

SELECTOR

Selector Insight Assessment

Overlaid with science and research

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. Ideal work environment

This section contains a graphical presentation and interpretation of the six Ideal Work Environment 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 Ideal Work Environment scales in a fixed order.

7. Stress reactions summary

The candidate's reaction to stress is presented.

8. Stress reactions details

Each of the scales that contribute towards reaction to stress 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: Sample

This section describes the sample used to create this assessment.

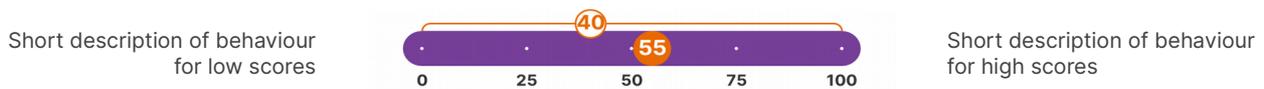
Understanding the graphs

The graphs in this report show Suzy's score when compared with the general population and also her score when compared to science and research.

Percentile scores

The majority of scores are presented as percentile scores. A percentile score is a score below which a certain percentage of observations fall. So, for example, the 20th percentile is the value (or score) below which 20 percent of the observations may be found. In other words, if Suzy scores at the 20th percentile that means she scored higher than 20 percent of the population or, alternatively, 80 percent of the population scored higher than she did. Both the score compared to the general population and the score compared to science and research are shown on the same graph.

Example percentiles graph



Key: n General population m Science and research

In this example, the test taker's score (55) is at the 55th percentile against the general population. This means their score is higher than 55% of the population or, in other words, slightly higher than average.

The candidate scores at the 40th percentile (40) when compared with the population of science and research. This means their score is higher than 40% of that group or, conversely, they scored lower than 60% of science and research.

Important note

It is very important to remember the percentile scores are **not** scores out of a hundred but an indication of how Suzy ranks against the particular population to which she is being compared.

It is also essential to understand that a higher score is not necessarily a *better* score and a lower score is not necessarily a *worse* score - it all depends on the particular trait as to how you interpret Suzy's scores.

Stress reactions scores

Test-takers are asked about the degree to which they experience symptoms of anxiety, somatisation, distraction and withdrawal when under stress. Each cluster is represented by six questions.

In the following example the candidate responded 'same' for five items and "much more" for one item in the somatisation cluster. They have indicated their physical state remains unchanged when under stress, apart from experiencing 'Feeling faint or dizzy' much more when under stress.

Example stress reactions



The candidate was asked to what degree she experiences the physical manifestations of psychological symptoms. For example, the conversion of feelings of pressure from their 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.

Most of our test population did not report somatic symptoms.

The candidate is aware of experiencing more or much more of the following symptom when under pressure:

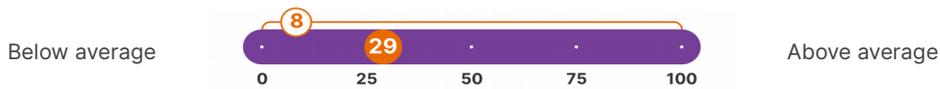
- Feeling faint or dizzy

1. Ability assessment

Key: **n** General population **m** Science and research

1.1 Overall reasoning aptitude

The overall reasoning scale provides insight into the ability to reason with information in English, to solve problems, to grasp complex information and to learn. The overall reasoning scale is an amalgam of the verbal, numerical and logical reasoning scales.



Compared to the general population norm group, Suzy’s overall performance across the reasoning assessments was below average.

Suzy is likely to find reasoning with complex or novel problems and information a little more difficult than others. For this reason Suzy may seek out familiar work content. Suzy is likely to take a little longer than others when having to learn and integrate new, complex information. The best learning environment for Suzy is likely to offer some repetition, the opportunity for hands-on practice, and one in which additional support is available until new learning is mastered.

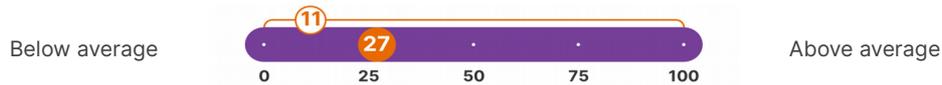
Suzy scores at the 8th percentile when compared to science and research.

1.2 Component reasoning abilities

Suzy's strongest ability is for logical reasoning. She has a slightly lesser ability for verbal and numerical reasoning.

Verbal reasoning

Verbal Reasoning measures English word comprehension, and constructive thinking with language. The ability to encode words, make and apply inferences is required. It provides an indication of ability to understand and evaluate written information.

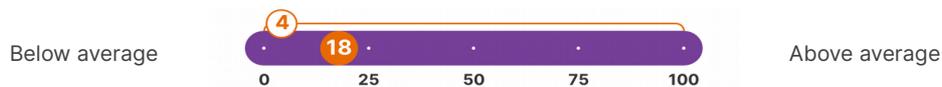


Suzy's performance indicates below average level of verbal reasoning compared to the general population norm group. This suggests Suzy may have trouble understanding highly complex English text. This may mean that Suzy sometimes incorrectly interprets more complex information, reaching the wrong conclusion. It will be important for Suzy to seek out clarification, and it will be important to not overly rely on text to communicate information. Note that Suzy's oral comprehension may or may not be superior to their understanding of text and this should be explored.

Suzy scores at the 11th percentile when compared to science and research.

Numerical reasoning

Numerical Reasoning measures numerical capability. It provides an indication of aptitude with arithmetic operations, number awareness, and interpreting numerical information.

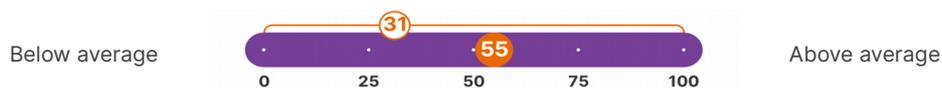


Suzy's estimated numerical reasoning ability is well below average when compared to the general population norm group. This suggests that Suzy has low numerical aptitude, and will find arithmetic operations, tasks requiring number awareness, and interpreting numerical information very difficult. Exposure to, and training in numerical principles, may assist.

Suzy scores at the 4th percentile when compared to science and research.

Logical reasoning

Logical Reasoning measures the ability to use critical thinking to interpret relationships between information, by isolating and identifying relevant information, and by then using structured thinking to deduce conclusions. It is the mental operation we use when faced with a relatively novel task that cannot be performed automatically.



Suzy's estimated logical reasoning ability is average when compared to the general population norm group. Suzy is as able as most to understand relationships between new concepts, to draw connections between information, and to see the bigger picture in decision-making. Suzy is as capable as most at solving novel problems using logical thinking and first principles.

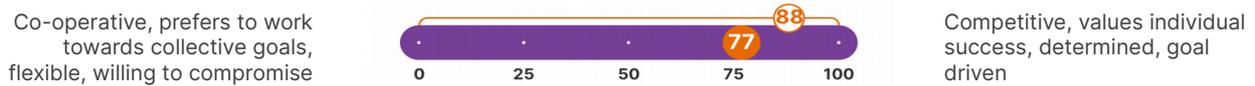
Suzy scores at the 31st percentile when compared to science and research.

2. Personal styles

Key: **n** General population **m** Science and research

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 is likely to be competitive and have a strong need to be the best and/or do her own personal best. Suzy is likely to evaluate her successes according to how she compares to others. At times, Suzy may be more focused on her own success rather than the success of a team and may be less collaborative and co-operative than others are. Setting specific performance criteria to meet Suzy's need to compete will provide the motivation that she needs to perform.

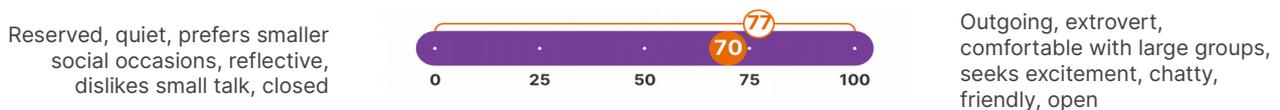
As a result, Suzy may respond to performance related pay and/or incentives. She may focus on opportunities to perform at a higher level, both individually, or as compared to the team. At times, her task-oriented behaviour may be considered dependable and efficient. However, sometimes in a team environment Suzy's strong need to win could undermine co-operation and the willingness to share information. (Check her **Teamwork** score; also check **Tolerance** score to see whether the task or people are 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 manager who is alert to the need to balance individual success measures with team success measures in order to promote collective goals and team harmony.

Suzy scores at the 88th percentile when compared to science and research.

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 more comfortable in social situations. Reserved people are quieter and reflective, and prefer more focused, smaller group interactions.



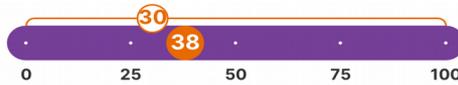
Suzy is an outgoing person who will feel at ease in social situations and will enjoy interacting with others. Suzy should be comfortable striking up conversations with people she has not met before and will enjoy being the centre of attention but could dominate conversations and social situations if she is not careful. Suzy should be comfortable in public speaking situations. She can be expected to have a number of acquaintances and be socially networked, and Suzy could be the person who suggests social gatherings and subsequently facilitates them. Suzy is likely to enjoy a role which requires frequent social contact and interaction and will be less suited to a role that requires her to work away from others.

Suzy scores at the 77th percentile when compared to science and research.

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.

Practical, pragmatic, down-to-earth, prefers straightforward tasks, not academically inclined



Intellectually curious, likes to be challenged, philosophical, argumentative

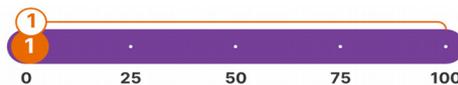
Suzy is likely to have a strong preference to take a practical and pragmatic approach to her work. She will tend to stick to the tried and true, which means Suzy may focus on maintaining the current organisational processes and procedures, rather than advocating for change. When she is required to develop a new system or process she will usually look to ways that have a documented history of success. When studying, Suzy is likely to feel most comfortable with topics that have practical relevance and are not overly abstract or theoretical.

Suzy scores at the 30th percentile when compared to science and research.

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.

Disorganised, reactive, unconstrained, free-spirited, variety seeking, dynamic, undisciplined, untidy



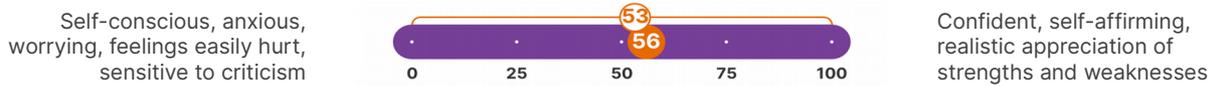
Organised, planned, responsible, self-disciplined, finisher, detailed, process-focused, stubborn

Suzy has a strong preference to take a flexible, reactive approach to life, without the constraint of having to be planned or organised. She is likely to be comfortable with changes in scheduling and can see planning and processes as imposing unnecessary constraints at times. Planning ahead is usually avoided by Suzy as she has a preference to think on her feet and deal with issues as they arise. (Check the **Ability** measure's scores to confirm her capability of actually doing this.) There is, nevertheless, a strong possibility that she will frequently end up doing things in a last minute rush or having to rely on others to come to her rescue and tidy up/complete the paperwork. Suzy is unlikely to be attentive to the finer details and may be inclined to quickly scan over her work instead. Completed work may need to be checked for errors at times (check **Ability** scores). Given Suzy's result in this area she will benefit from strong administrative support or set systems and procedures.

Suzy scores at the 1st percentile when compared to science and research.

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.

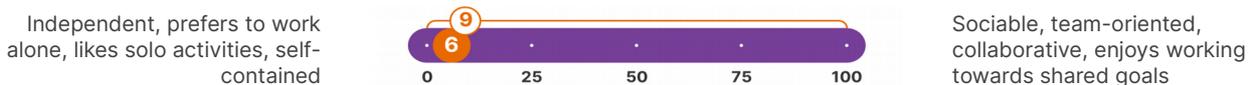


Suzy displays a typical level of self-confidence and has a positive, yet realistic, level of self-esteem and confidence in her abilities, ideas and opinions. She should be open to feedback from others and be receptive to take on ideas or opinions other than her own. Suzy can be expected to cope satisfactorily with normal day-to-day pressures and stresses, however, like most people, Suzy may experience some anxiety on occasion when in challenging or confrontational situations.

Suzy scores at the 53rd percentile when compared to science and research.

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.

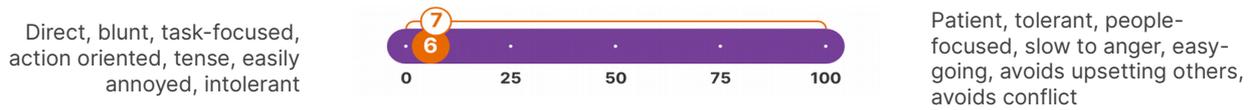


Suzy prefers to work independently rather than as a collective team. She believes that tasks can be completed most efficiently by working on her own. When decisions need to be made and action taken she will usually prefer to go it alone, especially when she has had little experience working with the individuals around her. Suzy will hold back from sharing her ideas and thoughts with others and will prefer the opportunity to first work through them 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.

Suzy scores at the 9th percentile when compared to science and research.

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 will place significantly more focus on the tasks that need to be completed and less focus on the people involved. 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, which at times will upset or offend people. Suzy tries to keep busy, focussing on the tasks at hand, and will be constantly pushing to see that things get done, however Suzy’s manager will need to be aware of her potential to offend others in tense situations. This drive can lead to 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 her **Competitive** score, or if she 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 her **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.)

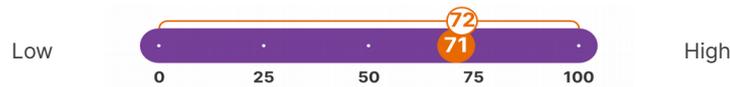
Suzy scores at the 7th percentile when compared to science and research.

3. Ideal work environment

Key: **n** General population **m** Science and research

Autonomy

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

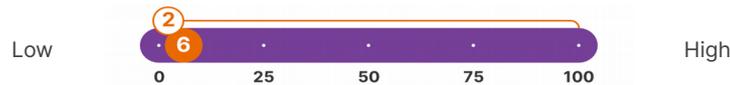


For Suzy having the opportunity to self-manage and do the job her own way is quite important. She prefers a role with decision latitude and can manage herself according to the tasks at hand. She will be comfortable with limited guidance and supervision from her manager. This may present itself as having a preference for flexible working hours or as a dislike of being micromanaged or closely supervised by others. Suzy has indicated a preference for a role which she has control or direct influence over the work or the way in which the work is undertaken.

Suzy scores at the 72nd percentile when compared to science and research.

Complexity

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

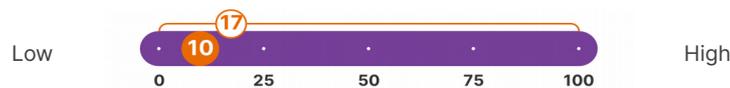


Work of a complex and mentally challenging nature is unlikely to be of importance for Suzy. She will prefer to keep things straightforward and do the task at hand. Suzy is unlikely to be attracted to work areas that are complex and require regular on-going learning or training. She will prefer to keep things simple and straightforward and do the task at hand. She will appreciate training when she first comes on-board but have little requirement for major learning or up-skilling after that.

Suzy scores at the 2nd percentile when compared to science and research.

Interaction

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



Being surrounded by others at work is unlikely to be of importance to Suzy and she will have a strong preference for a work environment that does not involve a high number of conversations, all happening at the same time. She will instead pay strong attention to the conversation that is in front of her at the moment and is likely to prefer one-on-one discussions. Others are likely to feel they have her undivided attention. Without a high need for interaction at work, Suzy is likely to prefer a quieter work environment where there is the opportunity to work in solitude. She may also prefer choosing to socialise outside of work rather than during the work day.

Suzy scores at the 17th percentile when compared to science and research.

Physical

The importance of the working environment, either outside or inside, and the level of physical work or exploratory activities involved in the role.

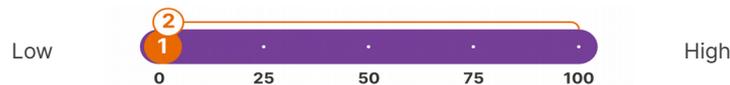


Suzy is unlikely to enjoy work that is hands on, whereby she is exposed to whole processes, and will have a strong preference to a focus on specific fragments or elements of the project at hand. She will have a strong preference for a role that requires working indoors rather than outdoors. If the role is indoors, Suzy will be comfortable with the current and established procedures and is likely to focus on making the best use of whatever is made available.

Suzy scores at the 8th percentile when compared to science and research.

Predictability

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

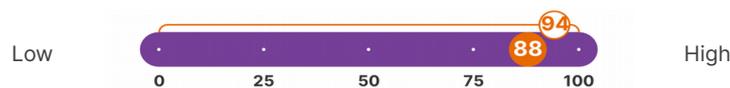


For Suzy, having a clear job structure is likely to be of little or no importance at all. She enjoys ambiguity and uncertainty and has no need for well-defined processes or procedures. Suzy would rather develop her own solutions and methods and work in a free flowing work setting rather than one that is highly organised and structured. She is comfortable not knowing what will happen next or how things usually take place and can respond to situations that are ambiguous or spontaneous.

Suzy scores at the 2nd percentile when compared to science and research.

Pressure

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



Suzy is likely to place a great deal of importance on having a role that stretches her in terms of deadlines, commitment and working hours. She may 'live to work' as opposed to 'work to live' and sees pressure as a motivator rather than a stressor. Suzy needs a role that keeps her active and does not allow her to become bored. At times, to reduce the possibility of burnout, Suzy's manager will need to ensure that she does not take too much on board.

Suzy scores at the 94th percentile when compared to science and research.

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

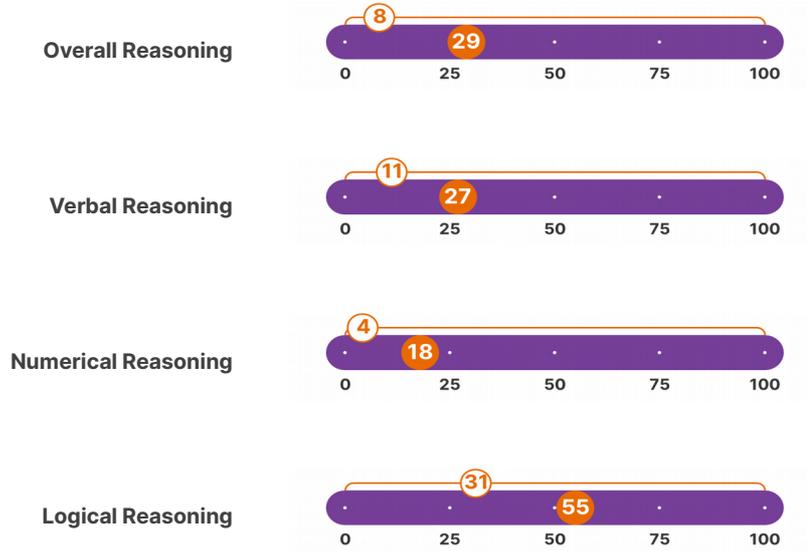
- gives her specific targets to achieve
- calls on her to motivate others
- allows her to take risks
- has supportive co-workers
- gives her the opportunity to earn top dollars
- values innovation
- gives her lots of responsibility
- involves a lot of learning and study
- lets her set the direction for 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 work outdoors
- 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

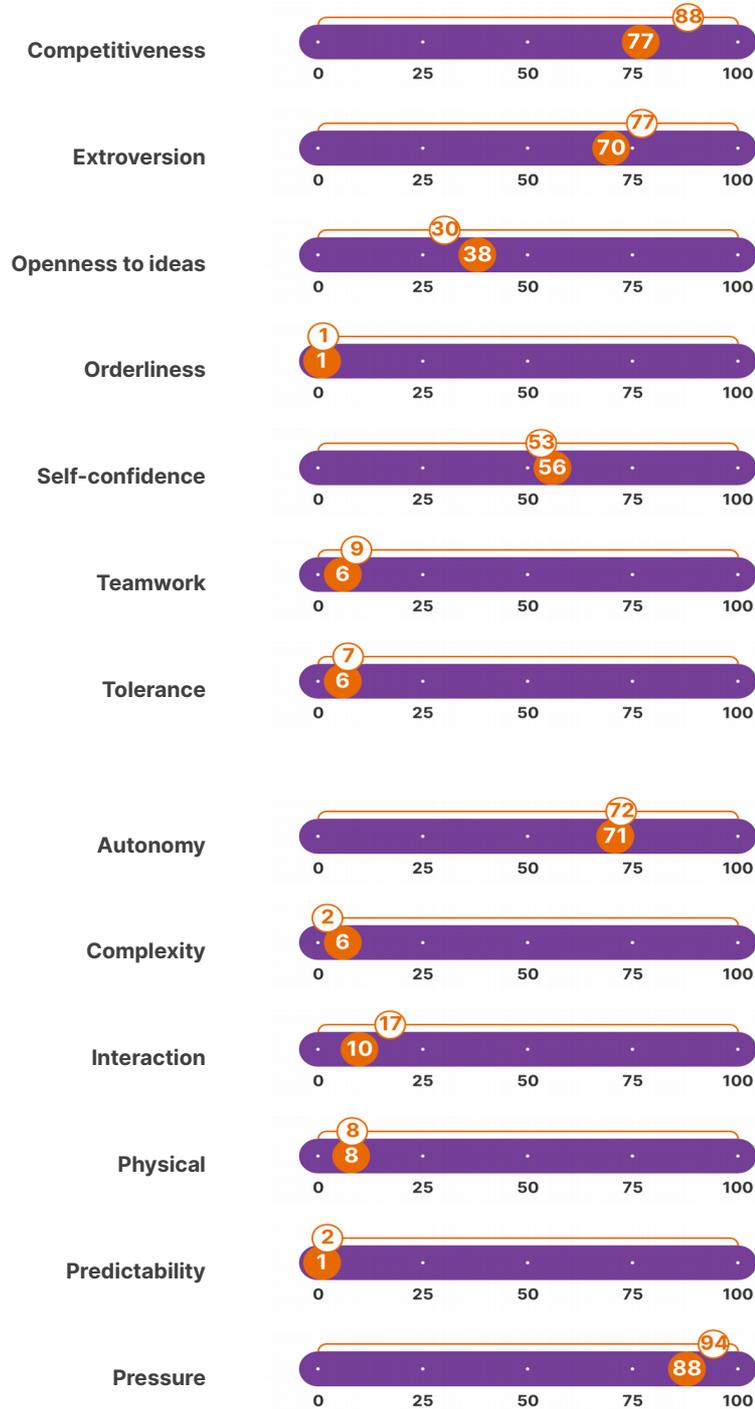
5. Ability scale summary for Suzanne Sample

This section re-displays the Ability Assessment scales for ease of comparison between candidates. The scales have been overlaid to show Suzy's score when compared with science and research.



6. Behavioural scale summary for Suzanne Sample

This section recasts the Personal Styles and Ideal Work Environment scales for ease of comparison between candidates. The scales have been overlaid to show Suzy's score when compared with science and research.



7. Stress reactions summary

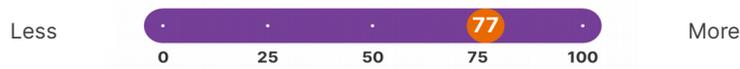
Stress Reaction



8. Stress reactions

Stress reaction

The stress reaction scale is a report of Suzy's likelihood of experiencing anxiety, somatization, distraction and withdrawal, relative to others, when under stress.



When under stress, Suzy reports experiencing a slight increase in some of the physical and/or psychological symptoms of stress. The results indicate a slightly greater degree of stress reactions compared to most others. Manifestations of this stress could include experiencing anxiety and tension, physical changes, difficulty with focus and withdrawal.

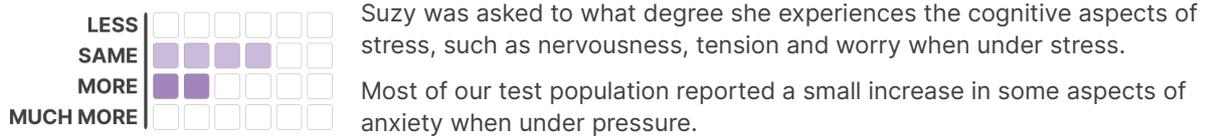
It is important for a manager to explore what coping mechanisms Suzy has in place. Constructive coping strategies and coping flexibility (ability to modify coping strategies to the context) will be beneficial.

Contributors to stress reaction

Suzy's stress reaction score is made up from the following Anxiety, Somatization, Distraction and Withdrawal scores.

Anxiety

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

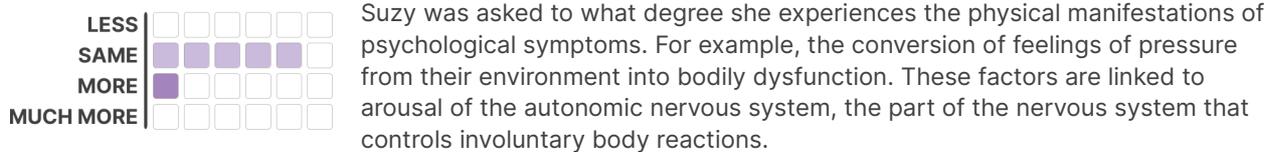


Suzy is aware of experiencing more or much more of the following symptoms when under pressure:

- Worrying about letting others down
- Feeling annoyed or irritated

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.



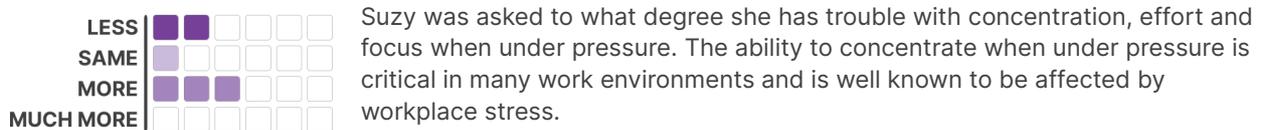
Most of our test population did not report somatic symptoms.

Suzy is aware of experiencing more or much more of the following symptom when under pressure:

- Getting pains in the lower part of her back

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 maintain focus when under stress.

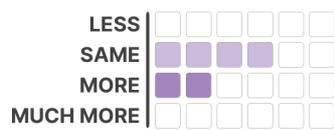


Suzy is aware of experiencing more or much more of the following symptoms when under pressure:

- Having difficulty thinking clearly
- Finding her mind going blank
- Having trouble remembering things

Withdrawal

Withdrawal measures the tendency to disengage from people and situations when under stress.



Suzy was asked to what degree she withdraws when under stress. Withdrawal refers to disengaging from people and situations when under stress, and the experience of hopelessness and isolation. Withdrawal may sometimes be used as an avoidance strategy.

Suzy is aware of experiencing more or much more of the following symptoms when under pressure:

- Just wanting to be left alone
- Withdrawing into her own thoughts

Next steps

Consider using the information contained in the Stress Reactions section to probe for further information.

For example, ask:

- What changes would be obvious to your Manager and peers when you are under stress?
- Would you be interested in having access to resources at work to help manage stress?
- How could your employer help you maintain your well-being?
- What strategies do you have in place for coping with stress?
- What is your biggest work-related stressor? How are you managing this?
- You have stated that you experience increased (insert symptom) when under stress. In what sort of situations do you experience this reaction predominantly? How often do you experience this and how long does this reaction last? Can you provide a recent example?
- You have stated that you experience increased (insert symptoms) when under stress. What occurs with your productivity when you experience this reaction? Have any of these symptoms resulted in absenteeism?

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.

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: Sample

The ability measure scales are reported as percentile scores and compare the test-taker against a general population group of 36207 individuals. This norm group is made up of 52.6% female and 47.4% male of which 72.6% identify as European, 16.5% identify as Asian and 8.2% as Māori or Pacifica. Of the norm group 89.4% have English as a first language.

The behavioural scales are reported as percentile scores and compare the test-taker against a general population group of 36161 individuals. This norm group is made up of 52.6% female and 47.4% male of which 72.6% identify as European, 16.5% identify as Asian and 8.2% as Māori or Pacifica. Of the norm group 89.4% have English as a first language.

The overall stress reaction scale is reported as a percentile score, comparing the test-taker with a general population group of 29,795 individuals. This norm group is made up of 52.7% female and 47.3% male of which 71.8% identify as European, 17.2% identify as Asian and 8.1% as Māori or Pacifica. Of the norm group 88.0% have English as a first language.