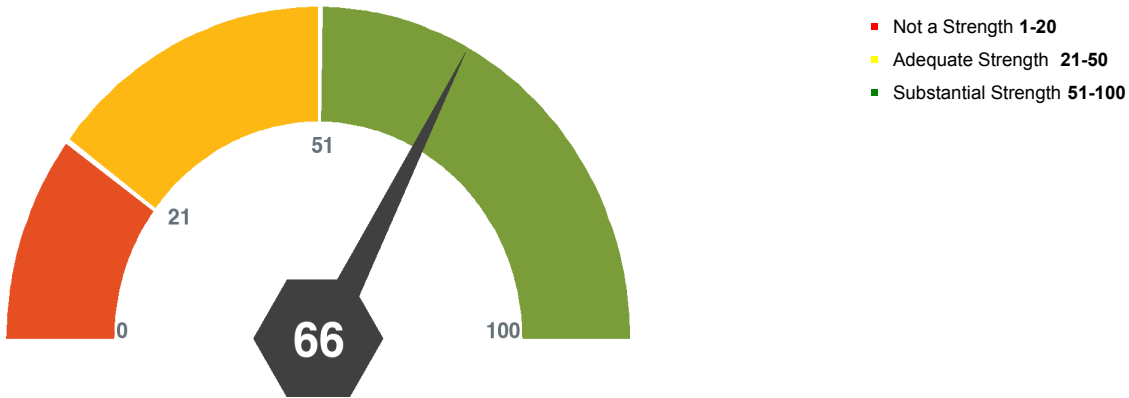


Profile - Industrial Success

Report Name Julie Sample
Email/ID 123456
Date 3/25/2016
Test Version 1.0

eTicket number 2917152110752743415
Issued to Proctored Session: 123456
Time 12:38:00
Time Taken 00:16:00

Performance Overview



The overall assessment score is a combination of scores from each of the competency scales on this assessment. This overall score provides an indication of an individual's overall ability and fit for the target role. Scores on this scale are presented as percentiles. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Overall scores are categorized into the following score bands:

- Substantial Strength (Scores above 50)
- Adequate Strength (Scores between 21-50)
- Not a Strength (Scores between 1-20)

Performance Analysis

Test Competencies	Percentile Performance Compared to Other Test Takers
Achievement Orientation (S)	92%
Conscientiousness (S)	33%
Interpersonal Communication (S)	53%
Quality Orientation (S)	76%
Safety (S)	96%
Self Management (S)	19%
Team Orientation (S)	78%
Time Management (S)	84%

COMPETENCY DEFINITIONS

Achievement Orientation (S)

This assessment measures Achievement Orientation, which is defined as an individual's ability to work hard and meet work goals. This also includes persisting until tasks are completed in a manner that meets quality and quantity goals. This assessment included the following facet(s):

- **Achieving Goals** – Includes working to achieve goals or objectives; shows a strong drive to follow through and complete what was started.
- **Persistence** – Includes maintaining an optimal level of effort until work tasks are completed successfully.
- **Productivity** – Includes meeting productivity goals at work, maintaining high quality and quantity of work over a long period of time, and quickly and efficiently moving from one task to the next.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range are highly driven to achieve goals and accomplish tasks. They demonstrate a strong drive to follow through and complete assignments. These individuals are able to consistently maintain optimal levels of effort, persisting with challenging work tasks when others might give up. They are able to move efficiently from one task to the next, meeting and exceeding productivity goals. These individuals successfully meet both quality and quantity goals in their work. They crave achievement, and they will set goals for themselves and work to achieve them.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range are moderately driven to achieve goals and accomplish tasks. They typically follow through and complete assignments but may become distracted from time to time. These individuals are usually able to maintain optimal levels of effort, but they may occasionally give up when facing a challenging task. They are generally able to move efficiently from one task to the next, and they typically meet productivity goals. These individuals more often than not meet both quality and quantity goals in their work, but they may occasionally fall short on one or both. They enjoy completing work and achieving objectives, but they may occasionally need assistance in setting and achieving goals.
- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range lack the drive to achieve goals and accomplish tasks. They lack follow through and often fail to complete assignments. These individuals struggle to maintain optimal levels of effort, and they are likely to give up early when faced with a challenging task. They tend to be slow and inefficient when moving from one task to the next, and they rarely meet productivity goals. These individuals have difficulty meeting both quality and quantity goals in their work. They need substantial assistance in goal setting and organizing their activities around those goals.

Trainability Factor. – This characteristic is quite stable and does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure that modifications to work behaviors remain. It should be noted that individuals who struggle in this area, by definition, are less goal oriented and driven. Therefore, they will find it very difficult to find the motivation to personally commit to improving their performance.

Conscientiousness (S)

This assessment measures Conscientiousness, which reflects an individual's work ethic and general approach to work. This assessment included the following facet(s):

- **Work Ethic** – Includes seeking to make an impact at work, working hard without complaint, and exerting additional effort or hours to meet goals, or deadlines.
- **Dependability** – Includes fulfilling obligations by being reliable, responsible, and organized; making a concerted effort to be at work on-time, everyday.
- **Initiative** – Includes taking on responsibilities, challenges, and needed action at work without being asked; taking the lead in performing tasks or promoting new ideas or work methods; showing a sense of urgency.
- **Integrity** – Demonstrating honest and ethical behavior in all situations.
- **Rules Adherence** – Consistently following company policies and procedures in completing work.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range are highly responsible, task focused, and able to accomplish more than others. They work hard and are willing to accept new or additional tasks. They are planful, proactive, and extremely reliable. They can be counted on to consistently come to work and complete their job. They require little or no direction to accomplish their work and objectives. When they complete one challenge, they proactively look for new one. These individuals also demonstrate a high degree of integrity, and they consistently follow company policies and procedures.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range are moderately responsible and task focused. They typically work hard and accept new or

additional tasks, but occasionally may require some convincing to do so. They are proactive and reliable, but may need some direction from time to time. They usually can be counted on to come to work and complete their job. When they complete a task, they may need to be prompted to move on to another, but occasionally will proactively look for new one. These individuals also demonstrate integrity, and they are likely to follow company policies and procedures.

- **Not a Strength** (Scores between 1-20)

Individuals scoring in this range have difficulty consistently being responsible, and they often lack task focus needed to be successful. They fail to work hard enough to accomplish what is expected of them and rarely accept new or additional tasks willingly. They are less reliable and need much more direction than others. They are satisfied with status quo and are not proactive. When they complete a task, they need to be prompted to move on to another one. These individuals may have lapses in integrity from time to time, and they often fail to consistently follow company policies and procedures.

Trainability Factor. – This characteristic is quite stable and does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure that modifications to work behaviors remain. However, individuals who struggle in this area will have difficulty committing the effort required to make needed changes. Also note that lack of strength on this characteristic can impact the ability to leverage strengths or address other performance deficits.

Interpersonal Communication (S)

This assessment measures Interpersonal Communication, which reflects an individual's ability to effectively listen and speak to others in work settings. This assessment included the following facet(s):

- **Active Listening** – Includes ability to give full attention to others, uncovering all relevant information to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Listening** – Includes being willing and able to understand spoken information such as comments, questions, or directions from others.
- **Speaking** – Includes speaking clearly and in a manner that is easily understood by others; using proper grammar and word usage.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)

Individuals scoring in this range are highly effective in interacting with others. They have a unique ability to effectively craft and communicate their ideas while taking the perspectives of their audience into account. They are genuinely interested in understanding others. As such, they listen and ask appropriate and timely questions to ensure they obtain all the information needed to understand what others are saying. They speak effectively, using succinct and proper grammar, virtually eliminating others misunderstanding or not listening to what they have to say. These individuals can be counted on to help people understand concepts and situations that others scoring lower in this area struggle to convey.

- **Adequate Strength** (Scores between 21-50)

Individuals scoring in this range are effective in interacting with others. They have an average ability to communicate their ideas and typically can take the perspectives of their audience into account. They usually are interested in fully understanding others. They listen and ask questions to understand what others are saying, but if very busy or placed in stressful situations, they may fail to demonstrate these skills. They speak somewhat effectively, typically using proper grammar, but they may use jargon or unclear terms at times, which can lead others to misunderstand or not listen to what they have to say. These individuals can sometimes help people understand concepts and situations that others scoring lower in this area struggle to convey.

- **Not a Strength** (Scores between 1-20)

Individuals scoring in this range struggle to interact effectively with others. They lack an ability to communicate their ideas and find it very difficult to take the perspectives of their audience into account. They lack interest in fully understanding others. They often do not listen carefully to others, and they fail to obtain the information needed to understand what others are saying. They are ineffective speakers, often using improper grammar, jargon, and unclear terms, which leads others to misunderstand or not listen to what they have to say. These individuals typically cannot help people understand concepts and situations that others scoring higher in this area are able to convey.

Trainability Factor. – This characteristic does lend itself to change, but this change requires substantial effort and focus. Change typically is achieved through feedback, training, or coaching, and it is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Quality Orientation (S)

This assessment measures Quality Orientation, which reflects an individual's ability to deliver high quality work. This assessment included the following facet(s):

- **Focusing on Details** – Includes a willingness and ability to attend to the details of key job tasks, applying this focus when working with products, equipment, schedules, or resources on the job.
- **Valuing Quality** – Includes striving for product or service quality by doing work carefully and without error, meeting quality goals that have been set, and doing work the right way the first time.

- **Finding Work Improvements** – Includes seeking to find and suggest new ideas to make the work place better and looking for ways to improve work procedures or services.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range are extraordinarily focused on the quality of their work. They have high detail orientation, and they apply this detail focus to their job tasks. They often exceed quality expectations, producing no waste and requiring little oversight. These individuals are driven to find alternate or innovative approaches to their work that improve the quality of their output. They also can be counted on to fix issues they find in their own work and the work of others. It is a personal point of pride for them to do their work the right way the first time.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range pay attention to the quality of their work. They have moderate detail orientation, and they typically apply this detail focus to their job tasks. They generally meet quality expectations, producing little waste and requiring only occasional oversight. These individuals may find alternate or innovative approaches to their work that improve the quality of their output. They typically will fix issues they find in their own work but may not always fix issues in the work of others. They want to do their work the right way the first time, but in stressful or challenging situations they may falter.
- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range pay little attention to the quality of their work. They lack detail orientation, and they struggle to focus on the details of their job tasks. They generally fall short of quality expectations, producing too much waste and requiring continuous oversight and rework. These individuals are not motivated to find alternate or innovative approaches to their work that could improve the quality of their output. Given that they lack detail orientation, it is unlikely they will find issues in their own work or the work of others, but if they do, it is unlikely that they will fix them. They feel little need to do their work the right way the first time.

Trainability Factor. – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Safety (S)

This assessment measures Safety, which reflects an individual's ability to avoid unsafe behaviors and maintain awareness of the safety risks in their environment and avoid them. This also includes taking personal accountability for one's own safety and the safety of others. This assessment included the following facet(s):

- **Risk Aversion** – Includes the ability to avoid unsafe, risky behaviors at work. Does not put self or others in jeopardy by acting impulsively.
- **Vigilance** – Includes an awareness of surroundings and the ability to constantly be on the lookout for unsafe conditions and behaviors at work.
- **Personal Accountability** – Includes the ability to recognize that one's own behavior has safety consequences for self and others. Demonstrates the ability and willingness to report others who are being unsafe or conditions that are unsafe.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range demonstrate high safety awareness. They are averse to risk taking and avoid behaviors that put themselves or others at risk. These individuals demonstrate safety vigilance, maintaining constant awareness of their surroundings and any potential safety hazards. They reliably take responsibility for their own safety and the safety of others. These individuals can be counted on to report others who are unsafe or conditions that are unsafe. Overall, individuals scoring in this range present little to no safety risk in the workplace.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range demonstrate average safety awareness. They are generally risk averse and attempt to avoid placing themselves or others at risk. However in stressful, they may act impulsively. These individuals typically maintain their safety vigilance, but they may fail to maintain awareness when stressed or distracted. They usually take responsibility for their own safety and the safety of others. These individuals may find it difficult to report others who are unsafe or conditions that are unsafe. Overall, individuals scoring in this range present a lower safety risk in the workplace.
- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range often lack safety awareness. They act impulsively, putting themselves and others at risk. These individuals are not vigilant about safety concerns, and their lack of attention makes them more likely to be involved in an accident. They fail to take responsibility for their own safety or the safety of others. These individuals are unlikely to report a safety issue and may even discourage others from doing so. Overall, individuals scoring in this range present a higher safety risk in the workplace.

Trainability Factor. – This characteristic is quite stable, but it can be trained, noting that it does not lend itself to quick change. Any change obtained will require substantial personal commitment and must be consistently reinforced to ensure that modifications to work behaviors remain. It should be noted that individuals who struggle in this area, by definition, do not see the need for safety awareness. Therefore, they will find it very difficult to modify their behavior.

Self Management (S)

This assessment measures Self Management, which reflects an individual's level of confidence, self-assuredness, and ability to work without close supervision. This assessment included the following facet(s):

- **Demonstrating Confidence** – Includes being self-assured when working with others, performing challenging job tasks, or making decisions. Is able to defend one's own beliefs or opinions in the work place.
- **Working Autonomously** – Includes working without needing to be closely monitored or needing to have progress checked frequently.
- **Self-Sufficiency** – Includes being resourceful in completing work and is able to make decisions without consulting others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range are highly effective at managing themselves at work. They demonstrate confidence when performing challenging work tasks, and are able to defend their own opinions when interacting with coworkers. They require little or no direction to accomplish their work and objectives. These individuals are able to accomplish work tasks without constantly seeking input from their supervisor. They are highly resourceful and able to make decisions independently.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range are moderately effective at managing themselves at work. They are confident when working on familiar tasks, but they may struggle with challenging tasks or when they must defend their opinions to others. They require some direction in order to accomplish their work and objectives. These individuals may struggle to complete challenging tasks independently, seeking reassurance and constant input from their supervisor. They may struggle with self sufficiency and making independent decisions.
- **Not a Strength** (Scores between 1-20)
Individuals scoring in this range lack the ability to effectively manage themselves at work. They tend to lack confidence even when working on familiar tasks, or they are over confident and fail to seek input from others when they should. They require constant direction in order to accomplish even basic tasks. These individuals either need continuous input from their supervisor or they ignore any direction from their supervisor, necessitating constant monitoring. They are not self-sufficient and are unable to make decisions on their own.

Trainability Factor. – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Team Orientation (S)

This assessment measures Team Orientation, which reflects an individual's willingness and ability to work well with others. This assessment included the following facet(s):

- **Agreeableness** – Includes the willingness and ability to be pleasant, tactful, and helpful when working with others. This involves the degree to which the individual conveys a likeable manner.
- **Demonstrating Teamwork** – Includes the willingness and ability to adjust actions in relation to others' actions, be respectful to teammates, and work collaboratively with others to achieve team goals.
- **Resolving Conflicts** – Includes the ability to settle conflicts with others. Tries to understand and fix the problem, and does not place blame on others.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

- **Substantial Strength** (Scores above 50)
Individuals scoring in this range enjoy and thrive in environments in which they are able to work with others. They consistently present a pleasant, tactful, helpful, and likable manner when working with others. They may not be extroverted, but they have the ability to move quickly between working alone and effectively working with others. These individuals are able to adjust their own behavior in relation to others' behavior, allowing them to collaborate effectively to accomplish tasks. They prefer to work through issues, not place blame on others, and effectively manage their behavior to keep a positive working environment for themselves and others.
- **Adequate Strength** (Scores between 21-50)
Individuals scoring in this range likely prefer working with others. They likely interact better with certain groups at work, such as with their managers or peers. These individuals try to present a pleasant, tactful, helpful, and likable manner when working with

others. They may be more extroverted or introverted and can move between working alone to working with others, but they are not likely to be adept at doing so. They are usually sensitive to others' needs and can view their own efforts and successes through the lens of work groups and teams of which they are a part. However, these individuals may struggle to adjust their own behavior in relation to others' behavior. They have the ability to work through issues with others, typically without placing blame. They prefer to be in a working environment that is positive for themselves and others.

▪ **Not a Strength** (Scores between 1-20)

Individuals scoring in this range likely have difficulty working with others. They may interact at a base level with peers but likely struggle with others dissimilar to themselves. They likely are highly extroverted or introverted and have trouble with events that require a change to their natural social orientation. These individuals have great difficulty adjusting their own behavior in relation to others' behavior. They tend to be insensitive to others' needs and find it challenging to view their own efforts through the lens of work groups and teams of which they are a part. They may be quick to place blame when faced with issues, which can make it difficult to maintain a positive working environment for themselves and others.

Trainability Factor. – This characteristic, while stable, lends itself to change that can be achieved through feedback, training, or coaching. Change can be made somewhat quickly, but reinforcement of proper behavior is required to ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

Time Management (S)

This assessment measures Time Management, which reflects an individual's ability to manage their own time and tasks effectively. This assessment included the following facet(s):

- **Managing Time** – Includes managing the completion of work tasks or projects on-time without needing to be monitored or reminded by others.
- **Multitasking** – Includes quickly and effectively shifting between two or more tasks or sources of information and performing multiple activities at the same time.
- **Planning and Organizing** – Includes planning and organizing job tasks or resources to meet performance goals.
- **Prioritizing** – Includes identifying the most critical task(s) and ensuring that those critical tasks are addressed.

Scores on this scale are presented as percentiles. Percentiles show an individual's rank or the percentage of people he/she scored above in the normative population. Percentiles range from 1 to 99, where the 1st percentile represents the lowest value (minimum), and the 99th percentile represents the highest value (maximum). Scores on this scale can be interpreted using the following information:

• **Highly Recommended (Scores 45 and above)**

Individuals scoring in this range are extraordinarily focused on managing their time and tasks. They almost always complete their assigned tasks on time without needing to be reminded by others. These individuals are able to effectively multitask, moving between several tasks without a quality or productivity lapse. They also can be counted on to efficiently plan and organize their own work, including identifying high priority tasks. It is a personal point of pride for them to do their work efficiently, and they are often able to see opportunities for improving process efficiency.

• **Recommended (Scores between 30 and 44)**

Individuals scoring in this range are aware of the need to manage their time and tasks. They typically complete their tasks on time, but they may require some reminding or monitoring. These individuals can multi-task, but they may occasionally be overwhelmed when asked to attend to too many things at once. They want to do their work efficiently, but in stressful or challenging situations they may falter. They understand the importance of prioritizing critical tasks, but they sometimes cannot identify the most critical task.

• **Not Recommended (Scores between 1 and 29)**

Individuals scoring in this range pay little attention to managing their times and tasks. They struggle to meet deadlines without reminding, and even they may fail to complete their work in a timely manner. These individuals are not motivated to multi-task, and when they do attempt to multi-task their quality and productivity will be poor. They cannot be counted on to effectively plan and organize their own work. They often fail to identify and focus on critical tasks.

Trainability Factor. – This characteristic lends itself to change that can be achieved through feedback, training, or coaching. Change is likely to occur over time as individuals must recognize when they are in situations that require change and then actively practice modifying their behavior. This can be difficult, but reinforcement will help ensure that modifications to work behaviors are consistent. Individuals who struggle in this area will find it is easy to fall back to their natural tendencies when placed in very difficult or stressful situations.

INTERVIEW FOLLOW-UP SUGGESTIONS

TEAM ORIENTATION (S)

- Tell me about your most positive experience working on a team. What was your role on the team? Describe what made the team successful.

ACHIEVEMENT ORIENTATION (S)

- Describe a task at work or school you find difficult. How did you handle that difficulty? What steps did you take to overcome it?

- Tell me about a challenging task or project you have worked on. Describe the project or task. Did it have a deadline? What did you do to ensure you completed it on time?

QUALITY ORIENTATION (S)

- Tell me about a time when someone pointed out an error in your work. What was it? How did you handle it? What was the outcome?