

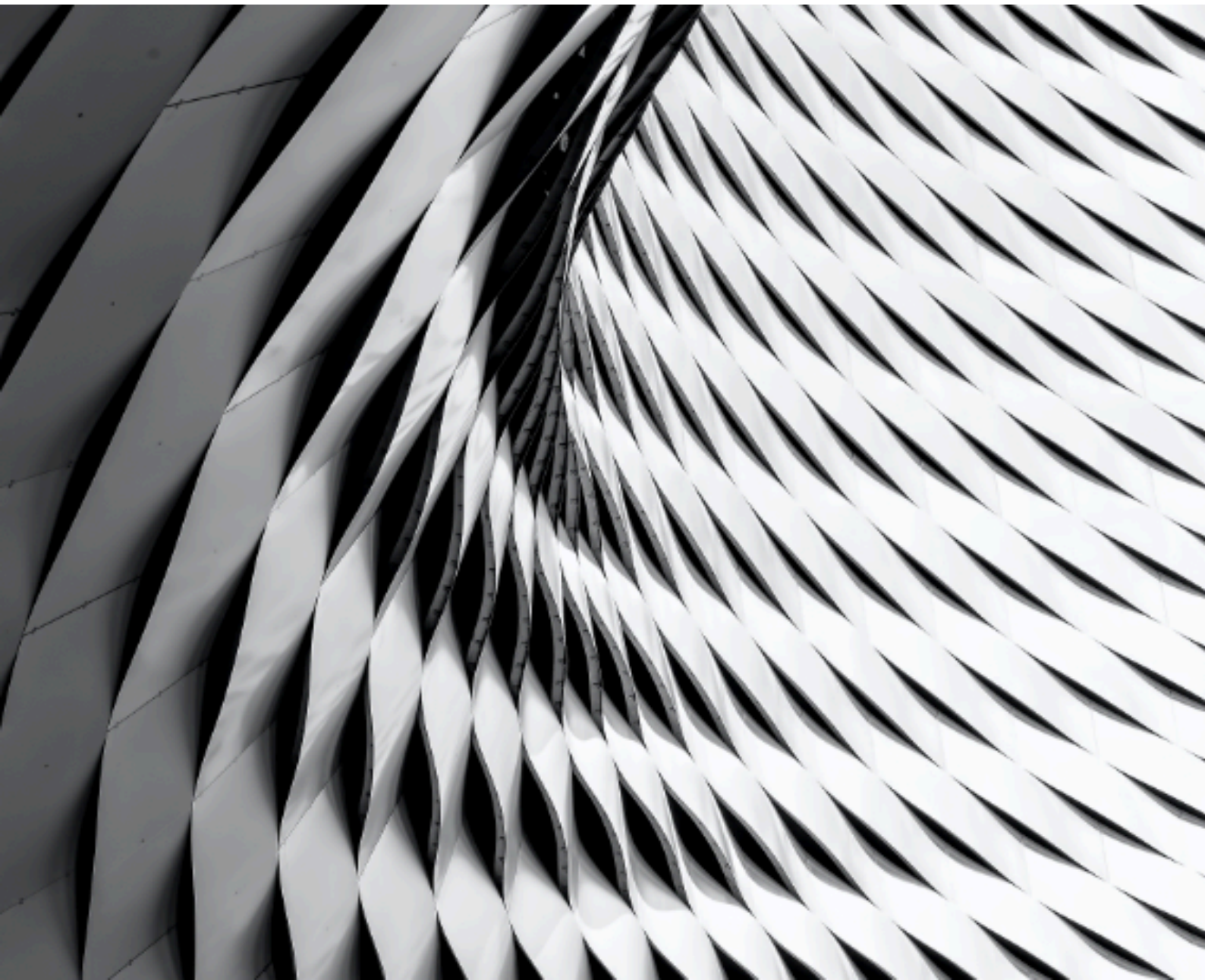


Apprentice & Intern SJT

A recruitment report for:

Sam Sample

Created 28th November 2024



Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Apprentice & Intern SJT on 28/11/2024.

The test is designed to assess areas of critical importance for success in the role of an Apprentice. The competencies assessed are defined below.

Apprentice Competencies

Purposeful Engagement: Supporting colleagues, management and stakeholders in an effort to improve and maximise outcomes (i.e., efficiency and quality).

- Building trust and confidence with colleagues, management and stakeholders, through personal engagement and support.
- Establishing a network of fluent relationships with colleagues, management and stakeholders.
- Communicating clearly and confidently (i.e., being clear, precise and timely).
- Negotiate fluently and calmly.

Creating Clarity: Establishing a Clear, precise and accurate understanding of situations and tasks to facilitate effective action and valid decision-making.

- Understanding the company (i.e., culture, priorities, procedures, etc).
- Understanding own (and others') strengths and limitations, as well as perspectives and attitudes.
- Gathering sufficient information to establish a clear understanding of tasks and priorities.
- Analysing situations (i.e., risks, benefits, and opportunities) appropriately to draw valid conclusions and make appropriate decisions.

Meeting Expectations: Working in a systematic manner in order to achieve performance expectations.

- Setting clear and achievable targets for self (and others), monitoring progress and adapting as required.
- Being proactive at all times, in dealing with responsibilities and challenges, esp. delays, quality and tasks.
- Being resilient, having effective strategies for dealing with work-related pressures and setbacks.
- Maintaining an organised and calm approach, esp. under pressure and managing deadlines.

Professional Credibility: Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities.
- Being respectful of others (i.e., knowledge, expertise, opinions etc.).
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements etc.).
- Welcoming constructive challenge, recognising the need to keep learning.

The results of this exercise are valid for 12 months and can be used to support recruitment decisions.

How To Use This Report

This report contains 'percentile scores', 'behavioural interpretation' and 'interview questions' that can be used to explore an individual's results in more detail:

Percentile Scores

Percentile scores represent how an individual's performance on a test (i.e., their score) compares to the performance of other individuals that have also taken the same test (i.e., the comparison group or norm group). Percentile scores range from the 1st to 99th percentile, where 1 is a very low score and 99 is very high. The overall percentile score is the most predictive of an individual's likely performance in a job. The report also contains percentile scores for each competency assessed, and these should be considered as a guide to help you identify where an individual has excelled or might need to improve a specific behavioural skill. It is not a score, in isolation, that should drive your final recruitment decision. This is because the competency percentile scores are produced by a subset of the test questions, whereas the overall percentile score is produced from all of the test questions.

Behavioural Interpretation

For each competency, an interpretation (four bullet points) has been provided to help you better understand the decisions a candidate has made on the assessment. Not every bullet point may apply equally to all candidates, but you should consider them all to be relevant as they are based on the specific choices a candidate has made on the assessment.

Interview Questions

For each competency, interview questions are provided to help you explore a candidate's results in more detail. You can select the question you believe is most appropriate and you should use the relevant 'four behavioural indicators' to guide your evaluation of a candidate's response. Note, you do not need to ask all four questions - usually one is sufficient, but more are provided if needed. It is also good practice to follow up with additional questions. To help with this you may wish to use the STAR method. This is described below with some additional probing questions you can use.

- **S = Situation:** What was the situation? What were the circumstances or context?
- **T = Task:** What were you trying to achieve? What was your task?
- **A = Actions:** How did you approach it? What did you do? Who did you involve? What challenges did you face, and how did you overcome these? What else did you do?
- **R = Results:** What was the outcome? How did you establish the benefit of what you did?

You should aim to spend more time asking 'Action' questions as these are the ones that typically produce behavioural responses.

Rating Scale

The Rating Scale below can be used to evaluate a candidate's responses to the competency questions provided in this report. During the interview you should aim to establish a pattern of positive and negative evidence for each competency. The final rating you give should be a 'weighted' decision, based on the collective evidence you obtain for each competency.

1 - Significant Development	2 - Development	3 - Mixed	4 - Strength	5 - Significant Strength
A strong and dominant pattern of negative behaviour (in relation to the indicators)	A clear pattern of negative behaviour (in relation to the indicators), and little evidence of positive behaviour to weigh against this – none significant	Balanced evidence of both positive and negative behaviour (in relation to the indicators)	A clear pattern of positive behaviour (in relation to the indicators), and little evidence of negative behaviour to weigh against this – none significant	A strong and dominant pattern of positive behaviour (in relation to the indicators)

Profile

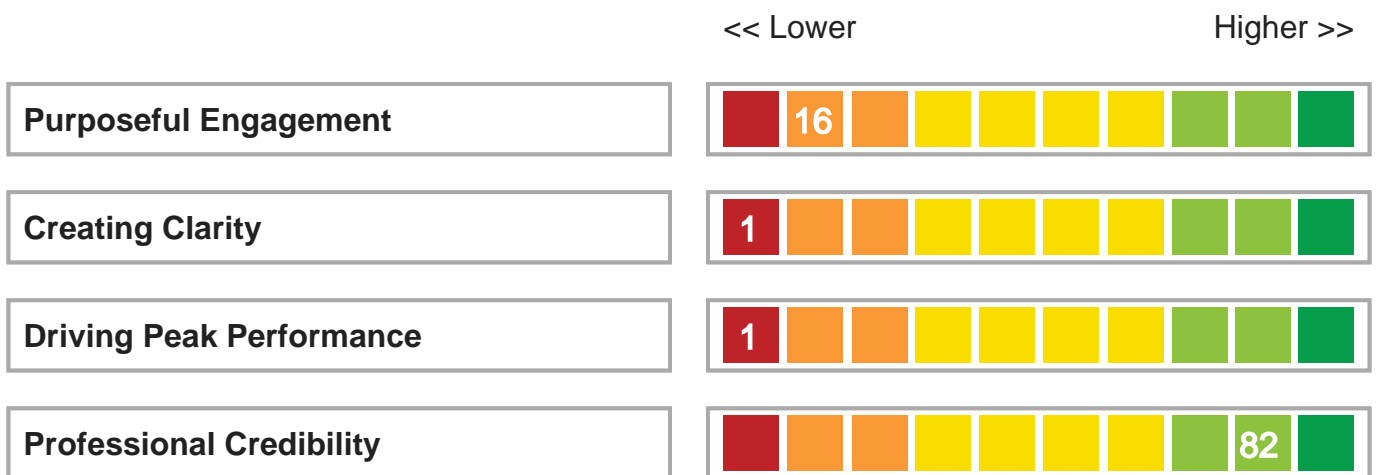
The following summarises Sam's performance on the Apprentice SJT. It provides:

- An overall score, expressed as a percentile based on an individual's responses to all questions.
- A percentile score for each of the competencies assessed



Apprentice SJT Competencies

The scores shown below are Sam's percentiles for each of the competencies.



Performance

The following provides a detailed interpretation of the responses chosen on the Apprentice & Intern SJT, by Sam Sample, on 28/11/2024.

Professional Credibility

The responses suggest:

- Is open and supportive, investing their time to help others find solutions to challenges.
- Is diligent, demonstrating appropriate care and attention to ensure their work is completed to a very high standard.
- Clearly acknowledges own misjudgements or mistakes, ensuring errors can be fully resolved.
- Welcomes opportunities to learn and develop, seeing feedback as an opportunity to improve.

The questions below are designed for interviewers to explore the results in more detail.

- Tell me about a time when you took it upon yourself to resolve an issue that wasn't your responsibility. How did you approach resolving this issue? What was the outcome of resolving this issue?
- Share an example of how you maintain quality in your work. How did you ensure that the quality was maintained? What was the result of your efforts to maintain quality?
- Describe when you last made a mistake in your work. How did you handle the mistake? What steps did you take to fix it? What was the outcome after you addressed the mistake?
- Tell me about a time when you observed behaviour you felt was inappropriate. How did you respond in that moment? What did you do next, and why? What was the outcome of the situation?

Purposeful Engagement

The responses suggest:

- May work in isolation of others, when reaching out for wider input might help achieve outcomes more efficiently.
- May focus too heavily on achieving outcomes, missing opportunities to also build relationships with others.
- May overpromise and underdeliver by not clearly setting expectations of what is possible, before agreeing to take on new responsibilities.
- May involve others to help settle disagreements when constructively negotiating directly with individuals would be more appropriate.

The questions below are designed for interviewers to explore the results in more detail.

- Describe a time when you built a strong rapport with someone, ideally in a work scenario. How did you approach building rapport? What was the outcome of building this rapport?
- Tell me about a time when you have built a relationship with a challenging individual. What actions did you take to build a relationship? What was the result of your efforts?
- Give me an example of when you have had to negotiate with someone. How did you handle the negotiation? What was the outcome of the negotiation?
- Tell me about a time when you needed to communicate detailed information clearly and precisely. How did you ensure that the information was communicated effectively? What was the outcome of your communication?

Creating Clarity

The responses suggest:

- Focuses more on providing quick solutions, rather than seeking to understand the firm's broader priorities.
- Makes quick decisions, without fully considering the perspectives of others.
- Gathers a limited amount of information before making important decisions.
- Makes assumptions on how best to resolve challenging or complex problems.

The questions below are designed for interviewers to explore the results in more detail.

- Tell me about a time when you were presented with a problem you knew little about. How did you go about understanding and addressing the problem? What was the outcome of the situation?
- Give me an example of a decision you have made where you had to consider a range of possible alternatives or options first. How did you establish the alternatives? How did you decide which option was the best? How did considering multiple options influence the outcome?
- Describe a time when you were presented with a complex issue to resolve. What actions did you take to understand and address the issue? How successful were you at resolving the issue?
- Describe a situation where you needed to come up with fresh ideas to solve a problem. How did you generate new ideas? How did you evaluate the ideas you came up with? How successful was your idea at resolving the problem?

Meeting Expectations

The responses suggest:

- Is reactive, quickly tackling tasks without planning ahead and establishing an efficient approach.
- Raises issues or problems associated with challenging tasks, without taking sufficient ownership for finding a solution.
- May become reactive after making a mistake, potentially making a difficult situation worse.
- Under pressure, might agree to requests that are not be possible to deliver.

The questions below are designed for interviewers to explore the results in more detail.

- Share an example of a routine task you have completed. How did you approach the task? What did you do to maximise your efficiency completing the task? What was the result of your approach?
- Tell me about a time when you have set yourself a highly ambitious goal. How did you approach achieving this goal? What was the outcome of your efforts?
- Share an example that illustrates your approach to time management. How did you manage your time to handle this situation? What was the outcome of your time management efforts?
- Give me an example of when you had to work under pressure. How did you tackle working under pressure? How successful were you are dealing with the pressure?