

Selector Insight Assessment

Overlaid with science and research

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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.

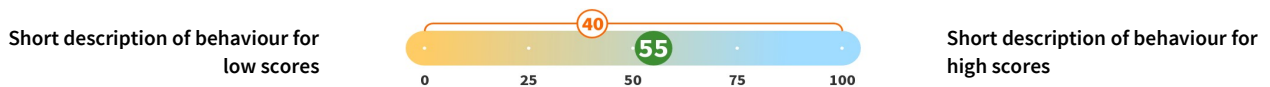
Understanding the graphs

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

Both 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.

Example graph



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

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

Suzy scores at the 40th percentile (**40**) when compared with the population of science and research. This means Suzy's score is higher than 40% of that group or, conversely, she scored lower than 60% of science and research.

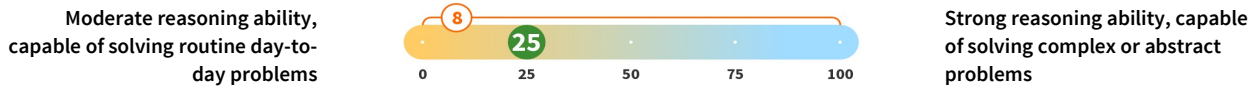
Important note

It is very important to remember the 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.

1. Ability assessment

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

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 with some ease. She will comfortably learn 'on the job' and will benefit from classroom environments, where the opportunity exists to discuss and explore ideas in more depth, evaluating theories as they arise. Suzy will gain an in-depth understanding if she has the opportunity to ask questions to clarify complex issues.

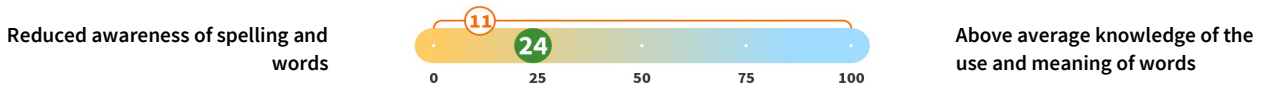
In terms of potential for further learning, Suzy is capable of tertiary level study but will need dedication and good study habits, and may just as likely prefer courses with a practical hands-on involvement to them.

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.

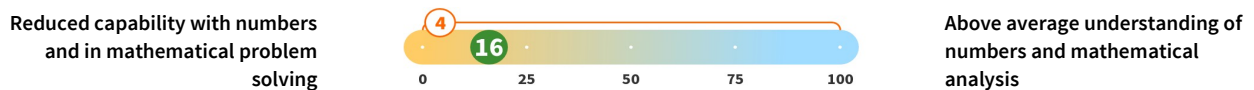
Verbal reasoning



Suzy has a good understanding of the form and function of formal written English. She should demonstrate competency in tasks that require understanding of grammar and sentence structure. Suzy should be comfortable creating documents to an acceptable level, and will use aids, such as spell-check, to ensure she is accurate. It is likely that Suzy will take notes or add to a work-file, to ensure there is a record of a conversation with others. Her manager may need to check the accuracy of written material on occasion, just to ensure it is of the standard required.

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

Numerical reasoning

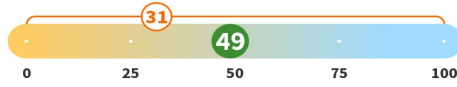


Working with numbers or numerical analysis is an area in which Suzy will feel reasonably comfortable. Like most people, Suzy should be capable of handling typical work-related numerical problems, and is likely to understand formulas and be capable of solving routine mathematical problems.

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

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 some of the overall strategy and may be able to add value in this area. Her strength is the ability to see the action required, which will meet the requirements of the planning that has occurred, and she is often a good 'bridge' between the strategy and the implementation activities.

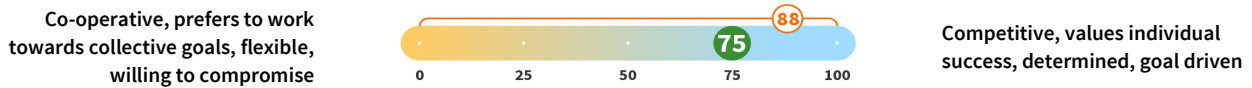
Suzy scores at the 31st percentile when compared to science and research.

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.



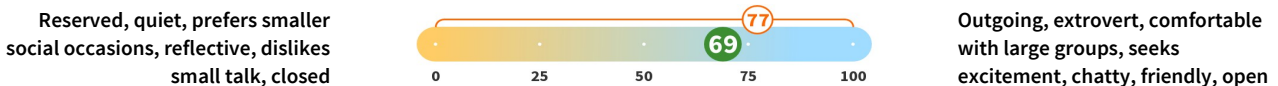
Suzy is a moderately competitive person and aims to achieve individual performance criteria if she can do so without sacrificing her interest in being co-operative. She is likely to have specific targets she would like to attain and having these in place will help Suzy with the drive needed to achieve them.

Suzy is likely to be receptive to performance based rewards such as commission, bonuses or performance charts. It is also possible that rewards may be attractive if they are group based and foster co-operative efforts. (Check her **Teamwork** score.) Suzy will require a manager who is alert to the need to achieve performance criteria, as she may focus on collective harmony, and she will often contribute to collective goals.

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

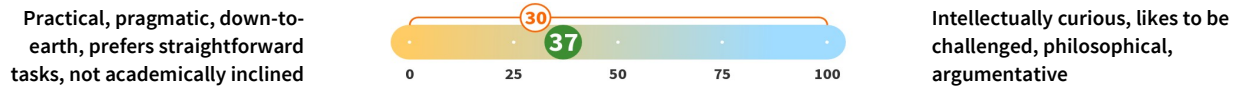


Suzy is typically outgoing and generally comfortable when meeting new people. She is likely to be comfortable in roles which require the ability to initiate conversation and will also adapt to quiet social situations. She will be reasonably social and have a fairly wide circle of friends with whom she stays in contact, and will be comfortable participating in social interactions.

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.

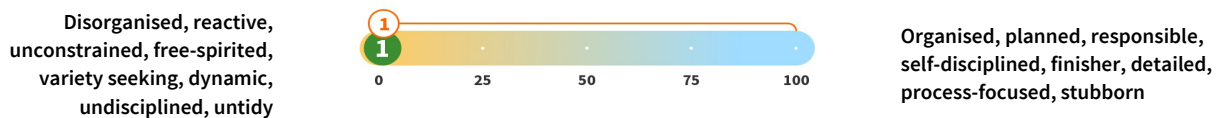


Suzy likes to strike a balance between practical and theoretical approaches to situations. She is likely to be receptive to acquiring new knowledge and mastering new skills when she feels they can be applied in the real world.

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.

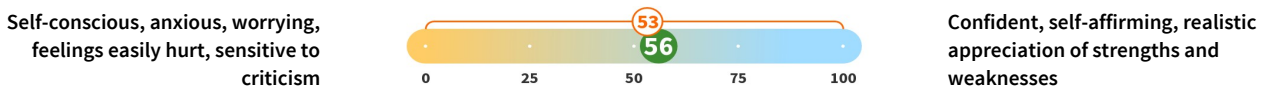


Suzy has a strong preference to take a flexible, reactive approach to life, without the constraint of having to be highly planned or organised. She sees planning and processes as imposing unnecessary constraints at times. Planning ahead is usually avoided by Suzy as she feels perfectly capable of thinking 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 or 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 strong administrative support or very set systems 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.

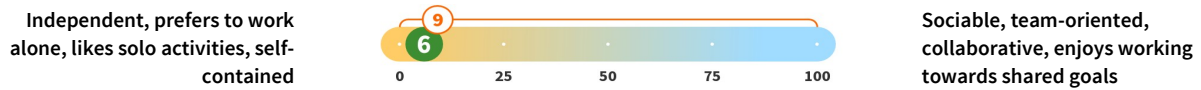


Suzy displays self-confidence and has a positive level of self-esteem and can be expected to cope satisfactorily with normal day-to-day pressures and stresses. However like most people Suzy may experience some anxiety on occasion when challenged by others or in confrontational situations.

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.

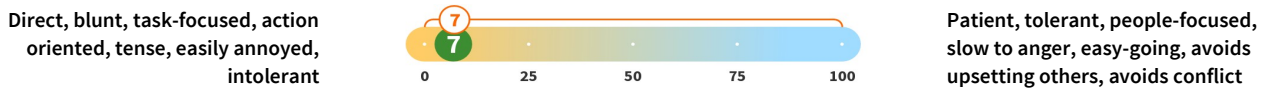


Suzy prefers to work independently rather than as a collective team. She believes that tasks can be completed most efficiently by working on her own. When decisions need to be made and action taken she will usually prefer to go it alone, especially when she has had little experience working with the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

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 leans more toward the tasks that need to be achieved, and less towards the people involved in the situation. She will want to be able to get on with a job without having to worry too much about how people feel. At times she might address interpersonal issues in a direct, head-on manner, even if this means upsetting or offending people. Suzy likes to keep busy and can be expected to push to get things done, however Suzy’s manager may need to be wary of her offending people during tense situations. This may occur more frequently if she is highly competitive and has to win (check **Competitive** score), or has a low **Teamwork** score, which indicates that she likes to work on their own. Suzy has limited time for those she feels are not pulling their weight and may be reluctant to let insults or personal slights pass without comment. (Check the **Self-confidence** score to evaluate the importance of initiative and any hesitancy in expressing her opinions. A low score 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.)

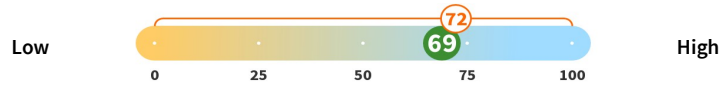
Suzy scores at the 7th percentile when compared to science and research.

3. Work preferences

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.

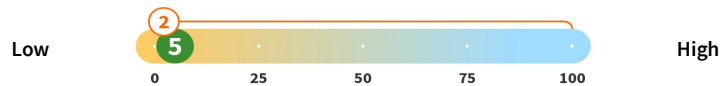


For Suzy having the opportunity to self-manage and do the job her own way is reasonably important. While Suzy will work happily under some supervision, she appreciates a role where she can have reasonable input into the decisions that affect her immediate job, and then be left alone to get on and do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

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.

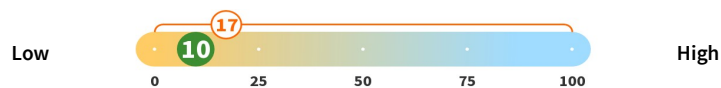


Suzy is likely to prefer a straight forward role, and is not likely to seek a role that is complex and requires continual learning. Suzy will appreciate induction training or learning about the new role, but is not always stimulated by work that requires regular or constant updating. She likes work that grows, but at a steady pace.

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.

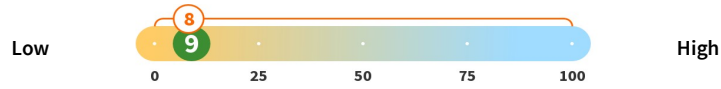


Suzy places some importance on working directly with others and will prefer fewer but more in-depth interactions with people in the work environment. Suzy may prefer a quieter work environment, choosing to socialise outside of work rather than during the work day, and she will often pay a strong attention to the conversation that is in front of her at the moment. Others will feel they have her attention.

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.

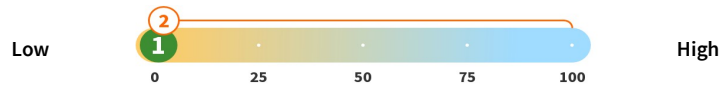


Suzy has a low preference for work that is hands on, whereby she is exposed to whole processes and may prefer a focus on the set work or project at hand. She may prefer a role that requires working indoors, rather than outside all day. If the role is indoors Suzy may not enjoy having to examine the processes or the equipment and materials involved in a role all the time. She will be comfortable with the current or established procedures and is not likely to become involved in investigating changing these.

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.

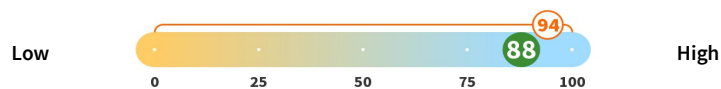


For Suzy, having a clear job structure is not desirable. She enjoys ambiguity and uncertainty and has no need for well-defined processes or procedures. Suzy would rather develop her own solutions and methods and work in a free flowing work setting rather than one that is highly organised and structured.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

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
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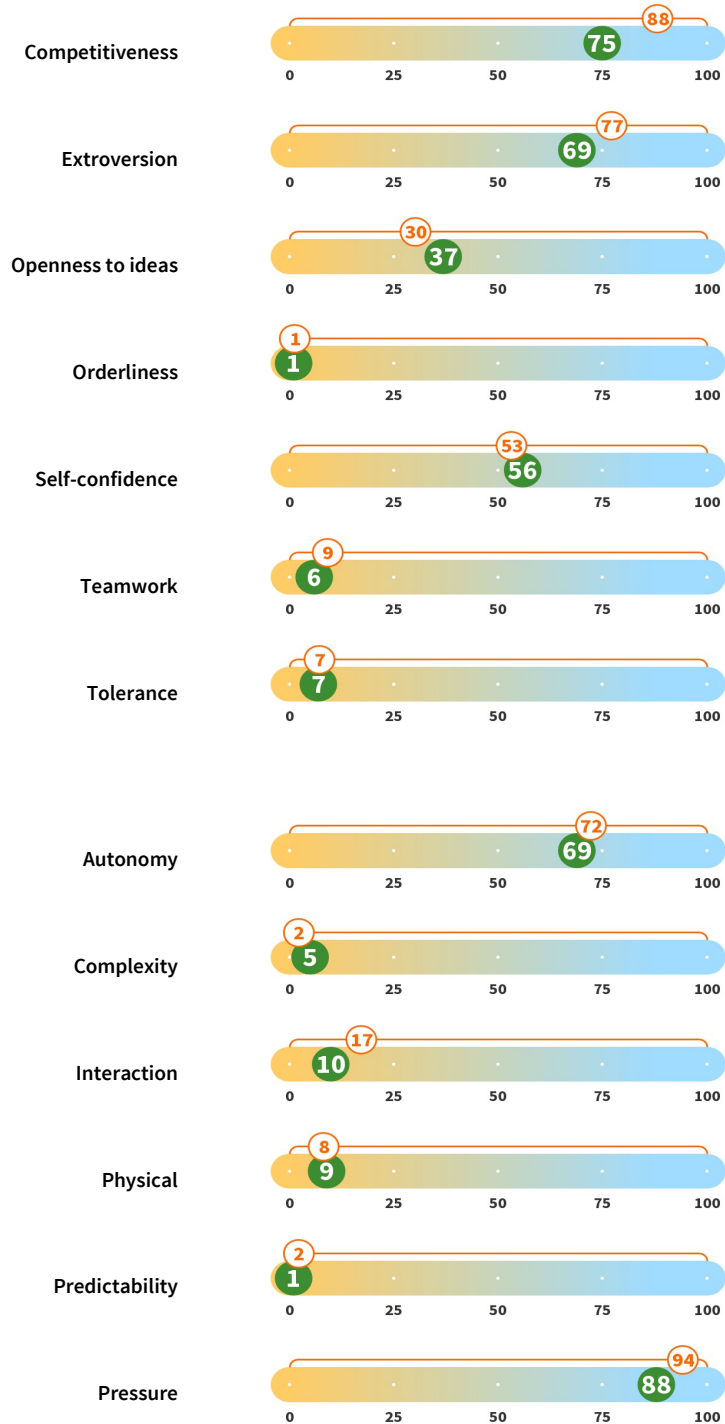
5. Ability scale summary for Suzanne Sample

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 Work Preferences scales for ease of comparison between candidates. The scales have been overlaid to show Suzy's score when compared with science and research.

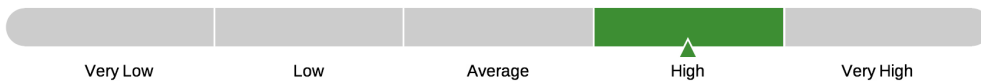


7. Resilience

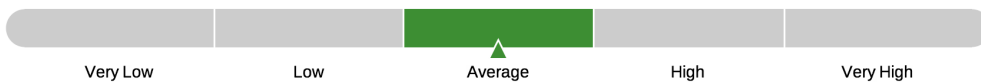
Suzy's score for Resilience is AVERAGE:



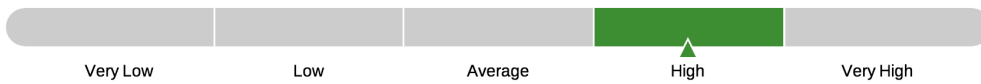
Suzy's score for Anxiety is HIGH:



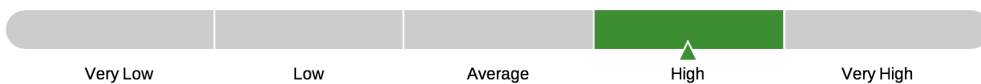
Suzy's score for Somatization is AVERAGE:



Suzy's score for Distraction is HIGH:



Suzy's score for Withdrawal is HIGH:

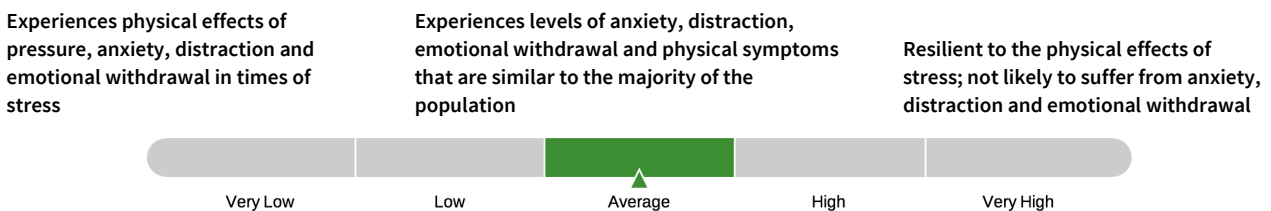


8. Resilience details

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.



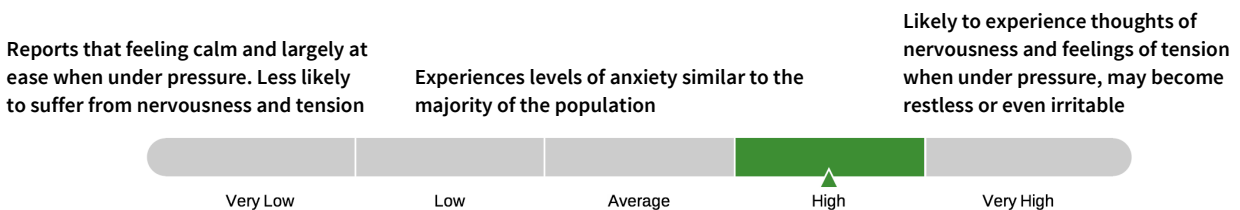
Average scorers on resilience react to stressful situations very much in keeping with the majority of people. While Suzy may experience negative reactions to stress, such as emotional withdrawal, or some physical effects of stress, in all likelihood this will not prevent her from doing the job at hand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

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.

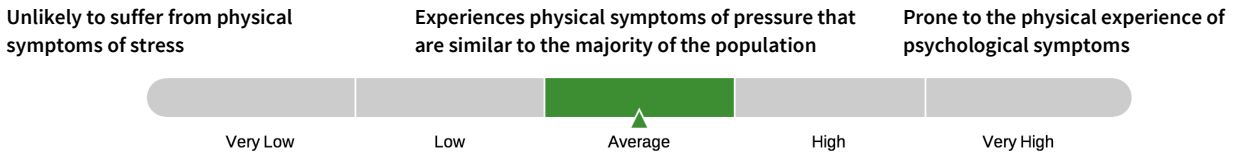


High scorers on anxiety report feeling worried and tense more than low scorers do. Suzy reports becoming restless and has some difficulty relaxing when she is under stress, and may feel that she is not performing to her potential, or that she is letting down the people who depend on her on occasions. 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, and this 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.

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.

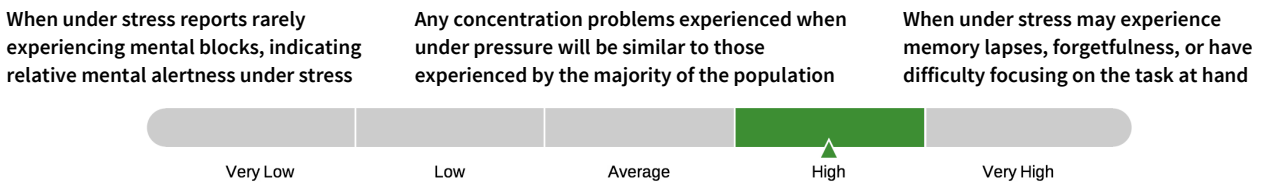


Average scorers on somatization may experience physical reactions, to some degree, when stressed. However, Suzy indicates that while she may experience some physical reactions to stress, by and large, these are at a level similar to those of the rest of the population. For example, Suzy may experience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

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 HIGH.



High scorers on distraction report some difficulty in focusing on the task at hand when they are under pressure. Suzy may have difficulty in concentrating at times, difficulty in thinking clearly, or forgetfulness and mental blocks where her mind goes blank. Suzy may also put off doing things or have difficulty in making decisions when under pressure. She is likely to perform best in environments where there is time to plan and organise her thoughts, rather than environments where 'on the spot' decisions need to be made on a regular basis.

Withdrawal

Withdrawal measures the tendency to disengage from people and situations when events or situations become stressful.

Suzy's score for Withdrawal is HIGH.

Likely to remain emotionally engaged in the situation at hand when under stress, increasing the chance of successful resolution

Any feelings of withdrawal experienced when under pressure are likely to be similar to those experienced by the majority of the population

Likely to disengage emotionally when under stress, believing that there is nothing they can do that will be effective



High scorers on emotional withdrawal are likely to disengage emotionally from situations or people they find difficult. Suzy reports feelings of ineffectiveness, believing that there is little that she or others can do to resolve the problem at hand. She may often feel alone, even when she is around other people, and may prefer to get away from the situation or person more than address it. It may be worthwhile for Suzy to spend time developing skills and techniques for dealing with situations in a manner that focuses on the problem at hand rather than negative emotions she is experiencing.

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 12067 people. The sample was comprised of 48% males and 52% females. The average age of respondents was 36 years. The ethnic background of the respondents was European (9355), Asian (1697), Maori (462), Pacific (301), African (111), Latin American (62), Middle Eastern (51) and those who could not be classified (28).

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.