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**Strictly Confidential  
Job Profile Report**

**Engineers**

**Terms and Conditions**

**This assessment is made available on the following terms and conditions:**

**This report should not be used without the reader thoroughly acquainting him/herself with the document entitled "A Guide to Using Psychometric Assessments" which accompanies this report.**

It is both unethical and poor selection practise, to base an appointment decision solely on the contents of a report such as this. It is imperative that other selection tools such as interviews, performance reviews, reference checks and CV's should also be used in order to obtain a global assessment of a candidate's suitability for a position.

Furthermore, keep in mind that recommendations made in this report are tentative by nature, and that it is the responsibility of the person/s who make/s the decision regarding the above person's application, to apply his/her/their mind/s to the global assessment picture obtained from both this assessment and the other aforementioned assessment tools, in order to determine the applicant's suitability for the position.

It is important to remember that assessment of this nature cannot be used as a basis for deciding whether the status, or any other aspect of a person's job, can be up or downgraded. Where person's have already been appointed to positions, assessments of this nature can be used purely as a training or development tool.

Finally, please note that this information is strictly confidential and is only made available to those individual's directly involved with the applicant's appointment. Feedback is a sensitive matter. Consequently, under no circumstances should a copy of this report be made available to the applicant. Feedback may be given verbally, but only by the consultant who conducted this assessment, or another registered psychologist.

Should the decision maker/s be uncertain as to the meaning of any aspect of this report, or the recommendations contained herein, then he/she/ they is/are obliged to take the matter up with the above consultant, so that the matter can be discussed for clarification purposes.

The data making up this report remains the property of Kevin Roe

## Notes

In determining candidates ratings and recommendations the following considerations were applied:

More weight was given to cognitive capability than personality and emotional capability.

More weight was given to fluid (abstract) cognitive abilities than to crystalized (verbal and numerical) cognitive abilities since the former are the best overall predictor of innate cognitive "engine".

## How to use the report:

On the cognitive tests candidates' performances are benchmarked against a norm group. In this case managers, professionals and graduates. Their performance, compared to the norm group, is calculated on a 9 point scale called a stanine. Stanines can be interpreted as follows using the following nomenclature:

8 and 9 = an excellent performance compared to the norm group

7 = an above average performance compared to the norm group

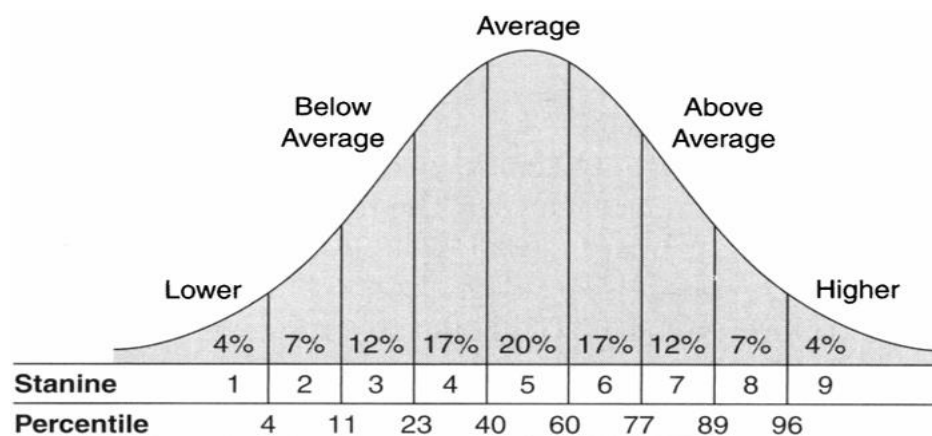
6 = a high average performance compared to the norm group

5 = an average performance compared to the norm group

4 = a low average performance compared to the norm group

1 - 3 = a below average performance compared to the norm group

What does average mean? It means that the bulk of people in the norm group achieved a stanine of 5. This is to be interpreted as a performance on the test (and therefore that element of cognitive capability) that is typical of what we can expect from the population of managers, graduates and professionals. It stands to reason then that this can be regarded as an acceptable performance or fit, because a person with a stanine of 5 "functions" as well as most other people in the norm group with regard to the cognitive capability in question.



Another useful way of looking at a candidate's performance is in terms of a "100 point scale" or percentile. From the above graph one can see for instance that someone achieving stanine of 9, attained a performance and therefore has a capability that is in the top 4% - or better than 96% than the norm group.

In the accompanying report, a candidate's performance on each of the cognitive tests (verbal, numerical and abstract reasoning) is described in terms of the 9 point nomenclature above. The candidate's global score across the three tests is described in the same way. Therefore if someone's performance was described as being excellent, it means that he/she achieved a stanine of 8 or 9 and that his/her performance placed him/her in the top 11% compared to the norm group, and so on.

## Interpretation and Recommendations

Never lose sight of the fact that psychometric test results require interpretation by a qualified psychological professional such as myself and lay people should not under any circumstances attempt to do so. To be blunt. You are not trained to do it and therefore are at high risk of coming to the wrong conclusions. It is for this reason, that I make a recommendation at the end of the cognitive section, the personality section and then with respect to the overall fit of the candidate with the cognitive and personality requirements of the role. This is what you should primarily work with. My recommendations are found next to the red tabs in the report and here slightly different nomenclature is used:

**Excellent** - this means that, overall, the candidate's cognitive abilities far exceeds that which is typically found amongst the norm group. Consider such candidates to be highly recommended with respect to their cognitive ability and an excellent fit with the cognitive requirements of the role. The same applies to the personality and overall fit.

**Good** - this means that, overall, the candidate's cognitive abilities significantly exceeds that which is typically found amongst the norm group. Consider such candidates to be strongly recommended with respect to their cognitive ability and a good fit with the cognitive requirements of the role. The same applies to the personality and overall fit.

**Acceptable** - this means that, overall, the candidate's cognitive abilities are in line with that which is typically found amongst the norm group. Consider such candidates to be recommended with respect to their cognitive ability and an acceptable fit with the cognitive requirements of the role. The same applies to the personality and overall fit.

**Marginal** - this means that overall, the candidate's cognitive abilities are weaker than that which is typically found amongst the norm group OR that there is/are significant deficit/s in some areas despite possible average or better scores in other/s. Consider such candidates to be recommended with reservation with respect to their cognitive ability and therefore a marginal fit with the cognitive requirements of the role. The same applies to the personality and overall fit.

**Poor** - this means that overall, the candidate's cognitive abilities are significantly weaker than what is typically found amongst the norm group. Consider such candidates to be not recommended with respect to their cognitive ability and therefore a poor fit with the cognitive requirements of the role. The same applies to the personality and overall fit.

With regard to the personality profile even more professional interpretation is required and so it is even more important to go with my recommendation with regards to the candidate's overall personality fit with the role. Also note that slightly different nomenclature is used.

Your selection pool therefore lies within my final recommendation of acceptable, good and excellent. You need to decide whether you are selecting primarily for capability (cognitive and personality) with competencies being a secondary consideration; or vice versa. If it is the former you should put more weight on the psychometrics and where possible select candidates in the excellent and good overall recommendation categories. Where these candidates are thin on experience (competency) you will probably find some performance issues in the short term, but provided they are given proper developmental supervision, they should close them quickly and will outperform those who are strong on competency but weaker (acceptable) on capability in the long run.

I would say that even if competency outweighs capability, you should still try to select the candidates with the best capability where possible. Remember, there is overwhelming research to show that capability (cognitive ability and personality/emotional capabilities) are the strongest predictors of job performance NOT competency. This is not to say that competency is not important - it certainly is - but it is relatively less important. Therefore, if competency outweighs capability as your criteria, your best candidate will always be the one who also has good capability.

## Next Steps

At the end of the day you should be working with my recommendations. They give you an understanding of the candidate's overall fit with the psychological or inherent capabilities required by the role. Remember. This assessment measures an individual's inherent capability - cognitive and personality capabilities - AND NOT competencies. Once you have the insight provided into the candidate's inherent capability you should then factor in competencies, experience qualifications etc. to arrive at an overall conclusion concerning his or her fit with the role, taking into account BOTH capability and competency.

## COGNITIVE ABILITY

### Norm Group

Candidates were compared to norm groups consisting of managers, professional people and graduates. This is a high functioning norm group and typically we would expect a performance of 5 or 6 on a 9 point scale. Candidates with this range of scores would demonstrated the level of cognitive ability we would generally expect from managers/professional people/graduates. Anything above this would be indicative of very strong cognitive abilities and anything below a score of 5 would be regarded as being weaker than what we would normally expect from someone in this norm group.

	MR A	Mr B	Mrs C	Mr D	Mrs E	Mrs F	Mr G	Mr H	Mrs J	Mr K	Mr L	Mrs M	Mr N
The Verbal Reasoning Test assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary, class membership and the relationships between words, this test measures the ability to perceive and understand concepts and ideas expressed verbally. While this test is a measure of reasoning ability rather than educational achievement, it is nonetheless generally recognised that verbal reasoning test scores are sensitive to educational factors.	Excellent	Excellent	Excellent	Excellent	Above Average	Excellent	Excellent	Excellent	High Average	High Average	Average	Average	Average
The Numerical Reasoning Test assesses a person's ability to use numbers in a logical and rational way. The test consists of items which assess the candidate's understanding of such things as number series, numerical transformations, the relationships between numbers and their ability to perform numerical computations.	Excellent	Above Average	Average	Above Average	Low Average	Average	Average	Average	Low Average	Low Average	Low Average	Low Average	Low Average
The Abstract Reasoning Test assesses the ability to understand complex concepts and assimilate new information beyond previous experience. The test consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning it is independent of attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.	Excellent	Excellent	Excellent	Above Average	Above Average	High Average	Above Average	Average	Average	High Average	Average	Low Average	Below Average
GLOBAL INDEX ON 9 POINT SCALE WHERE 1 - 3 = BELOW AVERAGE, 4 = LOW AVERAGE, 5 = AVERAGE, 6 = HIGH AVERAGE, 7 = ABOVE AVERAGE, 8 - 9 = EXCELLENT	Excellent	Excellent	Excellent	Excellent	Above Average	Above Average	Above Average	High Average	Average	Average	Average	Low Average	Below Average
<b>Recommendation WRT to Candidate's Fit with the Cognitive Requirements of the Job:</b>	Excellent	Excellent	Excellent	Excellent	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Marginal	Poor

PERSONALITY PROFILE														
Validity?	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid
Self Regulation	MR A	Masuzyo Panda	Mrs C	Mr D	Mrs E	Mrs F	Mr G	Mr H	Mrs J	Mr K	Mr L	Mrs M	Mr N	
SELF DISCIPLINE: Sets high standards for self and others. Ensures tasks/services/products are of a high quality. Perseveres with tasks, even those that may be difficult, long or boring. Checks him/herself for accuracy and quality. Makes a point of not letting others down. Adheres to accepted protocol and standards.:	Above Average	Above Average	Average	Average	Above Average	Above Average	Average	Average	Above Average	Average	Average	Average	Invalid	
SELF CONFIDENCE: Demonstrates a strong fundamental belief in his/her own abilities. Confidently takes on new challenges. Not afraid to take on the unfamiliar. Decisive, even under conditions of uncertainty/pressure.:	Above Average	Average	Average	Average	Above Average	Development Area	Average	Gap	Average	Gap	Development Area	Above Average	Invalid	
CONSCIENTIOUS: Demonstrates a strong sense of duty. Is conscientious and conducts him/herself with integrity. Is well organised and plans ahead. Consistently and reliably honours his/her responsibilities/ commitments/obligations towards others. Accepts accountability for decisions/actions/results. Consistently meets deadlines/targets.:	Above Average	Average	Above Average	Average	Above Average	Above Average	Average	Development Area	Above Average	Development Area	Average	Gap	Invalid	
SELF CONTROL Remains composed/controls emotions in the face of difficulties and provocation. Effectively controls negative emotions and feelings. Maintains the ability to think/act clearly and purposefully in trying circumstances. Does not react emotionally or impulsively to pressures or crises:	Above Average	Strength With Potential for Overuse	Average	Average	Above Average	Average	Average	Average	Above Average	Average	Average	Strength With Potential for Overuse	Invalid	
RESILIENCE Deals calmly and rationally with stress/problems/frustrations. Recovers quickly from setbacks/ negative experiences. Perseveres and remains positive in the face of difficulties and setbacks. Deals constructively with obstacles and challenges. Is consistent and seldom moody or irritable:	Above Average	Average	Average	Average	Above Average	Above Average	Average	Average	Above Average	Average	Average	Above Average	Invalid	

Task Management	MR A	Masuzyo Panda	Mrs C	Mr D	Mrs E	Mrs F	Mr G	Mr H	Mrs J	Mr K	Mr L	Mrs M	Mr N
CAUTIOUS: Considers all alternatives before acting. Is aware of and takes into account risks/potential threats associated with a course of action. Is safety conscious and avoids pitfalls. Weighs up advantages and disadvantages carefully before making decisions.:	Development Area	Strength With Potential for Overuse	Average	Strength With Potential for Overuse	Strength With Potential for Overuse	Above Average	Average	Development Area	Strength With Potential for Overuse	Above Average	Above Average	Above Average	Invalid
DETAIL CONSCIOUS: Accomplishes tasks through a concern for all areas involved, no matter how small. Ensures that minor considerations are not overlooked. Checks written work for errors before submitting. Plans activities before undertaking them. Follows up and ensures that tasks are completed.:	Above Average	Above Average	Above Average	Above Average	Above Average	Above Average	Average	Above Average	Strength With Potential for Overuse	Average	Above Average	Development Area	Invalid
LOGICAL: Bases decisions and actions on facts and data. Places emphasis on results rather than feelings. Evaluates problems objectively. Proposes realistic ideas and plans of action.:	Gap	Above Average	Above Average	Average	Average	Above Average	Average	Above Average	Strength With Potential for Overuse	Above Average	Average	Above Average	Invalid
CONVENTIONAL: Faithfully adheres to policies and procedures. Implements tried and tested methods for performing tasks. Avoids risks. Provides structure/follows processes.:	Average	Development Area	Development Area	Above Average	Development Area	Development Area	Average	Gap	Gap	Gap	Development Area	Above Average	Invalid
PRACTICAL: Turns ideas and decisions into practical action steps that can be implemented. Finds ways to make things work in practice. Ensures that goals and objectives are implemented in a methodical way. Attends closely to daily tasks and problems and deals with them in a practical way. Ensures that goals, outputs, actions can be measured and monitored.:	Above Average	Average	Above Average	Average	Above Average	Above Average	Average	Average	Average	Average	Development Area	Average	Invalid
INNOVATIVE: Challenges existing thinking and accepted ideas/beliefs. Actively promotes change/new ideas. Embraces continuous improvement. Experiments with untried solutions.:	Average	Above Average	Above Average	Development Area	Above Average	Above Average	Average	Strength With Potential for Overuse	Above Average	Strength With Potential for Overuse	Above Average	Development Area	Invalid
IMPLEMENTER: Turns decisions and strategies into manageable tasks. Brings logical, methodical pursuit of objective to team. Takes basic ideas and makes them work in practise.:	Average	Above Average	Above Average	Average	Average	Average	Average	Development Area	Above Average	Average	Development Area	Average	Invalid
COMPLETER: Reliably sees things through to the end. Spots and irons flaws and errors. Intolerant of casual and careless. Follows up.:	Above Average	Above Average	Above Average	Above Average	Above Average	Above Average	Average	Above Average	Above Average	Average	Above Average	Development Area	Invalid

Interpersonal Style	MR A	Masuzyo Panda	Mrs C	Mr D	Mrs E	Mrs F	Mr G	Mr H	Mrs J	Mr K	Mr L	Mrs M	Mr N
ASSERTIVE: Stands up for his/her own views and opinions. Bends others to his/her way of thinking. Takes the lead in group situation. Takes charge and provides direction to others. Competitive and not easily dissuaded/influenced.:	Gap	Above Average	Above Average	Development Area	Above Average	Average	Average	Above Average	Above Average	Above Average	Average	Average	Invalid
TEAMWORK: Can work alongside and with others to achieve goals. Remains committed and involved with the team in spite of obstacles/frustrations/differences. Provides recognition and support to team members. Acknowledges and takes into consideration the views of other team members. Responds constructively to conflict within the team.:	Strength With Potential for Overuse	Above Average	Above Average	Average	Above Average	Above Average	Average	Above Average	Above Average	Above Average	Average	Average	Invalid
Recommendation WRT to Candidate's Fit with the Personality Requirements of the Job:	Good	Good	Good	Acceptable	Good	Good	Acceptable	Good	Good	Acceptable	Stretch	Acceptable	Marginal
Recommendation WRT to Candidate's Fit with the Cognitive Requirements of the Job:	Excellent	Excellent	Excellent	Excellent	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Marginal	Poor
Recommendation WRT to Candidate's Fit with the Personality Requirements of the Job:	Good	Good	Good	Acceptable	Good	Good	Acceptable	Good	Good	Acceptable	Stretch	Acceptable	Invalid
Recommendation WRT Overall Fit With the Job Profile:	Good	Good	Good	Good	Good	Good	Acceptable	Acceptable	Acceptable	Acceptable	Marginal	Marginal	Poor

Top 3 candidates are the following:
Michael Simpisa
Masuzyo Panda
Emmanuel Phiri

**Note on the Personality Test Nomenclature**

Gap - candidate achieved a below average score

Development area - candidate achieved a low average score

Strength with Potential for Overuse - candidate achieved a very high score and this trait will potentially work both for and against him/her