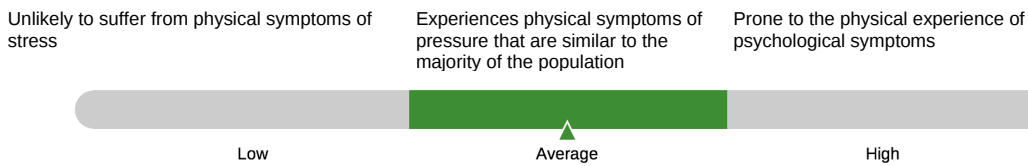
Suzy's score for Resilience is AVERAGE.



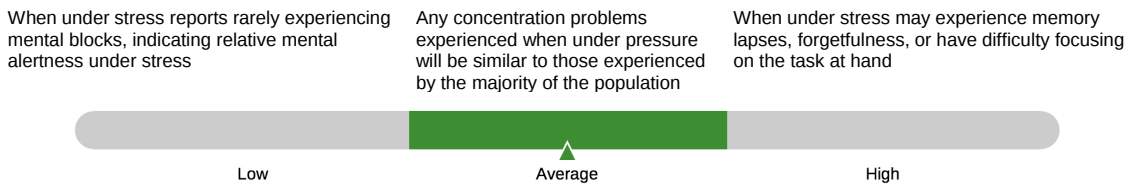
Suzy's score for Anxiety is HIGH.



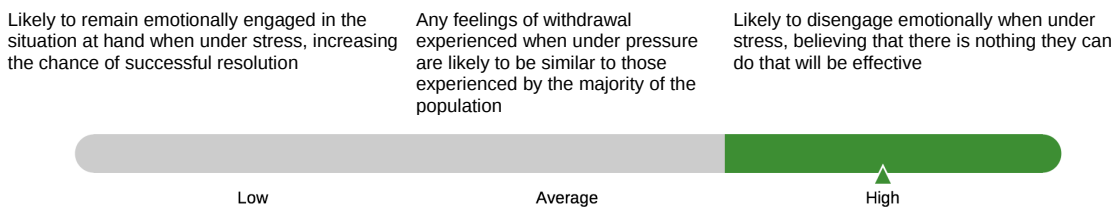
Suzy's score for Somatization is AVERAGE.



Suzy's score for Distraction is AVERAGE.



Suzy's score for Withdrawal is HIGH.

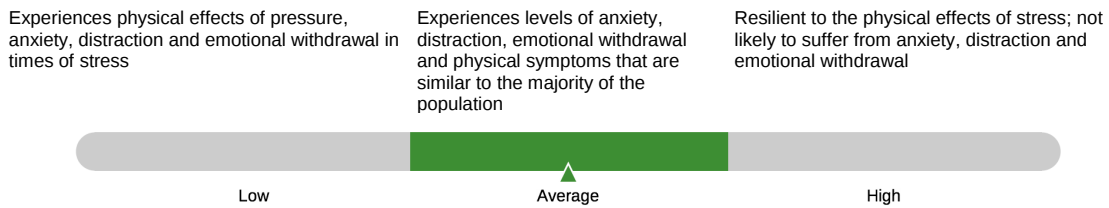


8. Resilience details

Resilience

Resilience refers to your overall pattern of stress reactions to life events. It is a summary of your score on all of the scales that follow.

Suzy's score for Resilience is AVERAGE.



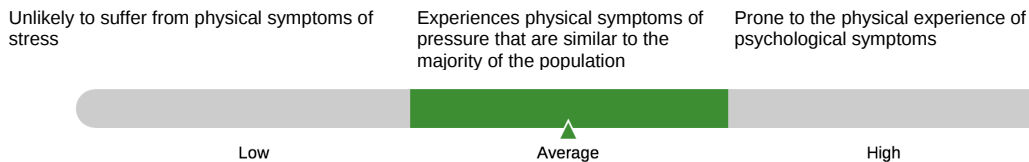
Average scorers on resilience react to stressful situations very much in keeping with the majority of people. While Suzy may experience negative reactions to stress, such as emotional withdrawal, or some physical effects of stress, in all likelihood this will not prevent her from doing the job at hand and achieving what it is she needs to achieve.

By employing coping strategies focused on resolving the immediate problem Suzy will enhance her ability to deal with her natural reactions to stress.

Somatization

Somatization describes the physical experience of psychological symptoms, for example, the conversion of feelings of pressure from your environment into bodily dysfunction. These factors are linked to arousal of the autonomic nervous system, the part of the nervous system that controls involuntary body reactions.

Suzy's score for Somatization is AVERAGE.

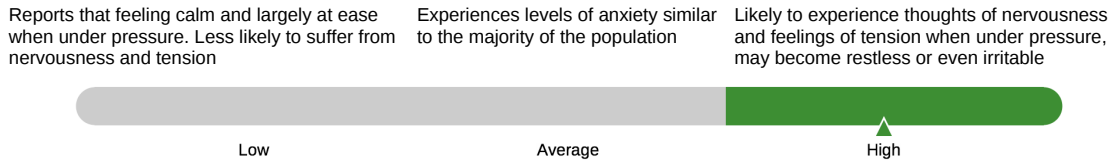


Average scorers on somatization may experience physical reactions, to some degree, when stressed. However, Suzy indicates that while she may experience some physical reactions to stress, by and large, these are at a level similar to those of the rest of the population. For example, Suzy may experience 'butterflies in their stomach' on occasion - this is an experience that is common to many people before big events or during times of stress.

Anxiety

The Anxiety scale assesses the tendency to experience the cognitive aspects of stress, such as nervousness, tension and worry.

Suzy's score for Anxiety is HIGH.

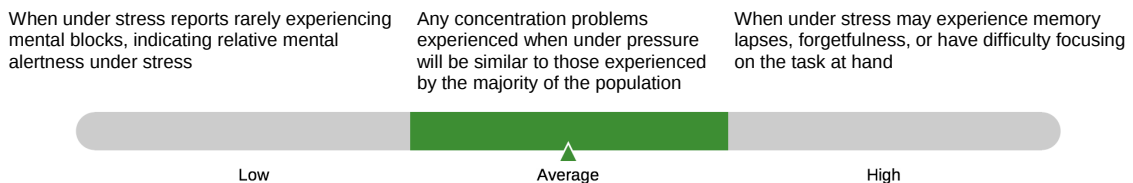


High scorers on anxiety report feeling worried and tense more than low scorers. Suzy reports becoming restless and has difficulty relaxing when she is under stress, and may feel that she is not performing to her potential, or that she is letting down the people who depend on her. It should be noted that Suzy does not necessarily feel this way all of the time. She reports that she experiences these feelings when under stress. It is likely that Suzy may focus on the possible negative outcomes of stressful situations rather than on ways of resolving the situation she finds herself in, which may sometimes lead to irritability. Time spent identifying strategies for dealing with anxiety and problem-focused strategies for dealing with the causes of the stress would be worthwhile for Suzy.

Distraction

The ability to concentrate when under pressure is critical in many work environments, and is well known to be affected by workplace stress. Distraction measures the ability to focus on the task at hand without mental or thought blocks when under stress.

Suzy's score for Distraction is AVERAGE.



Average scorers on distraction report similar levels of distraction when under pressure to most of the population. Suzy may have difficulty concentrating when under pressure, or have difficulty making decisions, but no more or less so than most people. Forgetfulness or mental blocks are unlikely to be a major problem for Suzy. Still, it is useful to keep in mind that planning ahead will reduce the chances of distraction impacting performance when she is under pressure.

Appendix A: Understanding the report

How are the scores determined?

The score for each scale is shown in relation to the entire sample who answered the questions contributing to the scale. By example, a score of 65 for a particular scale indicates the person scored higher than 65% of the sample for that scale.

What should I consider when reading the report?

Take variability into account. All forms of psychological assessment are prone to variability depending on factors such as how people are feeling on the day, the purpose of the assessment, understanding the questions, and so on. This variability applies to all types of human measurement. Blood pressure measurements vary from day-to-day and even hour-to-hour. These variations should be allowed for when interpreting results. It is important to be aware of a person's true score may be slightly to the left or right of the score shown on the graph.

Obtain independent information. Because Selector Insight only covers a subset of possible human behaviours, the results should be backed up with additional information such as interviews and reference checking.

Don't rely on old assessment results. Assessment results have a limited life. If more than six months has elapsed since an assessment was undertaken a new assessment may be required.

Protect the results from unauthorised access or usage. Most countries have privacy laws relating to the collection, storage and disclosure of personal information. Follow these guidelines carefully when dealing with assessment results. For example, take great care never to release assessment results to a third party without the consent of the person concerned and ensure that any files you have are securely stored.

Appendix B: Understanding the Resilience Measure

The Resilience Measure assesses an individual's standing on resilience relative to others who have completed the questionnaire. The resilience score summarises an individual's tendency when under pressure to have physical reactions, experience anxiety, experience a desire to disengage from the cause of the stress, and the tendency to become distracted from the task at hand when under pressure.

We call these the *four dimensions of resilience*. Everybody experiences these symptoms to some degree although there are some who experience these reactions more than others when under pressure. This report summarises a candidate's standing on these dimensions relative to others who have completed the questionnaire.

The norms for this section of the assessment were created from a sample of 3129 people. The sample was comprised of 56% males and 44% females. Providing age was optional, so data on the average age is calculated on 95% of the sample. The average age of respondents was 40 years. Similarly, providing ethnic background was optional. Nearly one third of the sample did not respond, chose 'other', or categories other than European (2189), Asian (84), Maori (104) and Pacific (36).

Why measure resilience?

Identifying where people are on the continuum of resilience can be useful for a number of reasons. In relation to the work environment, our research indicates people with low resilience perceive their work environments as more threatening and pressured. They are also more likely to suffer from work and job withdrawal, where they feel the need to escape the work environment or their job because the pressure becomes too much. People who have low resilience are also less likely to demonstrate organisational citizenship behaviours.

Notes on resilience

While it is possible people will be lower or higher on a particular subscale of resilience, for example; high anxiety, high withdrawal, high distraction, but low somatization, the more common pattern observed is for individuals to score similarly across dimensions. For example, if a score on resilience is low, more likely than not, scores on the corresponding resilience subscales will be high.

It is likely people high on resilience have sound coping strategies in place for dealing with stress. These strategies are likely to be action focused rather than emotion focused. From our validation research we know those with high scores are more emotionally stable, more likely to report being satisfied with their job, and are more likely to be good 'organisational citizens'. For more details, please see the technical manual.